

**INTROVERT AND EXTROVERT TBI STUDENS' LEARNING  
STRATEGIES OF SPEAKING SKILLS**

**THESIS**

This research is submitted to fulfill the requirements for 'sarjana' degree in  
English Tadris Study Program



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*Assalamu'alaikum Wr.Wb*

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama Azah Sari Veronica (18551012) mahasiswa IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul "Introvert and Extrovert TBI Students' Learning Strategies of Speaking Skills" sudah dapat diajukan dalam sidang munaqasah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih.

*Wassalamu'alaikum, Wr.Wb*

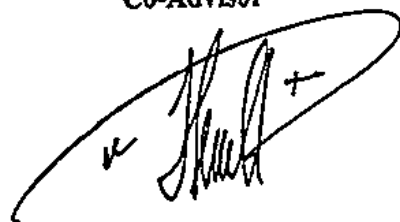
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## PREFACE

All praises to Allah SWT that the writer had finally finished writing her thesis entitled **Introvert and Extrovert TBI Students' Learning Strategies of Speaking Skills**.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realizes that this thesis is far being perfect, therefore the writer really appreciates some suggestion and critics for being perfect in the future.

Last but not least, the writer hopes that this thesis will be really useful to those who are interested in this field of study.

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## MOTTO

**“Sesungguhnya Allah tidak akan mengubah nasib suatu kaum sehingga mereka mengubah keadaan yang ada pada diri mereka sendiri.” (Q.S Ar-Ra’d:11)**

*“Keep your eyes on the stars and your feet on the ground.” – Theodore Rosevelt*

**“Tidak mustahil bagi orang biasa untuk memutuskan menjadi luar biasa.”**

**– Elon Musk**

*“ Selama kamu yakin, maka percayalah..  
tak ada yang tak mungkin“*

*\_ Penulis*

## **DEDICATION**

Allah SWT is only reason why I can finish this thesis. Immeasureable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by You Allah SWT. In the name of Allah and His messenger Muhammad SAW, I would like to dedicate this thesis for:

- ❖ My dearest and beloved family who always support, my father Arkadius Sutanto and my mother Siti Sopiyanah, who always supports me in all conditions, and always strengthens me when I want to give up, I want to always make you proud. I dedicate this thesis to my father and mother .
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However, the researcher will not be able to finish this thesis well without the help, guidance, and support of others. Therefore, she would like to express my appreciation to all of them, especially to:

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7. All lecturers of the department of English education. They have taught and educated the writer during her study at IAIN Curup.
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Finally, the writer needs construction suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in other school. For acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin

Curup, 08 February 2023

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## **ABSTRACT**

**Azah Sari Veronica, 2023 : “Introvert and Extrovert TBI Students’ Learning Strategies of Speaking Skills”**

**Advisor : Jumatul Hidayah, M.Pd**

**Co-advisor : Henny Septia Utami, M.Pd**

Learning Strategies of Speaking Skills in teaching process are very important, with Learning Strategies the teaching process will be delivered effectively, The researcher delimits this research to get more specific data and the researcher focused on the area about variations learning strategies of speaking skills based the aspect of personality differences, namely introvert and extrovert in speaking subjects used by TBI IAIN CURUP students, this Research used qualitative design, The data were collected using questionnaire that were distributed to 21 students of sixth semester, in 3 classes which only students which have introvert and extrovert personality only. the questionnaire consist of 15 indicators to know which student who only have the introvert and extrovert personality only, The researcher in this study was trying to find what kind of learning strategies that used by the student that mentioned in this research, What and how are English-speaking learning strategies applied and how the English-speaking learning strategies applied by introvert and extrovert students’ TBI IAIN CURUP, and the result of the research are admitted in good result.

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# CHAPTER I

## INTRODUCTION

### A. Background of The Research

English language is an international language that is universal, it is said that because English has been agreed as the language used to communicate between humans in every country. for example of the case is when Indonesians visit in New York whether it's on a work visit, to school or just a vacation, of course we who are not natives must learn the language. Then this also applies when there are foreigners visiting for vacation to Indonesia they don't need to learn Indonesian too much because when we want to communicate with them, we are the ones who are required to be able to master in English. Maybe we wonder why it should be English. because as we know their country controls the world economy. This is one of the factors that make English as a patented language a universal language .

In this era of globalization, not only in the economic sector but also in the development of information and communication technology, it has also been supported by a second language, namely English, such as electronic devices, mobile computers and existing gadgets that have been supported in English. For example, in the world of beauty or beauty doctors, their books and theories are mostly in English too. then indirectly this requires us to be able to master English, especially in the academic field, one of which is in the sector of the scope of higher education because after graduating from college, of course, fresh graduates want to have a career. Their speaking skills will be

very much needed, especially for multinational companies that have developed a lot in this era. So the guidance to be able to speak foreign languages, especially good and fluent speaking skills, will make us more aware of being serious in learning speaking in English education as early as possible from the smallest scope, namely the classroom.

The classroom is the initial scope to be able to master speaking when compared to the scope of the world of work to come. Where in the class we can meet other people who have almost the same learning objectives in outline. but the fact that each classroom consists of different ethnicities, cultures, mother tongues, and personalities, therefore the strategies used are also different for each individual. Broadly speaking, personality is categorized into introvert and extrovert, where introvert can be defined as “the quiet, retiring sort of person , introspective, fond of books rather than people; he is reserved and distant except to intimate friends”<sup>1</sup> while extrovert is “ the sociable, like parties, has many friends, need to have people to talk and does not like reading and studying by himself.”<sup>2</sup> Talking about student personality differences such as extroverts and introverts is also believed to have a positive correlation to the success of foreign language learning. According to Naiman, two possible variables that can contribute to the success of language learning are the personality of the learner involving extroverts and introverts, tolerance for ambiguity, empathy, and rejection

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<sup>1</sup> Sepiani, A.T, “An analysis of introvert and extrovert students speaking performance at stain curup”. Thesis, STAIN Curup, p.7

<sup>2</sup> Ibid, P8

sensitivity and cognitive style associated with the so-called field.<sup>3</sup> Appar of personality differences according to Griffith, Language learning strategies are also believed to have an influence in helping English learning and bringing them to success.<sup>4</sup>

Therefore, based on the previously mentioned phenomena, the researcher found it interesting to dig up about the Learning strategies that the introvert and extrovert students especially of speaking skills. Based on the phenomena, The researcher conduct the research entitled “*INTROVERT AND EXTROVERT TBI STUDENTS’ LEARNING STRATEGIES OF SPEAKING SKILLS*”.

## **B. Question Of The Research**

Based on aforementioned explanation, the researcher formulated the researcher question as follows:

1. What and how are English-speaking learning strategies applied by introvert TBI students?
2. How do introvert TBI students applied the English-speaking learning strategies?
3. What are English-speaking learning strategies applied by extrovert TBI students?
4. How do extrovert TBI students applied the English-speaking learning strategies?

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<sup>3</sup> Eko Noprianto, 2017, *Extrovert versus Introvert Students: What EFL Learning Strategy do They Use*, Asian TEFL Journal, 2(2): p.120

<sup>4</sup> Ibid, p.120

### **C. Objective of The Research**

Based on the research question above, the objectives of this research are to investigate:

1. To know English-speaking learning strategies applied by introvert TBI students.
2. To know how introvert TBI students apply the English-speaking learning strategies.
3. To know English-speaking learning strategies applied by extrovert TBI students.
4. To know how extrovert TBI students apply the English-speaking learning strategies.

### **D. Delimitation of the Research**

The researcher delimits this research to get more specific data and the researcher focused on the area about variations learning strategies of speaking skills based the aspect of personality differences, namely introvert and extrovert in speaking subjects used by TBI IAIN CURUP students.

### **E. Operational Definition**

The researcher needs definition all of the terms used in this research as follows:

#### **1. Introvert**

“The typical introvert is a quiet, retiring sort of person, introspective, fond of books rather than people: he is reserved and distant except to

intimate friends”. someone who has an introverted personality also tends to like calm in another sense when they are happy they are casual, not too much and when there is a problem they cannot express themselves too seriously. I think they are very interesting and have a very deep intuition.

”According to Zafar and Meenakshi, introverts may study target language with more ease and thus develop higher levels cognitive academic language proficiency”.<sup>5</sup> Based on theory above introvert students like getting their energy from dealing with the ideas, pictures, memories, and reactions that are inside their mind, they also have more time to think for themselves and tend to listen more than talk. so that an introverted student can be said to be a personality related to the content of their own thoughts.

