MOTIVATING AND LEARNING STRATEGIES OF SUCCESS FOREIGN LANGUAGE LEARNERS: THE PHENOMENON OF EXTROVERT AND INTROVERT INDONESIAN LEARNERS

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Abstract

This paper is based on the assumption that we need theories that discuss about how successful foreign language learners learn in a classroom, what they have done in the process of learning and why some foreign language learners can rapidly increase their competence in learning foreign language while others cannot. Individual differences play an important role during this process. This paper focuses on the discussion about such phenomena from psychological perspectives. In so doing, it focuses on the differences among learners themselves, especially from their personality. Psychologically speaking, language learners are different in terms of how they deal with the process of learning and how they approach the learning process. Both of them can be differed from their personality. Extrovert and introvert will have different way dealing with the process of learning. With regard to extrovert language learners, they usually tend to be active (talk more) in learning process. On the contrary, introvert learners usually tend to passive in answering or asking during learning process but can still be mentally active.

Keywords: *introvert, extrovert, introvert and extrovert learners, foreign language learners.*

I.   Introduction

The field of second and foreign language learning has experienced rapid development for more four decades (D. Larsen-Freeman, 2000). One of the developments in the field is related to the fact that learners are considered as the agents of their own learning. In other words, it is now believed that what and how the learners do as regards the process of learning constitute the key factor which determines their success of failure in their learning. Hence, there have been lots of applied linguists and second language researchers attracted to investigating the characteristic of good second language learners (e.g. Rubin,1975; Stern, 1975,1983; Cohen, 1998; Oxford, 1996; Griffith, 2008; Wong and Nunan, 2011; Muhlisin and Salikin, 2015). In their studies, much has been revealed as to what makes good second/foreign language learners. But the reasons of why each learner is different in his/her ability to develop his/her performance in L2 are still not yet clear. Moreover, there is no scientific discussion which discusses characteristics of introvert and extrovert good second or foreign

language learners. Psychologically speaking, these learners are different in terms of how they deal with the process of learning.

II. Discussion

Individual Differences

It is believed that everyone was born with a fair degree of success and the ability to learn language. But there still seems an element that can only be attributed to the individual; some people can, others cannot. Whatever the teaching method used, some students will prosper, some will not, often despite their best intentions. We will look at some of ways in which individuals differ that have been linked to how well they learn a second language in the classroom. The differences we explore here are personality differences, learning style and motivation.

Personality Differences

Dornyei (2006) defines personality as one's "whole character and nature." It is belived that every human has traits which is different among each other. Human difference in traits can be called by individual different (IDs). There are two taxonomies that relates with personality traits; first, Eysenck's three-component construct and second, the 'Big Five' model. The Big Five models divide the uniqueness of mind into 5 main components which can be called as OCEAN (Dornyei, 2006). OCEAN stands for Openness to experience, Conscientiousness, Extraversion-introversion, Agreeableness, Neuroticism-Emotional stability.

From the Big Five models, we can predict the behavior of human both introvert and extrovert learners. Extraversion describes as an individual who is comfortable with social relationships. Extroverts are viewed as gregarious, active, assertive, talk active and passionate person. On the contrary, introversion is an individual who is quit, re-served, withdrawn, sober, aloof, and restrained. Introvert people tend to be passive while interacting with the society. Thus, this traits does not only describe whether

someone is outgoing or shy but also describe the consideration whether someone prefers to work alone or in group.

Eysenck who divide personality into three models states that there is no correlation between extraversion and the learning itself. It is in line with the study that was done by Daelee (2005) and Greenwod (2004) in Aziz (2010) that shows that there is no correlation between extraversion and oral performances. It can be conclude that both introvert and extrovert can be good language learners. But then, SLA literature suggests that the more extravert language learners would increase the amount of input (Krashen, 1985), prefer communicative approaches (Cook, 2001), the more they are likely to join the group activities (McDonough, 1986). Therefore, they increase their interaction in the language which maximizes the language output (Swain, 1985), hence yield a better product i.e. language proficiency. It is also supported by the research that was done by Pritchard in 1952 (Kezwer, p.2) which shows positive correlation between sociability and score in L2 proficiency. Rossier (1975) in Troike p. 163, found a link between extroversion and oral fluency. The more sociable the learners, the more chance of success that they will get. It can be assumed that extrovert students are more proficient in oral performance rather than introvert students.

