



**THE INFLUENCES OF EXTROVERSION AND INTROVERSION ON LANGUAGE
LEARNING BEHAVIOURS OF ESL LEARNERS**

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APPROVAL SHEET

This research paper attached hereto, entitled “The Influences of Extroversion and Introversion on Language Learning Behaviours of ESL Learners” prepared and submitted by Hum Hui Yun in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Language is hereby accepted.

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ABSTRACT


This research aims to identify the relationship between personality, extroversion-introversion and learners' second language learning behaviours. Besides, the preferable second language learning behaviours of extroverted and introverted learners are also intended to be found out through this study. 81 students had been reached out to through purposive sampling. To achieve the research objectives, the researcher used Google Form to distribute three questionnaires: general demographic information, the Eysenck Personality Questionnaire (EPQ), and the Strategy Inventory for Second Language Learning (SILL, version 7.0). The researcher employed instruments, Microsoft Excel and Statistical Package for the Social Sciences (SPSS, version 26) to assist in analysing the statistics. The research project revealed that there is a correlation between personality and second language learning behaviours. Moreover, the outcomes also show that introverts adopted more compensation strategies in learning English, whereas extroverts tend to use social strategies in the process of learning English as a second language (ESL). The findings will encourage educators to facilitate students in adopting appropriate learning strategies in order to achieve successful language learning.

DECLARATION

I declare that the material being carried in this paper is the end result of my own work and that due acknowledgement had been given in the bibliography and references to ALL sources be it printed, electronic or personal.

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CHAPTER 1

INTRODUCTION

Terms like extroversion and introversion may strike us as both familiar and mysterious. Extroversion-introversion is one of the components of personality that is inherited and genetically based. Temperament is the factor that can influence our feelings, judgements and behaviours, including second language learning behaviours. Therefore, the goal of this research is to establish the interrelationship between personality traits, specifically extroversion-introversion and second language learning behaviours.

1.1 Background of the Study

The transition from a teacher-centered teaching approach to a student-centered approach over the past two decades has encouraged learners to be more self-reliant (Obralic & Mulalic, 2017) and develop their learning behaviours to acquire the target language. Besides learning styles and behaviours, there is also one significant factor that can influence the process of second language acquisition (SLA), which is the personality of the learner (Obralic & Mulalic, 2017).

Depending on the manner at issue and what is being acquired, personality may have a guiding, shaping, enhancing or weakening effect on learning systems. Learning can be indirectly affected by personality through motivation and attitudes that result in specific interpretations of learning, learning engagement, and preferred learning methods. Thus, personality traits may manifest through learning styles, which in turn give rise to learning strategies and a particular learning outcome (Heinström, 2012).

In Malaysia, English is considered a second language (L2), thus Malaysia should be able to utilise and interact in English (Adan & Hashim, 2021). English is also a mandatory course in primary and secondary schools. Learners must pass the Malaysian University English Test (MUET), which is an English proficiency examination, to continue their studies in Malaysian universities (Muniandy & Shuib, 2016).

On the other hand, in order to understand the reading materials published in English, which are more prevalent and easily obtainable, a student must be fluent in the English language. English has served as a link to connect individuals all over the world, enabling them to access a wide range of excellent learning resources and readily distributed online educational materials. The majority of references are written in English, therefore students must be proficient in the language and skilled in language interpretation. In addition, the learners' abilities to grasp the knowledge acquisition process itself (Chanderan & Hashim, 2022).

Researchers such as Nambiar (2007) indicated that learners may consider the types of academic materials they must read in university is theoretically and syntactically challenging. Besides, the researcher also mentioned that students' limited vocabulary knowledge limits their reading comprehension. Given that learners' vocabulary knowledge is poor, it is surprising that the learners tend to avoid using a dictionary to look up unfamiliar words, although they do not have strong lexicon competence. Adan and Hashim (2021) also stated that quite a number of English as a second language (ESL) learners in Malaysia struggle to use the language effectively. Therefore, the Ministry of Education in Malaysia has introduced CEFR, which is a student-centered learning approach in Malaysia. Although CEFR and Language Learning Strategies (LLSs) are education frameworks that encourage student-centered learning, LLSs are not familiarise by educators in Malaysia (Adan & Hashim, 2021).

Adan and Hashim (2021) stated that language learning strategies (LLSs) equip learners to be independent. In order to evaluate learners' achievements, learners can learn to control, monitor, and manage their language learning. Even though their development levels are varied, using LLSs will aid language learners in language acquisition. Adan and Hashim (2021) also indicated LLSs as goal-oriented actions. A learner should succeed in their goals at the end of the process after using all the established strategies. The objectives of the learning process may vary depending on the individual.

1.2 Problem Statement

Personality is always the issue of discussion and research by researchers. Researchers such as Hans and Sybil Eysenck even developed an Eysenck Personality Questionnaire (EPQ) for learners to determine their temperaments. However, although there are studies that have been done, only a handful of researchers associate personality with language learning behaviours, especially with second language learning behaviours. Researchers such as Bongarts, Planken, and Schils (1995) and Dorney (2009, 2010) attempted to draw other researchers' attention to this topic because it is an underlying topic that can contribute to language studies (Obralic & Mulalic, 2017).

Furthermore, most of the students concentrate solely on their academics or on achieving a high grade in examinations. They are less likely to realise that they have their own methods of acquiring a new language or have a misconception of good learning behaviour. In agreement with Boyle et al. (2001), students are likely to consider docile behaviours to be good learning behaviours. Behaviours such as paying attention in class, finishing their homework and not interrupting others in class are the perceptions of students a good learner should have. Learners would not know that

by adopting learning behaviours that are best suited to them, they are able to take in knowledge effortlessly.

1.3 Research Question(s)

1. Is there a correlation between extroversion-introversion and second language learning behaviours?
2. What second language learning behaviours are preferred by extroverted and introverted learners respectively towards learning English?

1.4 Research Objective(s)

1. To gain a better understanding of the relationship between extroversion-introversion and learners' second language learning behaviours.
2. To figure out the preferable second language learning behaviours of extroverted and introverted learners.

1.5 Significance of the Study

By acknowledging the association between extroversion-introversion and language learning behaviours, this research may provide educators with a better understanding of the learners' learning behaviours subject to extroversion-introversion. They are able to facilitate their students to employ suitable learning strategies and assist them in obtaining knowledge in ways that they are comfortable with. Teachers can adopt and modify teaching methods to make the lessons more effective for both extroverted and introverted students. It is essential for educators to be exposed to the preferred learning strategies of learners. This claim may be supported by Ramzan Khan's

(2012) study, which revealed that when teachers thought that students utilised memory strategies the most, students responded that memory strategies were the least used.

Moreover, this research possesses the potential to facilitate learners becoming more conscious of their behaviours in learning. In that case, learners are able to pinpoint and develop suitable learning strategies. Thus, the process of learning a language becomes fruitful and their language skills become more proficient in a way. According to Abdul-Ghafour and Alrefaee (2019), the overall use of language learning techniques was correlated with students' academic achievement, particularly when it came to metacognitive and compensatory strategies. This study attempts to provide evidence to explain how extroversion-introversion and language learning behaviours from its findings and analysis.

1.6 Scope of the Study

The purpose of the study is to determine if there is a link between extroversion-introversion and ESL learners' language learning behaviours. The research will take place at Universiti Tunku Abdul Rahman (UTAR) on both campuses, Kampar and Sungai Long. The learners will be given three questionnaires: a general demographic questionnaire, the Eysenck Personality Questionnaire (EPQ) and the Strategy Inventory for Language Learning (SILL). The target participants will be undergraduate students pursuing a degree at Universiti Tunku Abdul Rahman (UTAR).

CHAPTER 2

LITERATURE REVIEW

This study is interested in determining the effects of extroversion and introversion on second language learning behaviours. In this literature review, personality, extroversion-introversion, second language learning and language learning behaviours will be discussed and evaluated based on previous research.

2.1 Personality

Personality is a term that developed from a Latin word, *personalis*, which refers to the theatrical mask worn by performers (Oxford Learner's Dictionaries, n.d). In this context, “personality” refers to how others perceive an individual. Another definition of "personality" encompasses the entire individual, including physical appearance, temperament, capabilities, hobbies, hopes, sentiments, habits, wisdom, and accomplishments (Tanwar, 1988). Heinström (2012) described personality as a person’s attitudinal and idiosyncratic patterns of thoughts, emotions and behaviour in a variety of contexts.

Heinström (2012) also indicated that personality traits may not always be good indicators of behaviour. However, by evaluating responses in a broad range of situations, tendencies are likely to show up. Therefore, personality traits function as indicators of predictable behavioural patterns. The three main factors that influence the personality of an individual are the potential that is inherited and the main reaction of characters’ traits; the environment in which a person was raised and where he finds himself; and personal meanings and interpretations that the person gives to his

life experiences and the manner in which he wants to sculpt them, in other words, his dreams (Tanwar, 1988).