## 2. Extrovert

“The sociable is a typical of extrovert , has many friends , needs to have people to talk and does not like reading and studying by himself”. in my humble opinion extroverted students tend to be more active in learning a second language than introverts because they have a fast response to both individual and group assignments and because their high social sense makes them easy to mingle and be loved. Hurd asserts that” extrovert students tend have a tendency to take risks with their language, all of

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<sup>5</sup> Zafar, S., & Meenakshi, K, 2011, *A study on the relationship between extroversion intrversion and risk-taking in the context of second language acquisition*, Internation Journal of Research Studies in Language Learning, 1(1) : p.7

which are assessed when it comes to communicative oral competence.<sup>6</sup> so, the keyword of extrovert students are people's personalities vary between those who relate to objects outside themselves.

### 3. Learning Strategies

Oxford defines learning strategy as specific action taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.<sup>7</sup> In other words, learning strategies are ways taken by a learner to make comfortable and effective in acquiring new knowledge or information. And In my opinion, learning strategy is the right step to achieve learning objectives in a more enjoyable way so that it is easy for the brain to accept and understand.

### 4. Speaking

Speaking is one of the productive skills that can be used as a measuring tool for students' language skills. According to Bygate, "Speaking is an oral interaction signed routine, as conventional way to serve information focusing to information and interaction."<sup>8</sup> After that According to Oxford Dictionary of current English (fourth edition), speaking is the action of conveying information or expressing ones' thoughts and feeling in spoken language.<sup>9</sup> so in this research, the

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<sup>6</sup> Hurd, S, 2002, *Taking account of individual learner differences in the planning and delivery of language courses for open, distance and independent learning*, p.8

<sup>7</sup> Eko Noprianto, Op.cit, p.123

<sup>8</sup> Nunan, D, *Language Teaching Methodology: A Text Book for Teachers*, ( New York: Prentice Hall International English Language Teaching: 1991), p.40

<sup>9</sup> Oxford, R. L., & Ehrman, M, 1992, *Second Language Research on Individual Differences*, *Annual Review of Applied Linguistics*, p.13

researchers only analyze learning strategies in speaking subject of introvert and extrovert students.

## **F. Significance Of The Research**

### **1. For Student**

the result of this study by knowing and understanding more about learning strategies in speaking classes, they can improve their oral tests, this is evidenced by the latest research from Nakatani showed that students who were taught speaking strategies made a significant improvement in their oral tests . because learners tend to remain silent or rely on the teacher to compensate for unknown vocabulary or grammar structure. After that this research is useful for student since taking personality because make they realize the weakness and strength of their speaking . it would lead the students into a better in learning strategies of speaking skills.

### **2. For Teacher**

the result of this study is make teachers able to apply the right learning strategies because the selection of the right learning strategies is one of the determining factors for success in the implementation of learning

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Speaking

There are a lot of definitions of the word “speaking” that have been suggested by the researcher in language learning. In Webster New World Dictionary, Speaking is to say words orally, to communicate as by talking, to make a request and speech). According to Chaney, Speaking is the process of making and sharing meaning by using verbal and Non-Verbal symbols in different context.<sup>10</sup> in short, we realized that speaking is the most important skill because it is one of the abilities that is needed to perform conversation. as much as we know that English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Harmer speaking is a complex skill because at least it was concerned with components of grammar, vocabulary, pronunciation, fluency, and comprehension.<sup>11</sup> He stated that speaking had five important components as follow:

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<sup>10</sup> Lai Mei Leong, 2017, *An Analysis of Factors Influencing Learners’ English Speaking Skill, International Journal of Research in English Education*, p.35

<sup>11</sup> Harmer, J, *The practice of english language teaching(fourth edition)*, (England:Longman, 2007), p.343



### **a. Pronunciation**

Pronunciation referred to the ability to produce easily comprehensible articulation .there were three basics of the main range of the teaching technique which could be invoked to assist students in learning pronunciation . the first was exhortation, it was the instruction to imitate and mimic. To make such a sound without further explanation. The second was speech training, it was the construction of special games and exercise which entailed the use of word or sentence to practice particular sound, sequence, of sounds, description of stress, rhythm, and intonation. The third was practical phonetics, Practical phonetics referred to the description of the organ speech, articulation of sounds, stress, rhythm, and intonation. According to Thornbury, declared that pronunciation is the lowest level of knowledge learners typically pay attention to it .in order to speak English language accurately, learners should master phonological rules and they should be aware of the various sound and their pronunciations. Learners should also know stress, intonation, and pitch. All of these elements help learners speak the English Language easily and effectively. <sup>12</sup>

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<sup>12</sup> Lai Mei Long, Op.cit, p.36

**b. Vocabulary**

Vocabulary was an important in learning language .Vocabulary meant the appropriate diction which was used in communication. It was a set familiar words within person's language.

**c. Grammar**

Grammar was the set of structural and logical rules that governed the composition of sentences. Phrase, and words in any given natural language. Grammar referred to the study of language rules, it was regularity of sound structure that nobody could learn language without grammar.

**d. Fluency**

Fluency was the smoothness of flow with sound, syllables, words, and phrase which were joined together when speaking. Fluency is the learners' ability to speak understandable way in order not to break down communication because listeners may lose their interest and expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sound clearly, and using stress and intonation.

**e. Comprehension**

Comprehension was consistently accurate in nearly all contexts and included comprehension of linguistic and cultural subtitles. From explanation above, it could be concluded that speaking as students' way to express feeling and idea. It consisted of five

components such as pronunciation, vocabulary, grammar, fluency, and comprehension. speaking had been classified to monologue and dialogue. The former focused on giving an interrupted oral presentation and the latter on interacting with another speakers. Speaking could also serve one of two main functions, they were transactional (transfer of information) and interactional (maintenance of social relationships).

## 2. Definition and Classification Learning Strategy

One of the earliest researchers in this field, Rubin defined strategy as "a technique or device that learners can use to acquire knowledge".<sup>13</sup> After that According Guralnik and Hornby, the word strategy also comes from French and German, Strategy in English means (1) the art of planning war operations, especially the movements of the army and navy in a position that is happy to go, (2) the skill to manage or organize something. This word is synonymous with tactics which means (3) a tool or tactic to achieve something, and (4) a plan or way of doing something.<sup>14</sup> ) the most suitable meanings described here are numbers 2 3 and 4 which can be summarized into: "skills, tactics, or ways to organize, implement, and achieve something.

Learning strategies are important in second language learning and teaching for two major reason. First, by examining the strategies used by second language learner during the language learning process, we gain

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<sup>13</sup> Carol Griffiths, 2004, *Language Learning Strategies: Theory and Research*, AIS St Helens, p.2

<sup>14</sup> Amri Isyam, 2011, *Strategi- Strategi Belajar Bahasa Asing*, Universitas Padang, p.87

insight into metacognitive, cognitive, social and affective processes involved in learning strategies. The second reason, supporting research into language learning strategies is that less successful language learners.

Rubin's research includes the following categories of strategies: clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization and monitoring.<sup>15</sup> O'Malley and Chamot, divide strategies into three dimensions: metacognitive strategies, cognitive strategies and social-affective strategies.<sup>16</sup> Oxford developed a taxonomy that divides strategies into direct and indirect strategies: direct strategies are those "that directly involve the target language", while indirect strategies "provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy and other means". Direct strategies include memory, cognitive and compensation strategies, and indirect strategies include metacognitive, affective and social strategies.

However, the two classifications of strategy types which have contributed most to the field have been those of O'Malley and Oxford, there are three classifications from O'Malley about learning strategies: Metacognitive strategies, Cognitive strategies, Social-affective strategies. There are Two Classification about learning strategies from Oxford: Direct (Memory strategies, Cognitive strategies, Compensation strategies). Indirect (Metacognitive strategies, Affective strategies, Social

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<sup>15</sup> Rubin in Mariza Mendez Lopez, 2011, *Speaking Strategies Used by BA ELT Student in Public Universities in Mexico*, Mextesol Journal, p.3

<sup>16</sup> Ibid, p.3

Strategies).<sup>17</sup>

**a. The Classification Learning Strategy of O'Malley:**

**1) Metacognitive Strategies**

**a) Planning**

In Planning there are 4 kind of things that must be focused for planning to get maximum results. The first is Advance Organizers is previewing the main ideas and concepts of the material to be learned, often by skimming the next for the organizing principle. The Second is Directed attention, Deciding in advance to attend in general to learning task and to ignore irrelevant distractors. The Third is Functional planning, for and rehearsing linguistic components necessary to carry out an upcoming language task. And the last one is Selective attention, Deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts, and or linguistic markers.

**b) Monitoring**

Self-monitoring is important, Checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place.

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<sup>17</sup> O'Malley and Oxford in Eliza Helen Lunt, 2000, *The Learning Strategies of Adult Immigrant Learners of English: Qualitative and Quantitative Perspectives*, University of Melbourne, p.15

**c) Evaluation**

Self- evaluation: Checking the outcomes of one's own language learning against a standard after it has been completed.