Learning Style: Cognitive Style

In learning language, one will have different perception and ways; therefore, the output of each people will be different. It is supported by Troike (2006) that said differential L2 outcomes may also be affected by individuals' learning strategy. In this context, personality factors are sometimes added to cognitive style in characterizing more general learning style (Troike, 2006). Hence, introvert and extrovert learners will have different ways in learning. Cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information (Dornyei,2006). But, good and success L2 language learners cannot be described only in one set of learning strategies. Most of success L2 learners do not set their learning style but they try to develop and understand their personal way, therefore one will have a lot of strategies.

Oxford (1981) divides the learning strategies into two that is direct strategies and indirect strategies. Direct strategies are divided into three parts that is memory strategies, cognitive strategies and compensation strategies. Indirect strategies are divided into three parts that is metacognitives strategies, affectives strategies and social strategies. Here, we will focus on cognitive strategies. Cognitive strategies enable the learner to manipulate the language material in direct ways, e.g. through reasoning, analysis, note – taking, summarizing. Cognitive strategies are classified into four strategies: 1) Practicing, which includes repeating, formally practicing with sounds and writing system, recognizing and using formulas and patterns, recombining, and practicing naturalistically; 2) Receiving and sending messages; 3) analyzing and reasoning, which includes: reasoning deductively, analyzing expressions, analyzing contrastively (across language), translating, and transferring; and 4) Creating structure for input and output, which includes: taking notes, summarizing, and highlighting.

Personality type may predict what a person likely to do whether they are dependent or independent learners. Ellis p.10 argues that dependent learners do better in achieving the levels of communicative proficiency. Dependent people see things holistically and have difficulty in identifying the parts that make up whole. Field-independent people, in contrast, see things more "analytically," by distinguishing the parts that make up a whole, but are more individualistic and less inclined to social interaction. Additionally, extrovert learners pretend to be talking active and learn in groups. Introverts love to work alone and intensely on projects s/he cares about, and hang out with one or two friends at a time. It is in line with Big Five theory that discusses the characteristics of extrovert and introvert. In other words, it can be said that extroverts who have dependent style more fluent in speaking skill while introverts is good in grammar.

Motivation for L2 Learners

Another factor which is cited to explain why some L2 learners are more successful than others is individual motivation. Harmer (1991) explains the meaning of motivation as the "internal drive" that pushes somebody to do something. So undoubtedly, motivation is key factor that affect the success of learning. It is in line with Troike (2006) who claims that motivation is the second strongest predictors (after aptitude) of second language success. Hence, it can be assumed that motivation largely define effort level which learners have in developing their L2. Motivation is often a key to ultimate level of proficiency. It means that one reason for some L2 learners doing better than others is undoubtedly because they are better motivated. The indicator that indicates someone is really motivated is that they do a lot of efforts to acquire their L2. The level of motivation of each person will be different; it depends on the intention why they learn that language. There are two kinds of motivation that is integrative motivation and instrumental motivation. Integrative Motivation is based on the interest because they want to take part in culture of its people. Instrumental motivation is based on the intention that they learn the language for a career goal or other practical reason. There are two variables that affect learners' motivation that is the goal and the involvement. Involvement relates with their participation during learning process whether active or passive. The more they involve in learning process, the more they understand the language itself.

Extrovert learners do not need others to motivate them, it different with introvert that needs other people to motivate. Dornyei said that extrovert is a person who energized by people around them while introvert energized by being alone. Introverts are more concerned with the inner world of the mind. They enjoy thinking, exploring their thoughts and feelings. They pretend to learn alone in quiet condition rather than in the noise condition. On the contrary, extrovert is like to learn in groups with discussion method. It means that extrovert have a high degree of social experience that makes them become a success learners but it does not mean that introvert always become a loser. The key success is depend on how high they curiosity and motivation in learning that language.

III. Conclusion

The reason why some learners acquire their L2 faster and more success rather than others is defined by Individual Differences (IDs). In this case the role of teacher is to provide them with the strategies that suitable. The term suitable here does not mean it match with their characters, whether they are extrovert or introvert but it more on the way how the teacher pushes their learners in order to be good and success language learners. The notion that said extrovert is more superior than introvert is not always true. Neither personality type is "better" than the others; we're just different, with different needs and different motivators. The success of learners is defined from their effort and the way they learn.

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