From the perspective of Eysenck (1947), he defined personality as the physical actions or possible performances that are acted upon by living creatures, which can be affected by genetics or surroundings. There are four areas that can affect the actions or performances of organisms through the practical cooperation of their aspects, which are the cognitive area (intelligence), the appetent area (individuality), the affective area (disposition), and the carnal area (structure).

The theories of personality traits can be traced back to the ancient Greeks. During that time, there were two aspects of personality and it led to four types of people relying on fluids, which were called humors, that had either too much or too little fluids. The first personality type was sanguine, which represented a person who was lively and enthusiastic. It was nice to be around them and people were content with their work (Boeree, 2006). The second type of personality in the ancient Greeks was choleric, which could be used to describe a hasty, fiery individual with an uncompromising demeanour. The next type of temperament was phlegmatic. Slowness, sloppiness and obtuseness define these individuals. The last type of personality would be melancholy. As the word suggests, this kind of person is usually melancholy, even despondent, and has a cynical perspective on life (Boeree, 2006).

One of the well-known instruments used to identify the personalities of learners is the Eysenck Personality Questionnaire (EPQ). The EPQ that was invented by Hans Eysenck classified personality into three equilateral categories: psychoticism, extroversion and neuroticism (PEN). The inventory of this questionnaire was inspired by and is being expanded from the Maudsley Personality Inventory. Eysenck developed the scales of the inventory from 40 yes-or-no questions

into 100 questions. In the EPQ, the P scale consisted of 32 questions; 23 questions for the E scope and 24 items for the N scope (Maragakis, 2020).

Besides EPQ, another instrument adopted to analyse the personality of an individual is the Myers-Briggs Type Indicator, established by Katharine Cook Briggs and Isabel Briggs Myers. The aim of inventing this indicator was to involve the theory of Carl Jung in people's daily lives. Moreover, this indicator also aims to classify the priority in the orders of the reactions of respondents so that the orders can be classified into 16 types of personality. This MBTI is constructed to figure out the preferences of the participants to four antithesis groups, which are known as "dichotomies". The first type of dichotomy is Extroversion (E) and Introversion (I). The second category of dichotomy is Sensing (S) and Intuition (N) and the third type is Thinking (T) and Feeling (F). The last pair of dichotomy is Judging (J) and Perceiving (P) (King & Mason, 2020).

Another personality taxonomy that is still widely used today is the Five Factor Model of Personality, commonly known as the "Big Five" (Walker, 2020). Five broad characteristics that were identified from a factor analysis of the most prominent used were Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience. Extroverts who score high in extraversion are sociable and active, whereas low recorders are passive and quiet (Dörnyei, 2005). Individuals who are agreeable are kind, generous and warmhearted. In contrast, disagreeable people usually have a sophisticated vocabulary and a prominent level of general knowledge. This may be a result of their independence and lack of dependency on others (Heinström, 2012).

Next, conscientiousness has been discovered to have a strong tendency to influence learning processes. People who are conscientious are trustworthy, obedient and dependable in terms of their

character. Even when faced with obstacles, they persist. Additionally, conscientious learners generally have an achievement-oriented and goal-oriented mindset. They put a lot of effort into their tasks and completed them on time. People with high emotional stability, also known as neuroticism, are sensitive and responsive, and more likely to experience unpleasant emotions such as anxiety, trepidation and melancholy (Heinström, 2012).

Emotional stability may have two effects on learning settings. Apprehension may encourage preparation and effort to avoid a predictable failure, which may lead to a better result. Anxiety, on the other hand, can frequently interfere with learning processes by draining brainpower (Heinström, 2012). Individuals who score higher in openness are innovative, adventurous, artistic and unique. Meanwhile, low scorers are conservative, unartistic, and realistic (Dörnyei, 2005). Moreover, open learners have a tendency to enhance their interpretation by taking time to evaluate their own thought and learning processes. All these elements assist learning and always lead to academic achievement (Heinström, 2012).

2.1.1 Extroversion and Introversion

Some of the researchers tried to group individuals based on personality. Carl Jung first introduced the concept of extroversion with the perception of dividing extroversion and introversion as two independent groups of people. In the concept of Carl Jung, extroverts are people who pay attention to their surroundings. These extroverts handle their inner self in social settings with an external flow. By comparison, he described introverted people as having a focus on the spiritual world, handling their inner self on inner elements with an internal flow. Elements that contribute to extroversion are interpersonal and temperamental. The most prevalent depiction of standard

extroverted behaviours, such as sociability and self-confidence, is represented in extroverted interpersonal traits (Walker, 2020).

The social dimension of extroversion is a critical aspect, and it includes extroverts' influence on their social contexts as a defining feature of the trait. Extroversion is a temperamental trait that is characterised by greater activity and favourable effects. As a result of the extroversion-introversion dichotomy, an extrovert is often more outgoing, talkative, sociable, and enthusiastic (Walker, 2020). Extroverted people prefer to learn in a social setting by talking and listening to others. Therefore, they actively participate in class discussions and excel in group settings. However, the impatient and impetuous temperament of extroverted learners, who appear to be more interested in social engagement than studies on occasion, may distract them from learning processes (Heinström, 2012).

An introvert, on the other hand, is often more reserved, quiet and submissive (Walker, 2020). In their learning processes, introverts are typically independent, systematic, meticulous, reflective, and analytical. They make an effort to link and synthesise subject matter and discover how things are linked. Introverts are less likely to speak out in class spontaneously since they tend to ponder and think about things before reacting. Therefore, online learning settings may be particularly suited for them (Heinström, 2012).

Eysenck (1947) concluded the characteristics of extroversion and introversion into three comparisons. Firstly, introverts are more instinctive and extroverts are more impersonal. Besides, he also mentioned that introverted individuals show a higher intensity of analytical action, whereas extroverted individuals have the tendency to have a higher intensity of actuated action. The next

comparison between extroverts and introverts is that introverts tend to have the ability to restrain themselves. However, extroverts do not have such a tendency to control themselves (Boeree, 2006).

2.2 Second Language Learning

Personality tends to contribute to the formation of second language (L2) learning. For instance, in the language learning process, extroverts are inclined to ask others for feedback when they are facing difficulties in academics. In contrast, introverts will be looking for resolutions on their own, such as reading books or searching on the Internet. Although these two approaches are distinctive, the learners are still able to acquire the knowledge and input of a second language. The process of comprehending a language, whether a first language or a foreign language, is known as language learning. Learners must master the four main language skills of listening, speaking, reading, and writing, and other linguistic components, when learning a language. A learner's personal approaches, referred to as "learning strategies", are used to achieve these language proficiency (Paudel, 2019).

Second language learning, in accordance with Shine (2011), is the progress of learners adopting second language other than their mother tongue. Second language learning is an active engagement and endeavour of the learners to learn the language, while second language acquisition is the brain's competence to grasp concepts, structures and semantics in a language in its cognitive growth and process. Receiving information in the language, translating the language into knowledge via intellectual effort and maintaining it through memorization are the processes of learning a language.

The traditional mechanism to learn a language, which is currently in use and practiced widely in high schools and universities around the world, is the idea of language learning (Shine, 2011).

Littlewood (2004) went on to explain how to acquire a second language in more detail. There should be two conditions in the process of learning a second language, transfer and generalisation. Transfer is the process that is related to the knowledge of the first language. The second condition, generalisation, is the knowledge of the second language that is already owned by the learners.

Other than second language acquisition, second language learning is also necessary for L2 learners to acquire a new language. A study related to the importance of the right environment for learners to learn English as a second language was conducted by Hashim and Md Yunus (2018). The research brought out the crucial point that school surroundings and routines are fundamental for students to have a positive result in their English learning outcomes. Furthermore, this study implies that students must have faith in obtaining enough practice in the language learning process in order to understand the language.

Some of the studies suggests that personality will affect second language proficiency. The study by Zafar et al. (2017) proved the statement. At VIT University in Vellore, India, Zafar et al. (2017) conducted research on the correlation between personality traits and ESL proficiency with 145 undergraduate Chinese students. The study showed that extroverted students were more proficient in their speaking and reading skills. Notwithstanding, introverts had higher achievement in listening skills. There was no obvious proclivity for writing abilities. Research done by Qanwal and Ghani (2019) revealed a positive relationship between personality and writing skills. 57 participants who enrolled in the MA English Program were requested to fill in the EPQ to identify their personality. Then, they were asked to take an achievement test to test their writing skills. The result found introverted students performed better in ESL writing skills.

2.3 Language Learning Behaviours

Language learning behaviour, as one type of behaviours, is the element that will be impacted by personality. Although many present-day researchers are fascinated by personality and the various characteristics that can be used to evaluate them, there has yet to be consensus in this area (Monika, 2018).

Learning behaviours, also known as learning strategies, are the efficient approaches that are employed by learners as learning tools to master a target language, whether a foreign language or a second language (Oxford, 1990). The word “strategy” originated from the ancient Greek vocabulary word *strategia*, which means “the ways or methods that are employed to win a battle”. This idea of strategy has influenced education, and new meaning has been formed and transferred into learning strategies (Oxford, 1990).