**2) Cognitive Strategies**

In Cognitive Strategies there are 12 kind of things that must be focused to get maximum results:

**a) Resourcing**

Using target language references materials such as dictionaries, encyclopedias, or textbooks.

**b) Repetition**

imitating a language model, including, over practice and silent rehearsal.

**c) Grouping Classifying words**

terminology or concepts according to their attributes or meaning .

**d) Deduction**

Applying rules to understand or produces the second language or making up rules based on language analysis.

**e) Imagery**

Using Visual images (either mental or actual) to understand or remember new information.

**f) Auditory Representation**

planning back in one's mind the sound of a word, phrase, or longer language sequence.

**g) Transfer**

Using previous linguistics knowledge or prior skills to assist comprehension or production.

**h) inferencing**

Using available information to guess meanings of news items, predicts outcomes, or fill in missing information.

**i) Note taking**

Writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading.

**j) Recombination**

Construction a meaningful sentence or larger language sequence by combining known elements in a new way.

**k) Translation**

Using the first language as a base for understanding and/or producing the second language.

**3) Social affective strategies****a) Question for clarification**

Eliciting from a teacher or peer additional explanations, rephrasing, examples, verification.

**b) Cooperation**

Working together with one or more peers, solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance.

c) **The classification of Oxford**

These categories are identified by factor analysis, a process that examines the strategies used by the learner being studied and tries to find the underlying grouping of strategies. Oxford thus identified:

**4) Direct Strategies**

- a) **Memory** - for entering new information into memory storage and for retrieving it when needed. memory is divided into 3 kinds: Creating Mental images, applying images and sounds, reviewing well, employing action.
- b) **Cognitive** - for linking new information with existing schemata and for analyzing and classifying it. Cognitive is divided into 3 kinds: Practicing, receiving and sending messages, Analysis and reasoning, creating structure for input and output.
- c) **Compensation** - (such as guessing or using gestures) to overcome deficiencies and gaps in one's current language knowledge. Compensation is divided into two kinds: Guessing intelligently, overcoming limitations in speaking writing.

**5) Indirect Strategies:**

- a) **Metacognitive** - for organizing, focusing, and evaluating one's own learning. Metacognitive strategies are divided into three kinds: Centering your learning, Arranging and planning your Learning, Evaluating your learning.



- b) **Affective** - for handling emotions or attitudes. Affective is divided into three kinds: Lowering your anxiety, encouraging yourself, Taking your emotional Temperature.
- c) **Social** - for cooperation with others in the learning process. Social strategies are divided into three kinds: Asking question, co-operating with others, empathizing with others.

## 6) Personality

According Richard and Schmidt defined “personality as the aspects of an individual’s behavior, attitude, beliefs, thoughts, actions, and feeling which were seen as the typical and distinction which could be recognized by that person and others”.<sup>18</sup> Based on this definition is each person had different personality which was exclusive that them have. after that, another definition of personality was that the personality was a stable set of them characteristics and tendencies that determined those common abilities and differences in the psychological behavior (thoughts, feelings and actions) of people who had continuity in time and that might not be easily understood as the sole result of the social and biological pressures of the moment.<sup>19</sup> It was clear that berens definition of personality has insisted on two factors; stability and continuity of personality types .

Eysenck’s model identified there principal personality dimensions, contrasting extraversion with introversion , neuroticism and emotionality

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<sup>18</sup> Richards, J. C. & Schidt, R. Longman, *Dictionary of Language Teaching and Applied Linguistics*, p.275

<sup>19</sup> Beren, L. V, (1999), *Dynamic of personality type: Understanding and Applying Jung’s Cognitive Processes*, ( California: Telos Publications,1999)

with emotional stability, and psychoticism and tough mindedness with tender-mindedness.<sup>20</sup> Extroverts are sociable and crave excitement and change, and therefore get bored easily. They tend to be carefree, optimistic, and impulsive. Introverts are quiet, planning their actions and controlling their emotions. they tend to be serious, dependable, and pessimistic. Neurotic/unstable tend to be anxious, worried and of course moody. they are just emotional and hard to calm down. emotionally stable calm and does not seem worried. Eysenck adds a third dimension – Psychoticism – eg. lacking empathy, cruel, aloof, aggressive and troublesome. Gentle-spirited is rationalistic (walking by principle), idealistic, optimistic, religious, monistic. Those who think hard are: empirical (following the facts), sensationalist, materialistic, pessimistic, religious, fatalistic, pluralistic, and skeptical. Personality, where extroverts – introverts exist, is generally seen as a factor responsible for the success of learners in learning second second language or L2.<sup>21</sup>

In accordance with Eysenck's theory above, there are three dimensions of personality, the first is extraversion with introversion. The second is neuroticism and emotionality with emotional stability, and the third is psychoticism and hard thinking with soft thinking. Researchers can conclude that extrovert-introvert personality is generally seen as a factor responsible for the success of learners in learning a second language. The

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<sup>20</sup> Ibid, p.3

<sup>21</sup> Spolsky, B, Conditions for Second Language Learning. ( Oxford: Oxford University Press, 1989)

conclusion in this study, researchers only focus on extrovert and introvert personalities:

#### **a. Introvert**

Introverts student preferred to solve problems on their own they are really like brainstorm and sought theoretical exploration and very liked to think out their problem before moving forward . According Briggs in brown classified introvert characteristics: Territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, interest in internal reaction.<sup>22</sup> and after that there are some characteristics of introverts. The following are characteristics synthesized from Hirsh & Kummerow, Keirsey & Bates, Lawrence, Myers & Myers

1. They had desire to had private space and time
2. Happy to be alone
3. Become drained round large groups of people; disliked attending parties
4. Needed time alone to recharge
5. Preferred to work on own rather than group work
6. Acted cautiously in meeting people
7. Were reserved, quiet, and deliberate
8. Did not enjoy being the center of attention
9. Did not share private thoughts with just anyone

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<sup>22</sup> Brown, H.D, Principles of Language Learning and Teaching in fifth edition, Unite state of (America,2007), p.177

10. Formed a few deep attachments
11. Thought carefully before speaking
12. Saw reflection as very important things
13. Concentrated well and deeply
14. Become absorbed in thought and ideas
15. Delimited their interests but explored deeply
16. Communicated best one-on-one
17. Got agitated and irritated without enough time alone or undisturbed
18. Selected activities carefully and thoughtfully

The conclusion based on these theories, the characteristics of introverts are shy natures and if students who are classified as introverts have a solitary learning style, because they prefer to solve their own problems, do things alone rather than group work, are quiet, deliberately, think things carefully. heart before speaking.

#### **b. Extrovert**

According to Brown, an extrovert is a dimension that is fundamentally possessed by a person to display in an increase in self-image, self-esteem, and a sense of completeness of others.<sup>23</sup> Extroverts preferred to get energy from outside sources or outer world, but introverts preferred solitary activities and the inner world of ideas as the source of their energy.<sup>24</sup> extroverted learners possessed

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<sup>23</sup> Brown, H.D, Principles of language learning and teaching (4th edition), (New York: Pearson Longman, 2000)

<sup>24</sup> Eysenck,S,. & Chan, J, A comparative study of personality in adults and children: Hongkong vs England, Personality and Individual Differences3, (1982), pp.153-160

a social learning style. in addition, they had acute verbal learning styles as well, often communicated through stories or become the first to volunteer for assignment and projects. Myers- Briggs in Brown classified character type of extrovert person: Sociability, Interaction, external, breadth, extensive, Multiplicity of relationships, expenditure of energies, interest in external event. And there are some extroverted traits from Hirsh & kummerow, keirsey & bates, Lawrene, Myers & Myres <sup>25</sup>

1. Were sociable – they need other people
2. Demonstrated high energy and noise
3. Communicated with excitement and enthusiasm with almost anyone in the vicinity
4. Drew energy from people; loved parties
5. Were lonely and restless when they were not surrounded by people
6. Established multiple fluid relationships
7. Engaged in lots of activities and had many interest areas
8. Had many best friends and talk to them for long periods of time
9. Were interested in external events not internal ones.
10. Preferred face-to-face verbal communication rather than written communication.
11. Shared personal information easily

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<sup>25</sup> Brown, H.D, Principles of language learning and teaching in fifth edition, Unite state of America 2007, p.177

## 12. Responded Quickly

From theories above, the researcher concluded that extrovert preferred verbal communication than written communication. They are very excited and enthusiast if they engaged in communication with almost anyone in the vicinity. this meant that the extrovert student tended to be sociable, they have many friends and could talk to them for long periods of time.