Learning strategies also stand for the ways learners learn and apply knowledge to improve personal performance and language proficiency (Paudel, 2019). Learning strategies represent a wide range of procedures that learners employ to gain understanding of their learning, which makes learning strategies a particularly ideal way to comprehend second language acquisition (SLA) processes and results. Learners have a variety of materials available to them during the SLA process. The selection and effective implementation of those materials are seen as a learning strategy. However, it is crucial to understand that learning processes vary and are not restricted to language learning (Aljuaid, 2015). To achieve the language objectives, learning strategies including pre-instructional activities, information presentation, learning activities, assessment, and so on should be defined (Paudel, 2019).

By observing students in classrooms, Rubin (1975) has listed out seven strategies that are used by good language learners.

(1) A good language learner is a keen and capable guesser. A skilled guesser makes use of all the hints provided by the context and is able to focus on the possible meaning and the aim of the message. In this sense, the learner is transferring the first language interactions to second language behaviour.

(2) A good language learner is driven to communicate or to learn from a communicative environment. For instance, the learner may use gestures to make sure the information is being delivered.

(3) A good language learner is typically unconcerned. The learner is willing to come off foolish as long as effective communication exists. A good language learner is eager to learn and to communicate from mistakes. The learner can live with a certain level of uncertainty.

(4) A good language learner is not only concerned with communication but also with form. A good language learner is always looking for linguistic trends. The learner often tries to look for ways to categorise information. The learner is making an effort to distinguish pertinent clues from unrelated ones.

(5) A good language learner practices. The learner may work on word pronunciation or build sentences. A good language learner will look for native speakers, attending movies or cultural events in an effort to practise the language. The learner initiates conversation in the target language with teachers or students.

(6) A good language learner keeps an eye on both his or her own and others' speech. The learner continuously checks if his or her performance fits the standards he has acquired and how well his or her speech is being received. The learner's willingness to engage in the learning process is influenced by part of the monitoring. A good language learner frequently processes information regardless of being asked to perform. The learner is able to learn from his or her own mistakes.

(7) A good language learner is aware of meaning. The learner notices that to fully comprehend the message requires more than just focusing on the language's grammar or surface form of speech. A good language learner is concerned with the setting of the speech act, the engagement of the individuals, the principles of speech, and the tone of the speech act. A good language learner seeks out ways to express functions, as the learner considers language as providing numerous functions.

The findings of Rubin (1975) were quite comparable to the theories of Rebecca L. Oxford. Oxford (1990) identified language learning behaviour into 12 features, such as being usually self-aware, able to coach and malleable. A more specific and particular language learning strategy system was introduced. Oxford (1990) divided this system into two major classifications: direct and indirect language learning strategies. Direct strategies are the strategies that are associated with the target language directly, and all the strategies are concerned with mind and learning process.

The researcher also proposed three subclasses each under the two main classes. The subclasses under the direct group were memory strategy, cognitive strategy and compensation strategy. According to Aljuaid (2015), learners benefit from direct strategies as they aid in information storage and retrieval. Even in the situations where there is a knowledge gap, direct strategies help learners produce language. They also assist students in understanding and applying the new language.

The indirect class was sorted into three subclasses: metacognitive strategy, affective strategy, and social strategy (Oxford, 1990). In the same year, another researchers, O'Malley and Chamot, declared that there were only three categories of learning strategies, which were metacognitive strategy, cognitive strategy and social or affective strategy. Indirect language learning strategies and direct strategies support each other by aiding the student in managing the learning process. As these strategies assist and regulate language development without directly involving, therefore, these strategies are known as "indirect languages learning strategies" (Aljuaid, 2015).

This kind of behaviour eases the learning process. The learning behaviours of learners contribute to the achievement of learners in learning accomplishment. A suitable learning behaviour encourages learners to engage in the learning process and comprehend the knowledge (Pongpanya, 2019). Besides, effective language learning strategies develop students' linguistic knowledge and confidence, which is fundamental for long-term success in language learning process (Šafranĳ & Gojkov-Rajić, 2019).

Pongpanya (2019) did research on the learning attitudes and behaviours of students with low English proficiency and found that there were two types of learning behaviours: outside the class and inside the classroom. Besides, the researcher also discovered that there was no direct relationship between the learning attitudes of learners and their learning behaviours. This may imply that students with a positive attitude toward learning English do not necessarily have a good strategy for learning the target language.

Learning strategies are actions that the learner consciously chooses and this aspect of decision gives the strategies prominence in the process of learning a foreign language. Self-empowerment is affected by learning strategies. In order for language acquisition to be successful and effective

in a variety of language circumstances, learners must strengthen two crucial characteristics, which are self-directedness and learning independence (Šafranĳ & Goĳkov-Rajić, 2019).

2.3.1 Memory Strategies

Memory strategies can also be known as mnemonic strategies (Monika, 2018). Memory strategies are utilised to store latest information into memory storage. Memory may be extracted when it is needed for communication (Aljuaid, 2015). It is also a strategy that helps students relate L2 materials or ideas to one another. Simple ideas include organising items according to their order, creating associations and evaluating are portrayed in memory mechanisms. All these ideas have something to do with meaning. The structure and associations have to be personally relevant to the learner and the content to be studied must be noteworthy to achieve the aim of acquiring another language (Oxford, 1990).

However, deep comprehension is not vital. This tactic, such as acronyms, can assist learners in mastering or recalling knowledge in a systematic manner. Other approaches to knowledge proficiency include sounds, images, pictures with words or their meanings, a sequence of sounds and images, movement of the body, automated instruments, or place (Oxford, 2003). When learning new English terminology, good students tend to use memory strategies such as mental pictures and rhythms. When learners connect the ideas between new knowledge and pictures in language learning, the development of mental images can improve the memory of the ideas, resulting in the learners becoming successful learners (Kayaoğlu, 2013b).

2.3.2 Cognitive Strategies

Cognitive strategies are direct methods for learners to handle language knowledge, such as jotting down important points, reasoning, summing up and rearranging knowledge to create a stronger information structure (Oxford, 2003). Deep processing, developing and modifying internal mental models, as well as receiving and transmitting messages in target language, are all accomplished through cognitive strategies (Aljuaid, 2015). These strategies can also be the tactics that maneuver the incoming knowledge in ways to help learners learn more effectively (O'Malley & Chamot, 1990). In 2001, Oxford also stated in 2001 that cognitive tactics are methods to assist learners in creating and strengthening connections between new and familiar knowledge. Aljuaid (2015) also stated that cognitive strategies are utilised to analyse, classify, and link incoming information to existing schemata.

To summarise all the variability of cognitive strategies, it comes to a conclusion that all the varieties share a similar feature, which is that the learners will modify or reshape the language they want to learn (Oxford, 1990). Nevertheless, research by Kayaoğlu (2013b) exposed poor learners tended to use the cognitive strategy, direct translation from mother tongue to second language in comparison to good learners. According to the findings, cognitive strategies may not be as beneficial as previously thought.

2.3.3 Compensation Strategies

Compensation strategies, also called compensatory strategies (Oxford, 2001), help learners to constitute the left-out knowledge. This kind of strategy provides chances for learners to produce something regardless of their knowledge restrictions. This means the learners are not only comprehending the new knowledge; they are also producing the language (Oxford, 1990). Oxford

(1990) believed that without the entire knowledge of the target language, a compensation strategy supports the learners in developing expressions, whether in spoken or written forms.

Additionally, language production through a compensation strategy can be used to compensate for a lack of proper vocabulary as well as a lack of grammar knowledge (Oxford, 1990), such as when switching to first language, using other clues, seeking assistance and employing synonyms (Aljuaid, 2015). For instance, one of the compensation strategies is trying to figure out the context while having listening and reading sections (Oxford, 2003).

As these strategies are aimed at assisting learners conquer information gaps and actively engage in interpersonal communication, they are expected to foster the development of language proficiency generally. By speculating, a learner interprets information using personal life experience (Aljuaid, 2015). Therefore, the use of compensation strategies, for instance, the technique of guessing, was shown to be much more common in good learners (Kayaoğlu, 2013b).

2.3.4 Metacognitive Strategies

Metacognitive strategies are techniques utilised for coordinating, planning, prioritising and assessing personal learning (Aljuaid, 2015). These strategies are mechanisms adopted by learners to guide the full process of learning. For example, learners determine their preferred learning styles and their needs in language learning, which can be considered in a metacognitive manner. Another behaviour that is found as a metacognitive strategy is that the learner will prepare the structure or the organisation, whether in written or spoken form (O'Malley & Chamot, 1990).

Oxford (2001) believed that learning styles are the methods that learners employ when mastering a language. Therefore, when the learners notice the learning style that they apply, applicable

strategies would be easier to select and practice by the learners themselves, allowing them to manage their learning in a particular method. Besides, when the learners concentrate on the task and choose to identify certain information, they can avoid extraneous interruptions, leading to rapid learning (Kayaoğlu, 2013b).

O'Malley et al. (1985) investigated the learning strategies of high school ESL students. The researchers observed that most of the beginners and intermediate-level students tended to manage and prepare themselves for the learning process. This shows that learners will apply suitable strategies themselves as guidance in learning a language. Oxford (1990) established that metacognitive strategies are one of the paramount tactics. Learners will encounter a plethora of new things, such as unfamiliar vocabulary, perplexing writing systems, and complicated guidelines, causing them to lose focus. Metacognitive strategies are significant for learners because the strategies are able to bring back their main concern via activities such as analysing. These techniques are essential for successful language learning when the student is confused by new terminology, principles, or the writing system (Aljuaid, 2015).

2.3.5 Affective Strategies

Oxford (1990) claimed that affective strategies are related and employed to manage (Aljuaid, 2015) sentiments, behaviours, encouragement and values. For instance, affective strategies are applied in expressing feelings, analysing one individual's feelings and degree of anxiety (Oxford, 2003), relieving anxiety using music, motivating oneself, and sharing feelings with others (Aljuaid, 2015). Oxford (1990) believed that individuals that can manage their sentiments while learning are good learners in language learning. A good language learner is conscious of possible angst and obstacles

(Kayaoğlu, 2013b). With positive feelings, learners are more able to enjoy the learning process compared to learners with negative emotions that can affect their learning progress (Oxford, 1990).

Oxford (1990) also declared that with a small amount of nervousness in language learning, it will have a positive outcome on the learners' learning progress and aid the learners in achieving their highest achievements. Alternatively, if language learning anxiety occupied a large area in the language learning development of an individual, this could cause the learner to refuse to engage in taking even a small risk.

2.3.6 Social Strategies

Social strategies are tactics that help learners cooperate with others and interpret the culture and language that they tend to learn (Oxford, 2003). Oxford (2003) gave additional information about the strategy by giving examples, requesting others for help to explain a confounding point and having a conversation with a native-speaking partner of the target language. Good learners establish a powerful endeavour to collaborate with peers and more conversant learners (Kayaoğlu, 2013b). Oxford (1990) assumed that, as social behaviour is the formation of language, connection and communication between and among people have to exist.

On the basis of O'Malley and Chamot (1990), social or affective strategies are beneficial to the listening comprehension of learners when they are collaborating or working with friends to find a solution, collect data, review notes, or ask for comments on a learning exercise. In agreement with Abdul Razak et al. (2012), all six language learning behaviours were being employed by L2 learners at different frequencies of usage. According to the researchers, most of the L2 learners employed affective strategies, but the strategy that had the least frequency of adoption was the compensation strategy.

Whereas in the research of Ho and Kow (2010) with undergraduate students as participants, they disclosed that most of the students adopted metacognitive strategies in their learning progress. The research of Solak and Cakir (2015) supported the research outcome of Ho and Kow (2010) by revealing that metacognitive strategy were preferred to be used by learners. However, the researchers discovered that the another strategy, memory strategy, was also selected to be used by most e-learners. Unfortunately, cognitive and affective strategies were the least employed learning strategies by participants.

Learning strategies ought be addressed in the classroom based on O'Malley et al. (1985). The effectiveness of strategies training in a genuine teaching context with second language listening and speaking tasks was proven in their study. The strategies training is designed to help educators redefine their teaching methods.

2.4 Personality and Personal Language Learning Behaviours

Personality traits function as a double-edged sword for learning strategies. Temperaments may enhance or inhibit the efficient use of strategies. Personality traits may generate motivational desire or obstacles to employing learning strategies, hence promoting or preventing language learning activity. Furthermore, an individual may try again or quit the learning activity if there are preliminary challenges and setbacks in language learning, based on their personality traits (Šafranĵ & Gojkov-Rajić, 2019).

According to one of the research projects that was conducted by Kayaoğlu (2013a), among the six strategies, introverts used more learning strategies compared to extroverted learners. Cognitive strategies such as interpreting expression, practising sounds and writing system exercises and repeating were the methods employed the most by introverts. Looking for chances to practice is

the only metacognitive strategy that was used more frequently by extroverted learners. The research also showed an outstanding result where the introverted learners picked up self-monitoring strategy more compared to extroverted learners.

Extroverted students adopted the social strategy of working together with classmates more often than introverted students, while introverts chose to reach out to the person who was more skilled in the language, their teacher. The researcher concluded that introverted students are aware of adopting certain target-oriented manners and psychological efforts in order to ease the process of acquisition, restoration, memory and utilisation of information for understanding and feedback, whereas extroverts use more oral communication skills (Kayaoğlu, 2013a).

On the contrary, Monika (2018) found a distinct result from the previous researcher. From the research on personality, language learning strategies, and achievement in English as a Foreign Language (EFL), the researcher discovered that introverted students employed more metacognitive strategies compared to extroverted students. Another finding of the researcher was that extroverted students tended to adopt more social strategies to help them grasp the language. Another significant result from the research was that when the learners were aware or discovered which personality they belonged to, they tended to use more strategies in language learning, or vice versa.

In another study, Aljuaid (2015) investigated the relationship between language learning strategies and the Big 5 personality traits among first and second grade students at a Turkish state university. The researcher found some significant correlations between language learning strategies and personality traits, such that the students who scored highly on the Agreeableness scale tended to use more memory strategies. Students who are more likely to use cognitive strategies are extraverted, agreeable, and intelligent. Another strategy, compensation strategies, was mostly used

by students with Agreeableness and Conscientiousness. Besides, the researcher discovered that learners who frequently used metacognitive and affective strategies as their language learning strategies were learners who had a high level of Agreeableness.

In a study that involved 70 students from the International University of Sarajevo, conducted by Obralic and Mulalic (2017), they discovered that there was a substantial relationship between personality traits and language learning strategies. For instance, the personality trait of extraversion had a strong relationship with all six strategies. Moreover, there was a strong relationship between Agreeableness and affective strategies. Nevertheless, some personality traits might have weak correlations with learning strategies. It was found that Conscientiousness had a significant correlation with all the language learning strategies except for metacognitive and social strategies. Neuroticism was negatively associated with all the language learning strategies except for the affective learning strategy. Apart from compensation and affective learning strategies, Openness to Experience was not associated with language learning strategies.

In this chapter, the links between extroversion-introversion and second language learning behaviours were uncovered and antithetical findings from previous research papers were established. The outcome of the research project would be a substantial contribution to the industry.

CHAPTER 3

METHODOLOGY

The method of the research will be deliberated and categorised into three categories in this chapter: setting and participants, instruments and procedures. The aim of this research project is to address the following research objectives:

1. To gain a better understanding of the relationship between extroversion-introversion and learners' second language learning behaviours.
2. To figure out the preferable second language learning behaviours of extroverted and introverted learners.

3.1 Setting and Participants

Quantitative research with survey as the instrument is employed in this study. A quantitative method is selected as the data collection outcomes are transparent and dependable. Researchers will find this approach easy to manage and evaluate (Tang, 2020). Moreover, this method can be used to cover a substantial number of samples from a broad population. Subjective data, such as respondents' language learning behaviours, will be obtained via the survey. Purposive sampling will be chosen to be used in the research as the researcher intends to include participants from Universiti Tunku Abdul Rahman (UTAR) bachelor's degree students in the study.

This research project will be conducted at Universiti Tunku Abdul Rahman (UTAR), both Kampar and Sungai Long campuses. 81 undergraduate students will take part in the research. Respondents

are required to be English as a Second Language (ESL) students as this research proposes to investigate explicitly second language learning behaviours.

3.2 Instruments

A questionnaire with three sections will be distributed to the respondents. In the first section, students are required to fill in general demographic information such as gender and their perspectives on the influences of personality on language learning behaviours. The questionnaire is followed by the Eysenck Personality Questionnaire (EPQ) and the Strategy Inventory for Second Language Learning (SILL).

3.2.1 Eysenck Personality Questionnaire (EPQ)

For the study, an Eysenck Personality Questionnaire (EPQ) of the extroversion scale developed by Eysenck, Eysenck, and Barrett (Aziz, 2010) will be used. This questionnaire consists of 23 yes-or-no questions and the 5-point Likert scale will be used to measure and analyse the personality traits of the students. In the questionnaire, learners are expected to declare their degree of agreement or disagreement with the statements given in five points: strongly disagree, disagree, neutral, agree and strongly agree. Questions such as “I have many different hobbies” and “I am mostly quiet when I am with other people” are to be answered by the participants based on their personal expressions.