### **3 Review of Related Findings**

According to the study, the researcher found several studies related to this research. namely with the title "Analysis Of Speaking Performance of Introvert and Extrovert Students In STAIN CURUP " which was analyzed by Ayu Sepiani which was conducted by involving 12 students who have introverted and extroverted personalities . In this investigation, the researcher focuses on discussing speaking performance. There are several factors that caused previous researchers to choose this study, namely the reason for the phenomenon of personality differences, namely introverts and extroverts in performance speaking skills. while the current research is learning strategies for introvert and extrovert children in speaking skills.

The third research by Winnie Frances Leung, which entitled Supporting Introversion and Extroversion Learning Styles in Elementary Classrooms, described the teachers' beliefs and perspectives about introverted students and their experience of

schooling. This study was important to the education community because negative assumptions about introversion were in the school system, leading teachers to believe these students were lacking in some way. The current study's result did not dismiss the suitability of the education system for all students, but rather encourage the educators, principals, and school officials to further investigate ways of supporting teachers in addressing students' diverse learning needs in the classroom.

These three phenomena have several differences, namely learning strategies are actions taken before performing speaking performance. So the researcher is now focusing on the learning strategies, not the performance. And the third research focused on Supporting Introversion and Extroversion Learning Styles in Elementary Classroom. It could be seen that there were tight related findings about introvert and extrovert students. This research was different from the other researches because the researcher analyzed how the introvert and extrovert learn English for learning strategies.

## **CHAPTER III**

### **METHODOLOGY OF THE RESEARCH**

#### **A. Kind Of The Research**

This research is designed as a descriptive research which is presenting in qualitative way. According to peter Airasian, “qualitative research is kind of research which the result of the research is from analysis, and the researcher usually uses interview in getting the information.<sup>26</sup> so by the definition above, I can conclude that this is a qualitative research. Because the results are processed and then conveyed in words, based on the interpretation by the research and then the answers obtained from the questions that arise previously.

This research in desciptive research because the aim of this research is describe exactly condition in research population in order to answerresearch question. It means that the situation in field research would be important aspect as the data which would collect in this research. Moreover descriptive research is a study designed to depict the participant in accurate way, it is all about describing researh people who take part in the research. Related to these theories, This study is designed to describe the phenomena that occur in “Introvert and Extrovert TBI Students Learning Strategies of Speaking Skills”.

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<sup>26</sup> Peter Airasian, Educational Research, (USA: Clarinda Company,2000), p.16.



## **B. Subject Of The Research**

The subject of this research are introvert and extrovert student at TBI Students IAIN Curup, The reason why the researcher took the sample at TBI Students IAIN Curup because IAIN is one of college in Curup which have english as the major, however at IAIN Curup the students learned speaking as a skills. They are choosing as the sample based on purposive sampling. Purposive sampling technique has also been referred to nonprobability sampling or purposeful sampling or “qualitative sampling”. As noted above purposive sampling technique involved selecting units or cases based on a specific purpose rather than randomly.<sup>27</sup> so from the above definition, researchers choose subjects based on certain characteristics such as students who have introvert and extrovert characteristics. The Subject of the research are the TBI students at IAIN Curup semester 6 which consisted of 21 student in 3 classes which only students which have introvert and extrovert personality only.

To determine the personality of students, the researcher have given the questionnaire that consisted of fifteen question. The questionnaire is adapt from H. Douglas Brown and it also have been used by many researchers, So the questionnaire do not necessary go through validity and reliability anymore. From the questionnaire the researcher could determine the personality based on the most quite dominant student whether is introvert and extrovert students, and the rest of students are ambivert, that’s why the

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<sup>27</sup> Tashakkori, A., & Teddlie, C. (Eds). Handbook of mixed methods in social & behavioral (Thousand Oaks, CA: Sage.2003) p.713

researcher only focus on the most student with quite introvert and extrovert personality, More specifically, there were 14 extroverts and 7 introverts out of 21 students.

### **C. Technique of Data Collection**

In this research, the research used interview as the instrument of this research.

#### **1. Interview**

Interview used in this research was semi-structured interview. Gay further explained that semi-structured interview was to take advantage of strengths of interviews the participant was free to talk about what he or she deemed, with little directional influence from the researcher.<sup>28</sup> The entire questions constructed based on the theories of introvert and extrovert students in speaking performance, as well as the theories regarding learning strategies provided by the experts. Afterward, the recorded data were processed into written transcript texts.

In this study, the researcher conducted interviews to collect the necessary data to answer all research questions, which covered learning strategies employed by extroverted and introverted students and how they implemented these strategies to improve their English speaking skills. The instrument blueprint in the table below shows the question items involved by researchers in interviews.

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<sup>28</sup> L.R.Gay and Peter Airasian, Educational Research, (USA: Clarinda Company, 2000).  
p.292

**Table 1****Interview Blueprint & Guidance of Learning Strategies of Speaking Skills**

No	Indicator	Sub-indicator	Question
1	Metacognitive Strategies (O'Malley)	1. Planning  2. Monitoring  3. Evaluation	1. How do plan your own learning to improve your English speaking skills? 2. How do You monitor your own learning to improve your English speaking skills? 3. How do you evaluate your own to improve your speaking skill?
2	Cognitive Strategies (O'Malley)	1. Resourcing  2. Repetition  3. Grouping/Classifying words  4. Deduction	1. What is the resource of your learning to improve your speaking skills? 2. Do you practicing by looking at something or someone to improve your speaking skills? 3. Do you classify or grouping the words you heard to improve your speaking skills? 4. Do you applying some rules to understand or produces or making up rules based on language analysis to improve your

No	Indicator	Sub-indicator	Question
		5. Imagery	speaking skill? 5. Do you using visual images to understand or remember new information to improve your speaking skills?
		6. Auditory representation	6. Do you planning back in one's mind the sound of a word, phrase, or longer language sequence to improve your speaking skills?
		7. Transfer	7. Do you using previous linguistics knowledge or prior skills to assist comprehension or production to improve your speaking skills?
		8. Inferencing	8. Do you using available information to predicts outcomes, or fill in missing information to improve your speaking skills?
		9. Note taking	9. Do you write down keyword or concepts in abbreviated verbal, graphic, or numerical form while listening or reading?
		10. Recombination	10. Do you combining a

No	Indicator	Sub-indicator	Question
		11. Translation	<p>meaningful sentence or larger language sequence to known elements in new way to improve your speaking skills?</p> <p>11. Do you use the first language as a base for understanding or producing the second language to improve your speaking skills?</p>
3	Social/Affective Strategies (O'Malley)	<p>1. Clarification</p> <p>2. Cooperation</p>	<p>1. Do you Eliciting from a teacher or peer additional explanation, rephrasing, examples, verification to improve your speaking skills?</p> <p>2. Do you work together with your friends or anyone to improve your speaking skills?</p>
4	Direct Strategies (Oxford)	<p>1. Memory</p> <p>2. Cognitive</p>	<p>1. Do you Creating mental images, applying images, and sounds, on your own mind to improve your speaking skills?</p> <p>2. Do you practicing, receiving, and sending message on your own to analyze information to</p>

No	Indicator	Sub-indicator	Question
		3. Compensation	improve your speaking skills? 3. How you manage your deficiencies and gaps in one's current language knowledge to improve your speaking skills?
5	Indirect Strategies (Oxford)	1. Metacognitive  2. Affective  3. Social	1. How you arrange and planning your learning for organizing, focusing, and evaluating on one's own learning to improve your speaking skills? 2. How you manage your emotion or attitude to improve your speaking skills? Do you cooperating with your friends, asking question, or empathizing with others to improve your speaking skills?

#### D. Technique of Data Analysis

After researcher collected the data from the participants, researcher continued to analyze the data. Data analysis is the process of systematically searching and compiling the data obtained from interviews, document analysis and others. a. Data from interview To analyze the data from observation and

interview, the researcher will analyze it by these steps, they are managing, reading, description, classifying and interpreting<sup>29</sup>

### **1. Identifying**

Data identifying involve creating and organizing the data collected during the study. First, The researcher identifying introvert and extrovert students in IAIN Curup, and then the data from interview were managed by envisioning what the data from the interview look like. The researcher divided the data based on the resources, interview, they saved in one folder and the interview in others folder.

### **2. Description**

After identifying the data, researcher make the description. In this step, the researcher described all the data from the observation and the result of interview. Such as how Learning strategies of speaking skills applied by extrovert and introvert students in TBI IAIN Curup to improve their English Speaking skills, so the researcher and the reader will have an understanding of the context in which the study took place. In this step, the researcher described all the data from the observation and result of interview. It aims to help the researcher to do the next step in analyzing the data.