3.2.2 Strategy Inventory for Language Learning (SILL)

The Strategy Inventory for Language Learning (SILL) was a questionnaire developed by Rebecca L. Oxford. The questionnaire can be used to find out what kinds of language learning practices second language learners use and how often they use them (Wu, 2011). Version 7.0 of SILL, which

contains 50 questions, was selected to be used for the study (Likitrattanaporn, 2018). Numbers one through five are chosen to stand for distinct levels of agreement. The first signifies “never or almost never true of me”, while the second represents “usually not true of me”. Participants who selected the third level of agreement, “somewhat true of me”, meant that the statement only applied to them roughly half the time. The fourth and fifth levels of agreement indicate “usually true of me” and “always or almost always true of me” respectively.

The questionnaire is categorised into six parts depending on the types of learning strategies. The first nine items of the survey are used to identify learners' memory strategies. Part B, comprising 14 questions, reflects the cognitive strategies in the second section. There are six questions on compensation strategies and nine questions in part D, metacognitive strategies. The following section, part E, comprises six questions regarding affective strategies. Part F, which consists of six questions and defines social strategies, is the last part of this questionnaire.

3.3 Procedure

The questionnaires will be adapted into Google Forms to ease the process of distribution and for the participants to fill them in. Once a Google Form is set up, the questionnaire will be distributed to the target respondents from Week 1 to Week 7 of the semester. The distribution of the questionnaire will be administered for at least one month to ensure that the researcher has enough time to gather adequate data for analysis. Before participating in the research study, participants' consent to use the data will be asked in the questionnaire to protect the respondents' rights and privacy. After collecting the data, Microsoft Excel and the Statistical Package for the Social Sciences (SPSS, version 26) for Microsoft Windows are used to analyse the descriptive statistics.

The data analysis process takes approximately two weeks, from Week 7 to Week 8 of the semester.

The findings and results of the research will be documented in the report.

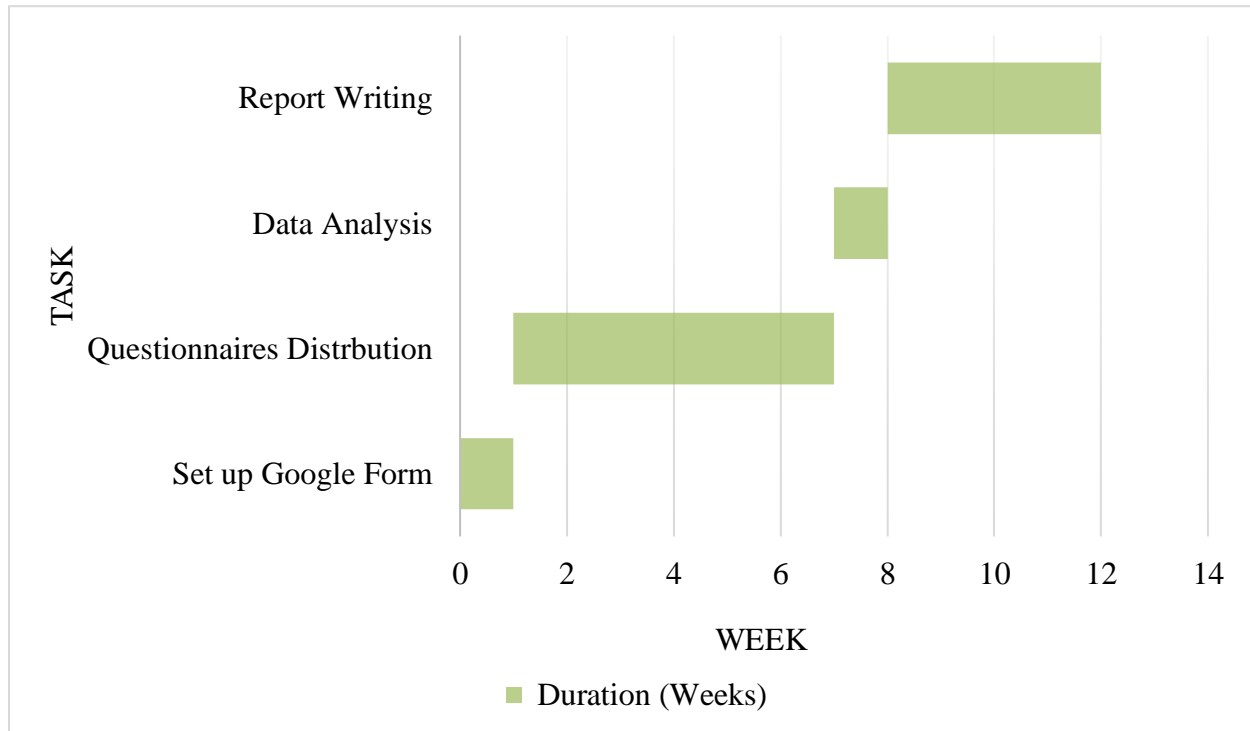


Figure 3.1: Proposed timeline of research project

3.4 Data Analysis

Microsoft Excel will be adopted as a tool to identify the personalities of respondents and the language learning strategies that they use. After collecting the answers of the respondents, the data will be classified numerically. The total score of the respondents will be summed up and divided by 23, since there are 23 questions in the Eysenck Personality Questionnaire (EPQ). The degree of introversion and extroversion will be analysed from the scores of the respondents. Participants who score below an average of '3' will be indicated as introverted students, while respondents who score above '3' will be marked as extroverts. However, for respondents who score an average

of '3', this will be indicated as no major tendency in personality, therefore the data will be excluded for further analysis.

Besides, Microsoft Excel will also be used to calculate the means of scores for each strategy that is adopted by learners in learning English. The means of each score of strategies may be used to determine the frequency of language learning strategy use according to the table below:

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Table 3.1: Frequency of Language Learning Strategy Use

3.5 Conclusion

This chapter discussed the settings, participants and instruments that will be used in this research project. Besides, procedures that will be carried out to fulfill the research goals were also being deliberated. The results and findings will be further talked over in the next chapter.

CHAPTER 4

FINDINGS AND ANALYSIS

This chapter will be analysed in light of the outcomes. The chapter will be divided into three sections: the general information of respondents, second language strategies preferred by both personality types and the correlation between personality and second language strategies.

4.1 General Information of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Female	55	72.4	72.4	72.4
Male	21	27.6	27.6	100.0
Total	76	100.0	100.0	

Table 4.1: Gender Distribution

According to *Table 4.1*, 21 males and 55 females, for a total of 76 respondents, were involved in the research. Initially, there were 81 learners who filled in the questionnaire. However, one of the respondents did not agree with the consent agreement. Besides, there were four participants who adopted English as their first language. Therefore, the data of these five participants would be omitted from the research project.

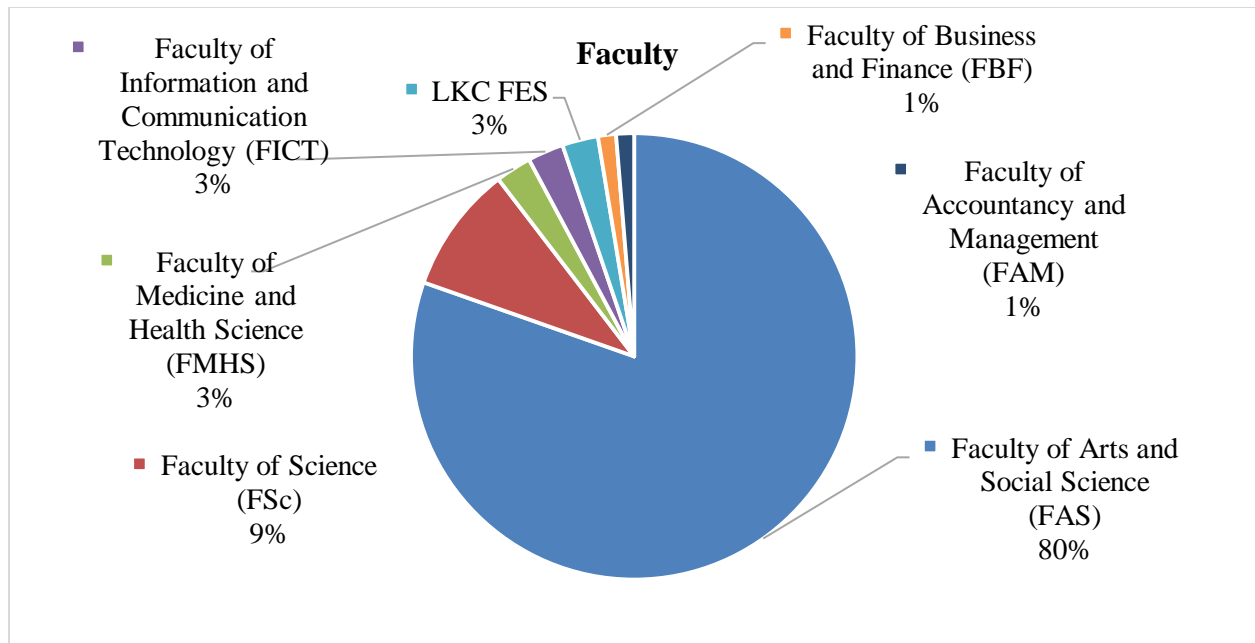


Figure 4.1: Distribution of Respondents in Terms of Faculty

Figure 4.1 presents that there were 61 (80.3%) respondents who are currently enrolled in the Faculty of Arts and Science. 7 participants (9.2%) were from the Faculty of Science (FSc). There were two (2.6%) respondents each from the Faculty of Medicine and Health Science (FMHS), Faculty of Information and Communication Technology (FICT) and LKC FES. Additionally, one (1.3%) respondent from the Faculty of Business and Finance (FBF) and the Faculty of Accountancy and Management (FAM) volunteered to participate in the research study, respectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
Cantonese	2	2.6	2.6	2.6
Chinese	1	1.3	1.3	3.9
Hokkien	1	1.3	1.3	5.3
Malayalam	1	1.3	1.3	6.6
Mandarin	65	85.5	85.5	92.1
Mongolian	1	1.3	1.3	93.4

Swahili	1	1.3	1.3	94.7
Tamil	4	5.3	5.3	100.0
Total	76	100.0	100.0	

Table 4.2: Respondents' First Language

Table 4.2 shows that the majority of the participants (66 students) are from Chinese family backgrounds. Among the 66 learners, one (1.3%) respondent learned Chinese and 65 (85.5%) respondents acquired Mandarin since childhood. There were two students (2.6%) who acquired Cantonese as their first language. Four (5.3%) respondents acquired Tamil as their mother tongue before learning English as their second language. Besides, there was also one (1.3%) student who learned Hokkien, Malayalam, Mongolian and Swahili, respectively.

	Frequency	Percent	Valid Percent	Cumulative Percent
No major tendency	6	7.9	7.9	7.9
Introversion	43	56.6	56.6	64.5
Extroversion	27	35.5	35.5	100.0
Total	76	100.0	100.0	

Table 4.3: Respondents' Personality

According to Table 4.3, the research respondents were more introverted. Out of 76 respondents, 43 (56.6%) were introverted learners. 27 (35.5%) respondents were extroverted students and 6 (7.9%) respondents had no major tendency in personality. Since the research is mainly focused on the association between extroversion-introversion and language learning behaviours, the data of students with no major tendency in personality was eliminated from the research.

There were two questions attached to the general demographic information (*refer to Appendix A*).

The first question was, "What personality do you think you belong to?". The researcher identified

that there were 10 respondents out of 76 who had no idea of their personalities. However, most of the respondents were conscious of their personalities. 57 learners thought that they were introverted and only 9 students had the idea that they were extroverted.

Another question, "Do you think personality can affect language learning behaviours (for example: remembering new English vocabulary with rhymes)? Why?" was asked to identify the perspectives of students on personality and language learning behaviours. From the analysis, most of the participants believed that personality could affect language learning behaviours. Only a few respondents disagreed with the standpoint. The respondents assumed that everyone has their own way of learning a language. Some of the participants assumed that learning behaviour may be related to personal memory skills or systems.

Plenty of respondents related learning language to the communication situation. Participants mentioned that introverts who are less outgoing may be shy about communicating or asking questions. One of the respondents stated his or her point of view by saying that introverts are most likely to use simpler vocabulary when communicating with others to avoid making mistakes and embarrassment while using complex vocabulary. The participants also pointed out that introverted people will use simpler vocabulary to avoid people drawing attention to them.

The majority of participants also acknowledged that extroverts may be more engaged in activities or speak to others in their language. Therefore, when extroverted people are involved in social interaction, they may use and practice the language more often. Hence, extroverts may have better speaking proficiency in their target language. However, a participant brought up the method of learning new vocabulary. According to the response, introverted people may remember the

vocabulary by reading it in their minds, while extroverts may tend to remember the vocabulary by pronouncing it verbally.

Group discussions were also underscored by a few respondents. One of the respondents expressed that extroverted people may be able to learn in groups, but introverted people may prefer to learn alone. Another respondent had the same viewpoint. The participant believed that introverts may not be able to learn in group discussions. Another respondent mentioned that introverts will be more passive, thus their learning methods will be more reserved. The participants provided examples by showing that introverts may learn through reading various genres of books to expand their vocabulary. By watching English movies, they may enhance their vocabulary or develop their listening skills.

Yes, an extrovert tends to be more outgoing when learning English and will practice it by interacting more with people such as having video call session with native speakers or chatting with them on social media platforms. An introvert will be more passive and their learning will be more reserved such as through reading different books to increase their vocabulary or watching English movies to improve listening skill, basically their learning process is more passive.

Respondent a

I think personality may affect language learning behaviour to some degree. Maybe introvert(s) are less likely to ask question and prefer to find out the answer themselves instead of seeking help from others.

Respondent b
<i>No. Because I think that learning behaviors depends on memory skill.</i>
Respondent c
<i>No. Because it depends more on whether the person has interest to learn the language.</i>
Respondent d

Figure 4.2: Respondents' Perspectives on Influence of Personality Towards Language Learning Behaviours

4.2 Second Language Strategies Preferred by Both Personalities

	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Memory Strategies	70	1.33	4.33	2.9333	.63291	Medium
Cognitive Strategies	70	2.64	5.00	3.5010	.51758	High
Compensation Strategies	70	1.83	4.67	3.5690	.54396	High
Metacognitive Strategies	70	1.33	4.89	3.4571	.71147	Medium
Affective Strategies	70	1.00	4.83	2.8024	.76101	Medium
Social Strategies	70	1.00	5.00	3.4333	.80677	Medium

Table 4.4: Overall Application of Language Learning Strategies

The most prevalent language learning strategies, according to *Table 4.4*, were compensatory strategies ($m = 3.5690$) and cognitive strategies ($m = 3.5010$). Affective and memory strategies

were the least commonly used strategies ($m = 2.802$ and 2.9333 , correspondingly). Compensation strategies were employed frequently, as seen in *Table 3.1 (refer to Chapter 3)*, suggesting that second language learners typically adopted compensation strategies. Although the respondents utilised the methods with a medium frequency, affective strategies were nevertheless the least often used, suggesting that learners may occasionally use them.

Among 50 items in the Strategy Inventory for Language Learning (SILL) (*refer to Appendix C*), the most prevalent strategy was item 29, which declares, “If I can't think of an English word, I use a word or phrase that means the same thing”. This item had a mean of 4.26667 and was classified under compensation strategies. Item 32, “I pay attention when someone is speaking English” which belongs to a metacognitive strategy, was followed afterwards. This item had a mean value of 4.02667 .

This study revealed that students often employ this approach when learning English as a second language. "I write notes, messages, letters, or reports in English" is item 17, which was the next commonly used technique by students to learn English. The finding obtained a mean value of 3.96 and was classified as one of the cognitive strategies. The following was an item with a mean value of 3.94667 , which was item 31 from metacognitive strategies, “I notice my English mistakes and use that information to help me do better”.

	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Memory Strategies	70	1.33	4.11	2.8475	.58193	Medium
Cognitive Strategies	70	2.64	4.57	3.3970	.47873	Medium
Compensation Strategies	70	1.83	4.67	3.5465	.57428	High

Metacognitive Strategies	70	1.33	4.89	3.2997	.71498	Medium
Affective Strategies	70	1.00	3.83	2.5736	.67387	Medium
Social Strategies	70	1.00	4.83	3.2481	.76668	Medium

Table 4.5: Introverts' Use of Language Learning Strategies

Based on *Table 4.5*, the most commonly used strategies in learning English by introverted learners were compensation strategies ($m = 3.5465$) and cognitive strategies ($m = 3.3970$). This means that introverted students may implement techniques such as using gestures when they find it difficult to think of a word in an English-speaking conversation in their learning processes. However, the least used language learning strategies were memory strategies ($m = 2.8475$) and affective strategies ($m = 2.5736$). The findings indicated that learners are less likely to express their feelings towards learning English to others or write them down in a diary.

	N	Minimum	Maximum	Mean	Std. Deviation	Frequency
Memory Strategies	70	1.33	4.33	3.0700	.69604	Medium
Cognitive Strategies	70	2.93	5.00	3.6667	.54254	High
Compensation Strategies	70	2.83	4.67	3.6049	.50032	High
Metacognitive Strategies	70	2.56	4.89	3.7078	.64136	High
Affective Strategies	70	1.67	4.83	3.1667	.76096	Medium
Social Strategies	70	2.17	5.00	3.7284	.79414	High

Table 4.6: Extroverts' Use of Language Learning Strategies

According to the result shown on *table 4.6*, extroverted respondents used social strategies ($m = 3.7284$) the most in acquiring English as their second language. Cognitive and metacognitive strategies placed second and third, respectively, with mean values of 3.6667 and 3.7078. The result revealed that extroverts prefer to learn their target language when having a conversation with English speakers. Memory strategies ($m = 3.0700$) were found to be the least common in extroverts. Although extroverted students sometimes employ memory strategies such as "I think of relationships between what I already know and new things I learn in English" in their process of learning English, memory strategies were the least used strategies.