### **3. Classifying**

Next step is classifying the data. classifying or written text into categories that represent different aspects of the data. So, after the

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<sup>29</sup> L.R Gay and Peter Airasian, *Educational Research*, (USA: Clarinda Company, 2000), p. 224.

previous step have finished, the researcher starts to classify each of data into several categories based on kinds of technique used by the students which is the learning strategies of introvert and extrovert students speaking skills.

#### **4. Interpreting**

The last step in analyzing the data is interpreting. It is also a part of process of writing result of a study. Interpreting is reflective, integrative and explanatory aspects of the connections, common aspects, and linkages among the data, especially the identified categories and pattern. The researcher is interpreting the data whenever he or she uses some conceptual basis or understanding to cluster a variety of data pieces into a category. To aid interpretation, it is important to make explicit what the conceptual basis or understandings of the categories are, and what makes one category different from the other. So this was the last step of the researcher in this data analysis, in this case the researcher interpreted all the data base on all theories related, the researcher opinion, and the question emerged early.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter provides the findings and discussion of this research, in which the given details are presented in accordance with the focuses explained in the problem statements of this research.

#### **A. Finding**

The finding of this research was presented on the basis of four research questions formulated as the primary orientation of this research. As absorbed from the core of research questions, the data orientation comprises 1) English-speaking learning strategies applied by introvert TBI students, 2) the implementation of English-speaking learning strategies by introvert TBI students, 3) English-speaking learning strategies applied by extrovert TBI students, and 4) the implementation of English-speaking learning strategies by extrovert TBI students.

#### **1. English-Speaking Learning Strategies Applied by Introvert TBI Students**

Based on the results of interviews with seven introverted students who were chosen prior to the data collection stage, the researcher discovered several learning strategies that they utilized to improve their English speaking skills. The researcher presented an overall picture of the existing data in the conceptual table below.

**Table 2**  
**English-Speaking Learning Strategies Applied by Introvert TBI Students**

No	Participant	Learning Strategy							
		Cognitive Strategy						Social/Affective Strategy	
		Repetition	Imagery	Transfer	Inferencing	Note taking	Recombination	Clarification	Cooperation
1	Student O	-	✓	-	-	✓	-	✓	-
2	Student P	✓	✓	✓	-	-	✓	-	-
3	Student Q	-	✓	✓	✓	✓	✓	-	-
4	Student R	-	-	✓	✓	✓	-	-	-
5	Student S	✓	✓	✓	-	✓	✓	-	✓
6	Student T	-	✓	✓	✓	✓	-	✓	✓
7	Student U	✓	-	✓	-	✓	-	-	-

Table 1 shows eight learning strategies employed by research participants who were introverted students at TBI IAIN Curup to improve their English Speaking skills. Furthermore, O'Malley divided those eight strategies into two categories: Cognitive Strategy and Social/Affective Strategy.<sup>30</sup>

For more details, based on the responses given during the interview, the majority of participants, more precisely 6 out of 7 introverted students, stated that they implemented learning strategies called "Transfer" and "Note taking" to improve their Speaking skills in English. Furthermore, 5 out of 7 students said they applied a learning strategy called "Imagery". 3

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<sup>30</sup> O'Malley and Oxford in Eliza Helen Lunt, 2000, *The Learning Strategies of Adult Immigrant Learners of English: Qualitative and Quantitative Perspectives*, University of Melbourne, p.15

out of 7 students utilized "Repetition", "Inferencing", and "Recombination". Meanwhile, the learning strategies chosen by the fewest introverted participants, more precisely 2 out of 7 students, were "Clarification" and "Cooperation".

Furthermore, the researcher described the meanings and approaches for implementing each learning strategy involved in improving the participants' English Speaking ability in the following section.

## **2. The Implementation of English-Speaking Learning Strategies by Introvert TBI Students**

After inquiring about the learning strategies applied by introverted students to improve their English Speaking skills, the researcher continued the interview with a series of follow-up questions to obtain a more detailed description of how the participants applied the learning strategies they had previously mentioned. In general, there were several similarities in how students used learning strategies to improve their English Speaking skills.

The researcher subsequently presented a series of interview transcripts chosen as representative descriptions of students' responses and a brief description of the answers they provided. First, almost all introverted students at TBI IAIN Curup who were selected as participants, more precisely 6 out of 7 people, stated that they applied learning strategies in the form of "Transfer" and "Note taking". The transcript of the interview with Student P below describes how "Transfer" was implemented.

“In my opinion, there is nothing completely new in learning something or a certain ability in English, but there must be some or a

little information that we already have about this matter, including in Speaking. So, when I'm learning Speaking, I usually recall what the lecturer taught me in class and try to relate it to what I'm trying to learn." (Interview/Student P)

According to the interview excerpt above, Student P emphasized the possibility of students combining their existing knowledge with the new things they are learning. As a result, students do not have to spend time learning everything from the initial concept again. As a result, the researcher concluded that these students used the "Transfer" learning strategy, which is the use of prior linguistics knowledge or skills to assist comprehension or production. Furthermore, the following excerpt from an interview with Student R demonstrates the application of the "Note taking" learning strategy.

"In the Speaking class, I usually take notes on the lecturer's explanations that I think will be useful in the future, such as intonation, stressing, and so on. In any case, all of these factors can have an impact on the smoothness of oral communication." (Interview/Student R)

The interview excerpt above implied that, besides paying close attention to the lecturer, Student R stressed the importance of students taking notes on essential points presented to serve as reminders of necessary materials. It connected to a brief explanation of the "Note Taking" learning strategy, defined as writing down keywords or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. Furthermore, 5 of 7 introverted students reported using the

"Imagery" learning strategy. The following excerpt from an interview with Student S demonstrates the use of the "Imagery" learning strategy.

"After studying certain Speaking materials, I usually imagine applying these materials in everyday conversations. For example, Greetings, Introduction, and so on. Personally, I prefer to imagine rather than practice directly with friends. Because I think it will make me feel awkward." (Interview/Student S)

According to the transcript, Student S emphasized that understanding English Speaking materials did not always require involving other people to communicate, which she believed could cause awkwardness. As a result, the ongoing communication process could be described by imagining a similar context to better understand it before implementing it directly. Hence, the researcher concluded that this learning strategy was consistent with "Imagery", or the use of visual images (either mental or actual) to comprehend or remember new information.

"Repetition", "Inferencing", and "Recombination" were the next learning strategies used by 3 out of 7 introverted students. An excerpt from an interview with Student U illustrates the use of "Repetition" to improve English Speaking skills.

"I usually learn Speaking by watching short videos on *YouTube* that are more or less like a tutorial on communicating in English. For example, how to greet people for the first time, etc. So, when I watch videos, I usually imitate what is said so that my speaking becomes more fluent." (Interview/Student U)

According to the interview excerpts above, one way for students to improve their speaking skills was to watch *YouTube* videos and imitate what was said. They believed that by doing so, their Speaking ability

would improve further. The researcher concluded that what they did was consistent with the "Repetition" learning strategy, which included imitating a language model, over practice, and silent rehearsal. The next strategy was "Inferencing," demonstrated in the following excerpt from an interview with Student T.

"In my opinion, watching movies is an effective way to improve Speaking skills, because we don't just study, but we can also get entertainment to spend our free time. However, if there is something in a movie conversation that I don't understand, I don't like pausing and then looking up the definition in the dictionary because it can disrupt the existing storyline. As a result, I frequently guess the meaning of words I don't know from the words before or after them." (Interview/Student T)

Based on the interview excerpt above, Student T used Western movies as learning media. The researcher discovered a relatively unique approach used by the student, in which he preferred to guess the meaning of words found in the film by utilizing the context of the existing sentences rather than checking the meanings of these words individually. As a result, this learning strategy was compatible with "Inferencing," which uses available information to guess the meanings of new items, predict outcomes, or fill in the missing information. The following learning strategy was "Recombination," the application of which can be interpreted from the excerpt from an interview with Student Q below.

"When I'm speaking with friends using English, I occasionally forget a few words. To overcome these obstacles, I sometimes ask the meanings of these words, but most of the time I just try to describe the word, of course by using other English words whose meanings I already know." (Interview/Student Q)

Based on the interview excerpt above, Student Q suggested using the "Recombination" learning strategy to improve English Speaking skills, which is simply defined as creating a meaningful sentence or larger language sequence by combining known elements in a new way. Furthermore, there were learning strategies implemented by a minority of introverted TBI IAIN Curup students, to be precise 2 out of 7 people, hereinafter referred to as "Clarification" and "Cooperation". The following excerpt from an interview with Student O demonstrates using the "Clarification" learning strategy.

"In the Speaking course in class, if something is unclear or not yet understood, I try to be brave enough to ask questions to the lecturer. Although to be honest, I rarely do this because I'm embarrassed. So I mostly try to find additional explanations by myself after the class ends." (Interview/Student O)

The interview excerpt above implied that introverted students had a dominant personality in which they avoided direct interaction with other people unless necessary. In this context, Student O stated that she occasionally asked the lecturer questions, even though she preferred to figure out what she did not understand in class for herself. Regardless of how frequently this occurred, the researcher concluded that Student O had attempted to use a learning strategy known as "Clarification," which involves eliciting additional explanations, rephrasing, examples, and verification from a teacher or peer. The last learning strategy was "Cooperation," which was also the least used by introverted students in

this study. The use of "Cooperation" is revealed in the excerpt from the interview with Student T below.

“To be honest, I rarely study this way, because I don't really like it. However, in learning Speaking, there are always some things that will produce better results if applied by involving other people as interlocutors. So, like it or not, every now and then I need to involve my classmates to practice certain Speaking materials.” (Interview/Student T)

The interview excerpt above implied conditions similar to the previous point, in which introverted students avoided direct communication with others. In this case, the student believed there would always be times when other people were required to participate as communication partners to achieve better Speaking learning outcomes. Researchers deemed this situation to be consistent with the meaning of the "Cooperation" learning strategy, which entails working with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or receive feedback on oral or written performance.

### **3. English-Speaking Learning Strategies Applied by Extrovert TBI Students**

Based on interviews with 14 extrovert students who had been chosen prior to the data collection stage, the researcher discovered several learning strategies that they used to improve their English Speaking skills. The researcher presented an overall picture of the existing data in the conceptual table below.



**Table 3**  
**English-Speaking Learning Strategies Applied by Extrovert TBI Students**

No	Participant	Learning Strategy							
		Cognitive Strategy						Social/Affective Strategy	
		Repetition	Image ry	Trans fer	Inferen cing	Note taking	Recom bination	Clarifica tion	Coope ration
1	Student A	-	-	-	✓	✓	✓	✓	✓
2	Student B	✓	✓	-	-	✓	-	-	✓
3	Student C	-	✓	✓	✓	✓	✓	✓	✓
4	Student D	✓	✓	-	-	✓	✓	✓	✓
5	Student E	✓	✓	✓	-	✓	✓	✓	✓
6	Student F	-	✓	-	✓	-	✓	✓	✓
7	Student G	-	-	-	-	-	-	✓	✓
8	Student H	✓	-	-	-	-	✓	✓	✓
9	Student I	✓	-	-	✓	✓	-	✓	✓
10	Student J	-	-	✓	✓	-	✓	✓	✓
11	Student K	✓	-	✓	✓	✓	-	✓	✓
12	Student L	-	✓	✓	-	-	✓	✓	✓
13	Student M	-	-	-	✓	✓	-	✓	✓
14	Student N	✓	✓	✓	✓	-	✓	✓	-

Table 3 shows that research participants who were extrovert students at TBI IAIN Curup used eight learning strategies to improve their English Speaking skills. Based on the table above, it was possible to conclude that extroverted and introverted students applied similar learning strategies. Nonetheless, researchers discovered differences related to the dominance of learning strategies involved in the process. Furthermore, the strategies

mentioned above were classified into two categories by O'Malley: Social/Affective Strategy and Cognitive Strategy<sup>31</sup>.

For more details, based on the responses given during the interview, almost all participants stated that they applied learning strategies called "Clarification" and "Cooperation" to improve their speaking skills in English, more precisely 13 out of 14 extrovert students. Furthermore, 9 out of 14 students said that they used a learning strategy known as "Recombination". 8 out of 14 students involved "Inferencing" and "Note taking". 7 out of 14 students implemented the "Repetition" and "Imagery" learning strategies. Meanwhile, the learning strategy that was least involved by participants, more precisely 6 out of 14 students, was "Transfer".

Further explanation regarding the meanings and ways of implementing each learning strategy involved in improving the participants' English Speaking ability was explained by the researcher in the next section.

#### **4. The Implementation of English-Speaking Learning Strategies by Extrovert TBI Students**

After asking what learning strategies extrovert students used to improve their English Speaking skills, the researcher continued the interview session to obtain a more detailed description of how the participants applied the learning strategies they had mentioned

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<sup>31</sup> Ibid.

previously. There were several similarities between how extroverted and introverted students used learning strategies to improve their English Speaking skills. Nonetheless, researchers discovered a variety of details from the approaches used.

For more information, the researcher presented interview transcripts chosen as representative descriptions of students' responses, along with brief explanations of the responses they provided. First, almost all extrovert students at TBI IAIN Curup who were chosen as participants, 13 out of 14, stated that they used "Clarification" and "Cooperation" learning strategies. The implementation of "Clarification" is described in the transcript of the interview with Student A below.

"I'm the type of person who can't help but ask questions. So, whenever I feel something is unclear while studying in class, I will immediately ask questions about it, including in the Speaking class. Consequently, oftentimes, I ask lecturers or classmates about material that I still don't understand." (Interview/Student A)

The interview excerpt above indicated that extrovert students have a dominant personality in which they engage people around them in various forms of interaction, such as chatting, asking for help, and asking questions. In this context, Student A stated that he never hesitated to ask the lecturer or friends questions about Speaking materials that he did not understand. As a result, the researcher concluded that what Student A did was part of a learning strategy known as "Clarification," which involves eliciting additional explanations, rephrasing, examples, and verification from a teacher or peer. Furthermore, the following excerpt from an

interview with Student G shows the application of the "Cooperation" learning strategy.

"In my opinion, when learning Speaking we certainly have to be involved in various forms of conversation, which I think will not be perfect if it is only done in the form of a monologue by myself. As a result, I am delighted to invite my classmates to talk in English about a variety of topics. It doesn't matter what the topic is, what matters is that we can communicate in English." (Interview/Student G)

The preceding excerpt referred to another dominant personality trait possessed by extroverts. In this situation, Student G, as an extrovert, did not want to limit her social interaction on campus. In this case, she always tried to invite her friends to chat in English to improve her Speaking skills because she felt uncomfortable imagining conversations alone. Researchers considered the conditions described by Student G to be consistent with the way the "Cooperation" learning strategy is implemented, namely working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or receive feedback on oral or written performance.

The following learning strategy was "recombination," which 9 of the 14 extroverted students used. The respective interview with Student H demonstrated its application.

"When I'm chatting with friends in English, I tend to forget some words that I don't use very often. As a result, in order to keep communication running, I usually try to describe the word I forgot with other words in English right away. Because it's awkward and interrupts the conversation if we have to remember or check the meaning of a word while chatting." (Interview/Student H)

According to the interview excerpt above, Student H implied using the "Recombination" learning strategy, which involved overcoming ignorance of certain English words by using other known words to maintain a smooth communication process. It was viewed as complying with the application of "Recombination," which means constructing a meaningful sentence or larger language sequence by combining known elements in a new way. "Inferencing" and "Note Taking" were the next learning strategies used by 8 of 14 extrovert students. "Inferencing" is illustrated in the interview excerpt with Student C below.

"One of my hobbies is watching movies, specifically Western movies of any genre. However, I frequently encounter a lot of words that I am unfamiliar with. I usually only guess the meaning from the context of the entire sentence in the conversation. After the film ends, I will learn more about the meaning of the difficult vocabulary I encounter in the film." (Interview/Student C)

Based on the interview excerpt above, Student C emphasized his method of responding to the appearance of unknown vocabulary, which was to guess the meaning from the context of existing sentences. He attempted to learn more about the meaning of the words after the film ended. Thus, what Student C did was consistent with the "Inferencing" learning strategy, which involves using available information to guess the meanings of new items, predict outcomes, or fill in the missing information. Furthermore, the following excerpt from an interview with Student K shows the application of the "Note Taking" learning strategy.

"To be honest, I forget a lot of what I learn in class. So, in order to be able to rehearse what the lecturer has said in class, I usually write

down things that I think are important, including in the Speaking class. In case I forget something, I usually try to borrow a friend's more complete notes. It appears to be about how certain words are pronounced and what should or should not be said when communicating in English." (Interview/Student K)

According to the interview excerpt above, Student K used notes when studying in class, including in the Speaking course. She did this to overcome her forgetfulness, which was overly quick regarding the material discussed in class. As a result, the researcher assumed that Student K used the "Note Taking" learning strategy, defined as writing down keywords or concepts in abbreviated verbal, graphic, or numerical forms while listening or reading. "Repetition" and "Imagery" were the next learning strategies used by 7 out of 14 extrovert students. The application of "Repetition" can be understood through the excerpt from the interview with Student B below.