4.3 Correlation Between Personality and Second Language Behaviours

		Personality	Language Learning Strategies
Personality	Pearson Correlation	1	.337**
	Sig. (2-tailed)		.004
	N	76	70
Language Learning Strategies	Pearson Correlation	.337**	1
	Sig. (2-tailed)	.004	
	N	70	70

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.7: Overall Correlation Between Personality and Second Language Learning Strategies

The significant level for this research project was set at $p < 0.05$. Therefore, the data result is statistically significant and there is a correlation between the two variables if the significance threshold is less than 0.05. The results of this study demonstrated that there was a positive ($r = .337$) and statistical correlation ($p = .004$) between extroversion-introversion and language learning

strategies. This signifies that depending on their personalities, learners may apply learning strategies that are appropriate for them.

		Personality	Memory Strategies
Personality	Pearson Correlation	1	.172
	Sig. (2-tailed)		.154
	N	76	70
Memory Strategies	Pearson Correlation	.172	1
	Sig. (2-tailed)	.154	
	N	70	70

Table 4.8: Correlation between Personality and Memory Strategies

There was no statistically significant relationship between personality and memory strategies ($p = .154$), as shown in *Table 4.8*. However, the value of Pearson Correlation Coefficient showed there was a positive correlation ($r = .172$) between personality and memory strategies, but there was not enough evidence to show that the relationship existed in the population.

		Personality	Cognitive Strategies
Personality	Pearson Correlation	1	.255*
	Sig. (2-tailed)		.033
	N	76	70
Cognitive Strategies	Pearson Correlation	.255*	1
	Sig. (2-tailed)	.033	
	N	70	70

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.9: Correlation Between Personality and Cognitive Strategies

There was a significant correlation between personality and cognitive relationship ($p = .033$), according to *Table 4.9*.

		Personality	Compensation Strategies
Personality	Pearson Correlation	1	.053
	Sig. (2-tailed)		.665
	N	76	70
Compensation Strategies	Pearson Correlation	.053	1
	Sig. (2-tailed)	.665	
	N	70	70

Table 4.10: Correlation Between Personality and Compensation Strategies

The results did not show a statistically significant relationship between extroversion-introversion and compensation strategies ($p = .665$), although they showed a small positive correlation ($r = .053$) based on the Pearson Correlation Coefficient. Therefore, the result showed that it occurred by chance.

		Personality	Metacognitive Strategies
Personality	Pearson Correlation	1	.281*
	Sig. (2-tailed)		.018
	N	76	70
Metacognitive Strategies	Pearson Correlation	.281*	1
	Sig. (2-tailed)	.018	
	N	70	70

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.11: Correlation Between Personality and Metacognitive Strategies

Table 4.11 demonstrates a statistically significant relationship ($p = .018$) between the two variables, personality and metacognitive strategies. The result indicated that the use of metacognitive strategies can be affected by learners' personality.

		Personality	Affective Strategies
Personality	Pearson Correlation	1	.382**
	Sig. (2-tailed)		.001
	N	76	70
Affective Strategies	Pearson Correlation	.382*	1
	Sig. (2-tailed)	.001	
	N	70	70

** . Correlation is significant at the 0.01 level (2-tailed)

Table 4.12: Correlation Between Personality and Affective Strategies

A positive and statistically significant correlation ($r = .382$, $p = .001$) was shown between personality and affective strategies based on *Table 4.12*.

		Personality	Social Strategies
Personality	Pearson Correlation	1	.292*
	Sig. (2-tailed)		.014
	N	76	70
Social Strategies	Pearson Correlation	.292*	1
	Sig. (2-tailed)	.014	
	N	70	70

*. Correlation is significant at the 0.05 level (2-tailed)

Table 4.13: Correlation Between Personality and Social Strategies

A significant correlation between extroversion-introversion and social strategies ($p = .014$) was shown in *Table 4.13*. These two variables also had a positive correlation ($r = .292$). Therefore, based on the results, the personality of English learners acts as a factor when it comes to learning behaviour.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter presents the discussion of the findings, conclusion, limitations of the study, implications and recommendations for future research in identifying the relationship between personality and second language learning behaviours.

5.1 Discussion

5.1.1 Correlation Between Personality and Second Language Learning Behaviours

Research Question: Is there a correlation between extroversion-introversion and second language learning behaviours?

Research Objective: To gain a better understanding of the relationship between extroversion-introversion and learners' second language learning behaviours.

According to the Pearson Correlation Coefficient, the result showed that there was a positive ($r = .355$) and statistically significant ($p = .002$) correlation between personality and second language learning strategies. Therefore, there was a meaningful relationship between extroversion-introversion and second language learning behaviours. The outcome of this research was in accordance with the findings of Asmali (2014), who did research on identifying the interrelationship between personality and language learning strategies (LLSs) of Turkish university students. The results of the current study were in agreement with the findings of Monika's study in 2018.

Although in general, there was a relationship between personality and LLSs, when further analysing the data for each of the strategies, the researcher found that some of the strategies may not correlate with personality. Of the six LLSs, there were two strategies that did not show a significant relationship with extroversion-introversion, which were memory strategies ($p = .154$, $r = .172$) and compensation strategies ($p = .665$, $r = .053$).

5.1.2 Preferable Second Language Learning Behaviours According To Personality

Research Question: What second language learning behaviours are preferred by extroverted and introverted learners respectively towards learning English?

Research Objective: To figure out the preferable second language learning behaviours of extroverted and introverted learners.

The findings revealed that the most highly used second language learning strategy by the respondents was compensation strategies ($M = 3.5845$, $SD = .55554$). The outcome was in agreement with the previous research that was conducted by Sani and Ismail (2021), which was participated in by 30 ten-year-old Malaysian learners. Furthermore, Asmali (2014), who conducted research that involved Turkey university students as respondents, also found out that compensation strategies were the most used strategy. This strategy may help learners to produce the language, although there is a lack of sufficient knowledge of the target language. Nonetheless, the findings were not in accordance with the research studies of Obralic and Mulalic (2017) and Adan and Hashim (2021), who discovered that the compensation strategy was the least preferred learning strategy.

The following strategies were cognitive strategies ($M = 3.5211$, $SD = .54108$) and metacognitive strategies ($M = 3.4648$, $SD = .7.930$). Muniandy and Shuib (2016) also revealed the same outcome in their research among undergraduates who obtained MUET Band 5 or passed in Academic English in the School of Management and School of Communication. The least popular uses of learning strategies were social strategies ($M = 3.4460$, $SD = .80808$), memory strategies ($M = 2.9405$, $SD = .63129$) and affective strategies ($M = 2.8192$, $SD = .76881$). Research conducted by Aljuaid (2015) among a group of Saudi students who studied English as a foreign language also found that the least used learning strategies were affective and memory strategies. However, Ayaz (2017) obtained a distinct outcome in which the most commonly used strategies were metacognitive and social strategies.

Comparable results were obtained when it came to the strategies used by introverted learners. The strategy that was mostly used by introverts was compensation strategies ($M = 3.5465$, $SD = .57428$), followed by cognitive ($M = 3.3970$, $SD = .47873$) and metacognitive strategies ($M = 3.2997$, $SD = .71498$). Monika's (2018) results showed the same result that introverts tended to use these three strategies in learning English. As introverts are independent and reflective learners, they tend to utilise more passive methods, such as making guesses or finding patterns in learning English, compared to having direct interaction with others. Introverted learners may figure out the answers themselves before they ask for help. Introverts are more likely to produce the language on their own even if they have limited knowledge.

Corresponding to the results obtained by Monika (2018), this research found that extroverts tended to adopt social strategies in acquiring English as their second language. Another two strategies that were often used by extroverted learners were cognitive ($M = 3.7117$, $SD = .58337$) and metacognitive ($M = 3.7183$, $SD = .63179$) strategies. Notwithstanding, Kayaoğlu (2013a) showed

that affective strategies were mostly used by extroverted learners in the study. Memory ($M = 3.0833$, $SD = .68669$), compensation ($M = 3.6429$, $SD = .53038$), and affective ($M = 3.1964$, $SD = .76316$) strategies were the least popular among extroverts. Extroverts as learners who prefer to learn from social occasions are predictable in their use of social strategies in learning their second language. This research breaks the preconceptions and prejudice that extroverts may not regularly employ psychological and systematically strategies in learning languages. In fact, from the findings of this study, extroverted learners used more cognitive and metacognitive strategies, which require learners to take mental action and pay attention to the patterns of knowledge.

5.2 Conclusion

The purpose of this study was to have a better understanding of the relationship between extroversion-introversion and learners' second language learning behaviours. The research was also intended to figure out the preferable second language learning behaviours of extroverted and introverted learners. This research study revealed that personality is one of the major factors that can influence learners' behaviours in learning their target language. The most highly used second language learning strategy was compensation strategies. Even though learners have information gaps when learning a target language, learners may make guesses or use synonyms to get over the constraints.

Introverted learners tended to use more compensation strategies in learning a second language compared to other strategies. In contrast, extroverts learn their target language when communicating with others. Extroverts have a tendency to speak in English in communication and learn from making mistakes when asking English speakers to correct their mistakes. Although

introverted people highly use compensation strategies, the findings revealed that the frequency of extroverted learners using compensation strategies was much higher than introverted learners.

Besides, from the findings, the researcher found a significant insight where extroverted learners employ more language learning strategies compared to introverts.

5.3 Limitations of the Study

The limitation of this research is that the study may not be investigated in its entirety as this research would only cover learners from tertiary education. The findings of the research may not be applicable to ESL learners at other levels of education in Malaysia. Moreover, while the data will be gathered from undergraduate students at Universiti Tunku Abdul Rahman (UTAR), the findings may not be adequate to reflect the enormous number of ESL students from other institutions.

Other than that, due to the substantial number of questions from the Eysenck Personality Questionnaire (EPQ) and Strategy Inventory of Language Learning (SILL), both of which include 23 and 50 items, it will be intrusive and challenging for the respondents to complete the questionnaires. Besides, since the learners may be unconscious of their learning behaviours, the result of the research will be tainted as they may provide inaccurate responses. The use of the EPQ questionnaire in the extroversion scale, which only contains two personality traits, may not be accurate in identifying the temperament of respondents as some of the learners may not have major tendencies or dominant personality traits. This may restrict or affect the outcome of the research project.

5.4 Implications

Educators, such as English teachers, may conduct a small test regarding the personality and preferred language learning strategies of learners before planning their teaching outlines. They may employ instruments such as EPQ, MBTI and SILL to proceed the test. Besides, the results of the questionnaire may be shared with learners. It is essential for both teachers and learners as this method may help educators grasp the effective approaches to strengthening learners' awareness of learning strategies. The learners may also be aware of their learning strategies and put effort into mastering them in order to accomplish successful and effective learning.

Other than conducting small tests, teachers may use observation to discover an equilibrium of instructional materials that can accommodate different learning behaviours of students. Furthermore, teachers may discuss with other educators to figure out proper ways to provide naturalistic tasks to avoid learners from being averse to adopting strategies in learning the target language.

5.5 Recommendations for Future Study

For future research, it is suggested to employ different personality inventories that contain detailed scales for measuring participants' personalities. For instance, the researcher may adopt the Myers-Briggs Type Indicator (MBTI), which contains four categories of measurements that can form up to 16 personality types, or the Five Factor Model to identify the personality of respondents. To further explore the effects of personality on language learners' learning processes, future studies may also include additional ancillary factors such as learning styles. Moreover, researchers are recommended to involve learners other than English as Second Language (ESL) learners, such as

conducting studies involving English as Foreign Language (EFL) learners on foreign language learning strategies.

The study may also be implemented at other levels of education or learning settings. For instance, researchers may carry out research in various primary, secondary and tertiary institutions or schools. Other than that, future research may execute research with a larger sample size to obtain a precise result and lower the margin of error. Researchers may use qualitative methods such as carrying out observations in class and interviews to gain more insights and in-depth ideas about learners on personality and language learning behaviours.

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APPENDICES

Appendix A: General Demographic Information

Warm greetings to you, I am Hum Hui Yun (19AAB06070) from Bachelor of Arts (Honours) English Language. I am currently researching the topic 'The Influences of Extroversion and Introversion on Language Learning Behaviours of ESL Learners' for my final year project (FYP).

The objective of this research study is to gain a better understanding of the relationship between extroversion-introversion and second language learning behaviours among undergraduates of Universiti Tunku Abdul Rahman (UTAR). This research project also intends to figure out the preferable second language learning behaviours of extroverted and introverted learners.

Your participation is greatly appreciated if you could spare some of your precious time to complete this questionnaire. Please consent that your participation in this study is voluntary. The result of the survey will only be used for academic purposes and the identity and responses of the respondents will be kept private and confidential.

1. Name:

2. Gender: Male ☐

Female ☐

3. Year of study:

4. Faculty:

5. Programme:

6. Mother tongue:

7. What personality do you think you belong to?

8. Do you think personality can affect language learning behaviours (for example: remembering new English vocabulary with rhymes)? Why?

Appendix B: Eysenck Personality Questionnaire (EPQ)

	Statements	Strong- ly Disagre e	Disagre e	Neither agree nor disagr- ee	Agree	Strong -ly Agree
1.	I have many different hobbies.	1	2	3	4	5
2.	I am a talkative person.	1	2	3	4	5
3.	I am rather lively.	1	2	3	4	5
4.	I can usually let myself go and enjoy myself at a lively party.	1	2	3	4	5
5.	I enjoy meeting new people.	1	2	3	4	5
6.	I like going out a lot.	1	2	3	4	5
7.	I prefer reading to meeting people.	1	2	3	4	5
8.	I tend to keep in the background on social occasions.	1	2	3	4	5
9.	I have many friends.	1	2	3	4	5
10.	I call myself happy-go-lucky.	1	2	3	4	5
11.	I usually take the initiative in making new friends.	1	2	3	4	5
12.	I am mostly quiet when I am with other people.	1	2	3	4	5

13.	I like telling jokes and funny stories to my friends.	1	2	3	4	5
14.	I can easily get some life into a rather dull party.	1	2	3	4	5
15.	I like mixing with people.	1	2	3	4	5
16.	Sometimes people say that I act too rashly.	1	2	3	4	5
17.	I like doing things in which I have to act quickly.	1	2	3	4	5
18.	I often make decisions on the spur of the moment.	1	2	3	4	5
19.	I nearly always have a 'ready answer' when people talk to me.	1	2	3	4	5
20.	I often take on more activities than I have time for.	1	2	3	4	5
21.	I can get a party going.	1	2	3	4	5
22.	I like plenty of bustle and excitement around myself.	1	2	3	4	5
23.	Other people think of me as being very lively.	1	2	3	4	5

Adopted from Aziz, R. A. (2010). *Extraversion-introversion and the oral performance of Koya University EFL students* [Master thesis, Bilkent University]. Bilkent University Institutional Repository. <http://hdl.handle.net/11693/14916>

Appendix C: Strategy Inventory for Language Learning (SILL)

Directions

This form of the Strategy Inventory for Language Learning (SILL) is for students of English as a second or foreign language. On the worksheet given, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements.

PART A

	Statement	1	2	3	4	5
1.	I think of relationships 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 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.					

PART B

	Statement	1	2	3	4	5
1.	I say or write new English words several times.					
2.	I try to talk like native English speakers.					
3.	I practice the sounds of English.					
4.	I use the English words I know in different ways.					
5.	I start conversations in English.					
6.	I watch English language TV shows spoken in English or go to movies spoken in English.					
7.	I read for pleasure in English.					
8.	I write notes, messages, letters, or reports in English.					
9.	I first skim an English passage (read over the passage quickly) then go back and read carefully.					
10.	I look for words in my own language that are similar to new words in English.					
11.	I try to find patterns in English.					
12.	I find the meaning of an English word by dividing it into parts that I understand.					
13.	I try not to translate word-for-word.					

14.	I make summaries of information that I hear or read in English.					
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PART C

	Statement	1	2	3	4	5
1.	To understand unfamiliar English words, I make guesses.					
2.	When I can't think of a word during a conversation in English, I use gestures.					
3.	I make up new words if I do not know the right ones in English.					
4.	I read English without looking up every new word.					
5.	I try to guess what the other person will say next in English.					
6.	If I can't think of an English word, I use a word or phrase that means the same thing.					

PART D

	Statement	1	2	3	4	5
1.	I try to find as many ways as I can to use my English.					
2.	I notice my English mistakes and use that information to help me do better.					

3.	I pay attention when someone is speaking English.					
4.	I try to find out how to be a better learner of English.					
5.	I plan my schedule so I will have enough time to study English.					
6.	I look for people I can talk to in English.					
7.	I look for opportunities to read as much as possible in English.					
8.	I have clear goals for improving my English skills.					
9.	I think about my progress in learning English.					

PART E

	Statement	1	2	3	4	5
1.	I try to relax whenever I feel afraid of using English.					
2.	I encourage myself to speak English even when I am afraid of making a mistake.					
3.	I give myself a reward or treat when I do well in English.					
4.	I notice if I am tense or nervous when I am studying or using English.					
5.	I write down my feelings in a language learning diary.					

6.	I talk to someone else about how I feel when I am learning English.					
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PART F

	Statement	1	2	3	4	5
1.	If I do not understand something in English, I ask the other person to slow down or say it again.					
2.	I ask English speakers to correct me when I talk.					
3.	I practice English with other students.					
4.	I ask for help from English speakers.					
5.	I ask questions in English.					
6.	I try to learn about the culture of English speakers.					

Adopted from Likitrattanaporn, W. (2018). A study of language learning strategies for practical use through the process of cooperative learning. *International Journal of Educational Technology and Learning*, 2018, 3(1), 35-44. <https://doi.org/10.20448/2003.31.35.44>