"To increase my knowledge and improve my speaking skills in English, I often spend my time watching short videos about Speaking tips and tricks available on social media such as *Instagram* and *TikTok*. While watching videos, I usually immediately practice what the people in the videos say." (Interview/Student B)

Based on the interview excerpt above, Student B attempted to improve his speaking skills by watching several short videos uploaded by content creators on social media platforms such as *Instagram* and *TikTok*. Furthermore, he stated that he always tried to imitate what the content creators said to improve his oral communication skills in English. As a result, the researcher concluded that these learning strategies tend to lead to "Repetition," or imitating a language model, which includes over-practice and silent rehearsal. The next learning strategy was "Imagery." The

following excerpt from an interview with Student F depicted the implementation process.

"When I'm not with friends who speak English, I usually imagine a conversation in which I apply what I've just learned. It aims to make it easier for me to speak directly to other people because I have previously done it in my mind." (Interview/Student F)

The interview excerpt above revealed that Student F practiced her Speaking skills by imagining communication in English. She anticipated that it would make it easier for her to communicate directly with others in the future. As a result, the researcher concluded that what Student F did was related to the "Imagery" learning strategy, which involves using visual images (mental or actual) to comprehend or remember new information. The final learning strategy was "Transfer," which 6 of the 14 extrovert students used. The following excerpt from an interview with Student M exemplifies the use of "Transfer" in learning Speaking.

"When I encounter difficulties in Speaking courses in the form of ignorance of certain materials, I usually overcome them by connecting them to things that I have understood before. Because, in my opinion, all of the material we've learned in Speaking class has always been related to one another, there are always ways to improve my understanding, one of which is by associating new materials with old materials." (Interview/Student M)

Based on the excerpt from the interview above, Student M mentioned the possibility of using a combination of existing knowledge and new materials being studied to support understanding new materials related to English Speaking. As a result, the researcher concluded that Student M and other students with similar responses used the "Transfer" learning strategy

in Speaking, which is understood by using prior linguistics knowledge or prior skills to support comprehension or production.

## **B. Discussion**

This section discusses all the data obtained, displayed, and analyzed in prior. There were two major scopes of findings being addressed, namely 1) English-speaking learning strategies applied by introvert TBI students, 2) the implementation of English-speaking learning strategies by introvert TBI students, 3) English-speaking learning strategies applied by extrovert TBI students, and 4) the implementation of English-speaking learning strategies by extrovert TBI students.

According to the previously described research findings, there were eight learning strategies used by introvert and extrovert students at TBI IAIN Curup to improve their English Speaking skills: 1) Repetition, 2) Imagery, 3) Transfer, 4) Inferencing, 5) Note taking, 6) Recombination, 7) Clarification, and 8) Cooperation. They were included in several strategies offered by O'Malley<sup>32</sup>. However, not all of the strategies discussed in O'Malley's theory were implemented by learners. For more details, three of the eleven learning strategies offered, such as Deduction, Auditory Representation, and Translation<sup>33</sup>, were not implemented. The researcher attempted to discover more about why the students did not use these three strategies but could not identify specific reasons from the responses they provided during the

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<sup>32</sup> Ibid.

<sup>33</sup> Ibid.



interviews. They stated that the three strategies were not appropriate for improving Speaking skills, but they could be very effective when combined with other skills like Reading, Writing, and Listening.

Furthermore, the eight learning strategies implemented by participants in this study were consistent with O'Malley and Oxford's categorization<sup>34</sup>. Repetition, Imagery, Transfer, Inferencing, Note Taking, and Recombination were classified as Cognitive Strategies according to O'Malley's approach<sup>35</sup>. Meanwhile, in Oxford's point of view, they were incorporated into Direct Strategies<sup>36</sup>, which were also associated with the cognitive realm. Meanwhile, O'Malley included two more learning strategies, Clarification and Cooperation, in the Social/Affective Strategy category<sup>37</sup>. These strategies were also deemed consistent with Oxford's Indirect Strategies<sup>38</sup>, which, upon further examination, were also part of the social realm.

Based on the interviews with the participants, the researcher concluded that the study's findings were consistent with Briggs' explanation of introverted students. They demonstrated territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest in internal reaction when employing various existing speaking learning strategies.<sup>39</sup> Moreover, the responses given by introverted students regarding speaking English learning strategies also confirmed the theories of Hirsh &

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<sup>34</sup> Ibid.

<sup>35</sup> Ibid.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.

<sup>38</sup> Ibid.

<sup>39</sup> Brown, H.D, Principles of Language Learning and Teaching in fifth edition, United States of America, 2007, p.177.

Kummerow, Keirsey & Bates, Lawrence, and Myers & Myers regarding other characteristics of introverts, such as 1) Preferring to work on their own rather than in a group, 2) Not enjoying being the center of attention, 3) Forming a few deep attachments, and 4) Becoming absorbed in thoughts and ideas. In this regard, it was obvious that learning strategies involving other people directly, such as Cooperation and Clarification, were only applied by a minority of introverted students as participants in this study.

The present research revealed that extrovert students took different approaches to implement existing learning strategies, although both extrovert and introvert students used the same learning strategies to improve their English speaking skills. In this context, the researcher discovered that most TBI IAIN Curup extroverted students used learning strategies that introverted students avoided. It was in line with Eysenck, S. & Chan, J., who stated that extroverts preferred to get energy from outside sources or the outer world. Regardless, introverts preferred solitary activities and the inner world of ideas as their energy source<sup>40</sup>. In the same context, the findings of this study were also consistent with Myers-Briggs in Brown, who classified the character types of extrovert person: sociability, interaction, external, breadth, extensive, multiplicity of relationships, expenditure of energies, and interest in external events<sup>41</sup>.

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<sup>40</sup> Eysenck, S. & Chan, J., A comparative study of personality in adults and children: Hongkong vs England, *Personality and Individual Differences*, (1982), pp.153-160.

<sup>41</sup> Brown, H. D., *Principles of language learning and teaching* in fifth edition, (2007), p.177.

Furthermore, the explanations given by extrovert students in the interview excerpts presented earlier also confirmed the theories of Hirsh & Kummerow, Keirsey & Bates, Lawrence, and Myers & Myres regarding the character of extroverts<sup>42</sup>, including 1) Being sociable – they need other people; 2) Communicating with excitement and enthusiasm with almost anyone in the vicinity; 3) Being interested in external events, not internal ones. Consequently, it was apparent that almost all of the extroverted students involved in this study explained that they preferred to apply Clarification and Cooperation learning strategies, which were incorporated into Social/Affective Strategies and must involve the role of other people

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<sup>42</sup> Ibid.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher concluded the research results by answering the research questions and giving some points of suggestion for the parties involved.

#### A. Conclusion

Based on finding and discussion in the previous chapter, the researcher finally concluded that:

1. There were eight learning strategies applied by extrovert and introvert students at TBI IAIN Curup to improve their English Speaking skills, namely: 1) Repetition, 2) Imagery, 3) Transfer, 4) Inferencing, 5) Note taking, 6) Recombination, 7) Clarification, and 8) Cooperation. These strategies were further grouped into two categories, namely Cognitive Strategies and Social/Affirmative Strategies.
2. Regardless of the similarities in the learning strategies used by the extroverted and introverted students involved in this study, there were different approaches to applying these learning strategies. In the process, most extrovert students implemented learning strategies incorporated into Social/Affirmative Strategies, technically representing the characters possessed by extroverts, in which they felt the need to involve others in interaction to achieve specific goals. On the other hand, the majority of introverted students decided to avoid Social/Affirmative Strategies and applied Cognitive Strategies instead. Nonetheless, there were still a few introverted students who employed English Speaking learning strategies

such as Clarification and Cooperation, which must involve other people. However, if they had to choose, they preferred to avoid such learning strategies if they were not necessary, per the character of introverts in general.

## **B. Suggestion**

Based on the present study results and conclusion, some suggestions were provided to several parties involved in English teaching and learning, namely English teachers, students, and other researchers.

### **1. English teachers**

The present study findings indicated that each student had a different tendency in selecting learning strategies, which in this context were related to efforts to improve English Speaking skills. Throughout the process, their individual character or personality frequently influenced various learning strategies. As a result, the researcher suggested that English teachers consider aspects of student personality when determining classroom teaching strategies, particularly in the Speaking course, rather than focusing solely on the teaching model by considering only cognitive aspects. Furthermore, based on the study's findings, the researcher recommended that English teachers not force their students to learn in a specific way. Because given their personality differences, they naturally preferred learning styles with their respective approaches.

## **2. Students**

The findings of this study generally described various strategies for learning Speaking in English that students could apply. In this regard, the researcher suggested that students attempting to improve their English Speaking skills should refrain from forcing themselves to apply the same learning strategies as their classmates. With various learning strategies, the researcher also recommended that they try to apply an approach that suits their personality. It is intended to optimize learning outcomes, which in this context relates to English Speaking skills.

## **3. Other researchers**

Considering the number of participants involved in this study, the researcher suggested further research with the same theme to involve more students. The researcher only involved several TBI IAIN Curup students from one semester in this study. Thus, further researchers are recommended to involve students in other semesters or even students from other study programs who are also trying to improve their English Speaking skills, aiming to maximize the depth of research data.

Furthermore, the researcher only employed interviews as a data collection instrument in the present investigation. Hence, future research should involve other data collection instruments, one of which is observation, to obtain more varied data while minimizing the bias of research data collected.

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH**

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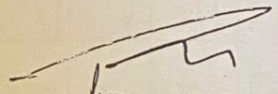
Nomor : Tahun 2023

- Tentang
- PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**
- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 64/FT.2 /PP.00.9/TBI/2022  
2. Berita Acara Seminar Proposal Pada Hari Senin, 18 April 2022

**MEMUTUSKAN :**

- Menetapkan Pertama** : 1. **Jumatul Hidayah, M.Pd** **19780224 200212 2 002**  
2. **Henny Septia Utami, M.Pd** **2020108101**
- Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
- N A M A** : **Azah Sari Veronika**  
**N I M** : **18551012**  
**JUDUL SKRIPSI** : **Introvert and Extrovert TBI Students' Learning Strategies of Speaking Skills**
- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 19 Januari 2023  
Dekan,

  
Hamengkubuwono

Tembusan :



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	1 Juni, 06/06/2022	Pembahasan Judul Skripsi	K	Alfa
2	21/06/2022	Caran Penulisan Skripsi bab 1	K	Alfa
3	31/07/2022	Mengingat bab 1 dan kembali mengerjakan background proposal.	K	Alfa
4	04/08/2022	Membaca dan Mengecek kembali bab 2 untuk keakuratan	K	Alfa
5	26/08/2022	Membaca bab 3 dan bab 3 Memahami 1, 11, 12, 13	K	Alfa
6	26/11/2022	Pembahasan dan Menyangkut data pada omur Semester 1	K	Alfa
7	31/01/2023	Meneliti di bab 4 dan bab 5	K	Alfa
8	23/01/2023	Membaca bab 4 & 5 dan juga ACC.	K	Alfa



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	21/06/2022	Kembali Mengecek background	Alfa	Alfa
2	11/10/2022	Mengecek Penulisan dan Memahami bab 2	Alfa	Alfa
3	15/01/2023	Menentukan Quisnare yg digunakan	Alfa	Alfa
4	20/06/2022	Membaca bab 3 dan bagian identifying & menjelaskan kembali	Alfa	Alfa
5	22/11/2022	Membaca bab 4 dan Mengecek hari/tahun.	Alfa	Alfa
6	01/11/2023	Melengkapi Literatur Bloe print yaitu bagian quistnare.	Alfa	Alfa
7	23/01/2023	Kembali Mengecek penomoran dan Penulisan	Alfa	Alfa
8	21/01/2023	Mengecek kembali bab 1-5 dan penulisan ACC	Alfa	Alfa



IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA

Ayah Sari Veronica

NIM

0551012

FAKULTAS/PRODI

Tarbiyah / Tadris Bahasa Inggris

PEMBIMBING I

Juwahri Hidayah, M.Pd  
Henry Saph Mawati, M.Pd

PEMBIMBING II

"Innovative and Effective TBI Student Learning Strategies of Speaking Skills"

.....

\* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2:

\* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan:

\* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

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PEMBIMBING I

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PEMBIMBING II

"Innovative and Effective TBI Student Learning Strategies of Speaking Skills"

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Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Juwahri Hidayah M.Pd

NIP.

Pembimbing II,

Henry Saph Mawati

NIP.

## AFFENDIX 1

### QUESTIONNAIRE FOR INTROVERT AND EXTROVERT STUDENT

1. I usually like ? a. mixing with people b. Working alone	2. I'm more inclined to be ? a. fairly reserved b. pretty easy to approach.	3. I'm happiest when I'm ? a. Alone b. With other people.
4. At a party, I ? a. Interact with many, including strangers. b. Interact with a few people I know	5. In my social contacts and groups, I usually? a. Fall behind on the news. b. Keep abreast of what's happening with others.	6. I can usually do something better by ? a. Figuring it out on my own. b. Talking with others about it.
7. My usual pattern when I'm with other people is to ? a. Be open and frank, and take risks. b. Keep to my self and not be very open.	8. When I make friends, usually ? a. Someone else makes the first move b. I make the first move.	9. I would rather ? a. Be at home on my own b. Go to a boring party.
10. Interaction with people I don't know ? a. Stimulates and energizes me b. Takes my reserves.	11. In a group of people, I usually ? a. Wait to be approach b. Initiate conversation	12. When I'm by myself, I usually feel a sense of ? a. solitude and peacefulness b. Loneliness and uneasiness.

<p>13. In a classroom situation, I prefer ?</p> <ul style="list-style-type: none"><li>a. Group work, interacting with others.</li><li>b. individual work</li></ul>	<p>14. When I get into a quarrel or argument, I prefer ?</p> <ul style="list-style-type: none"><li>a. Remain silent, hoping the issue will resolve itself or blow over</li><li>b. "have it out" and settle the issue then and there.</li></ul>	<p>15. When I try to put deep or complex thoughts into words, I usually ?</p> <ul style="list-style-type: none"><li>a. Have quite a hard time.</li><li>b. Do so fairly easily.</li></ul>
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## AFFENDIX 2

### Interview Blueprint & Guidance of Learning Strategies of Speaking Skills

No	Indicator	Sub-indicator	Question
1	Metacognitive Strategies (O'Malley)	4. Planning 5. Monitoring 6. Evaluation	1. How do plan your own learning to improve your English speaking skills? 2. How do You monitor your own learning to improve your English speaking skills? 3. How do you evaluate your own to improve your speaking skill?
2	Cognitive Strategies (O'Malley)	12. Resourcing 13. Repetition 14. Grouping/Classifying words 15. Deduction	1. What is the resource of your learning to improve your speaking skills? 2. Do you practicing by looking at something or someone to improve your speaking skills? 3. Do you classify or grouping the words you heard to improve your speaking skills? 4. Do you applying some rules to understand or produces or making up rules based on language analysis to improve your

No	Indicator	Sub-indicator	Question
		16. Imagery	speaking skill? 5. Do you using visual images to understand or remember new information to improve your speaking skills?
		17. Auditory representation	6. Do you planning back in one's mind the sound of a word, phrase, or longer language sequence to improve your speaking skills?
		18. Transfer	7. Do you using previous linguistics knowledge or prior skills to assist comprehension or production to improve your speaking skills?
		19. Inferencing	8. Do you using available inromation to predicts outcomes, or fill in missing information to improve your speaking skills?
		20. Note taking	9. Do you write down keyword or concepts in abbreviated verbal, graphic, or numerical form while listening or reading?
		21. Recombination	10. Do you combining a



No	Indicator	Sub-indicator	Question
		22. Translation	<p>meaningful sentence or larger language sequence to known elements in new way to improve your speaking skills?</p> <p>11. Do you use the first language as a base for understanding or producing the second language to improve your speaking skills?</p>
3	Social/Affective Strategies (O'Malley)	<p>3. Clarification</p> <p>4. Cooperation</p>	<p>1. Do you Eliciting from a teacher or peer additional explanation, rephrasing, examples, verification to improve your speaking skills?</p> <p>2. Do you work together with your friends or anyone to improve your speaking skills?</p>
4	Direct Strategies (Oxford)	<p>4. Memory</p> <p>5. Cognitive</p>	<p>1. Do you Creating mental images, applying images, and sounds, on your own mind to improve your speaking skills?</p> <p>2. Do you practicing, receiving, and sending message on your own to analyze information to</p>

No	Indicator	Sub-indicator	Question
		6. Compensation	<p>improve your speaking skills?</p> <p>3. How you manage your deficiencies and gaps in one's current language knowledge to improve your speaking skills?</p>
5	Indirect Strategies (Oxford)	<p>4. Metacognitive</p> <p>5. Affective</p> <p>6. Social</p>	<p>1. How you arrange and planning your learning for organizing, focusing, and evaluating on one's own learning to improve your speaking skills?</p> <p>2. How you manage your emotion or attitude to improve your speaking skills?</p> <p>Do you cooperating with your friends, asking question, or empathizing with others to improve your speaking skills?</p>

Notes from Validator :

The instruments had been validated. The validator validated the instruments into two things; *the first* Content, Including the coherence between the statements and indicators stated in theory. The second is the accuracy of grammatical aspects used in the instrument.

Last, related to your interview questions, I suggest you focus on constructing questions relating to the ‘what’, ‘how’, and ‘why’ of the research subject to enrich the data you will get.

Curup, August 2022

Validator

A handwritten signature in black ink, consisting of several overlapping loops and lines, positioned above the name.

**Nastiti Handayani, M.Pd**