ABSTRACT

English in Indonesia is taught as a foreign language. It is differentiated into its four skills, namely listening, writing, reading and speaking. But, the ability to speak a foreign language is without no doubt the most highly prized language skill. That is why in Indonesia, some schools provide the students with speaking class in order to help the mastery of speaking English. In addition, in speaking class, there are different kinds of personalities of the students, they are extrovert and introvert, and different proficiency.

To be high achiever one, both introvert and extrovert must have learning strategies that is important to help them to be proficient and high achieving, specifically in speaking, since learning strategies is one of the factors for differential success among language learners (Freeman and Long, 1999). Learning strategy is identified in the foreign language standards as a means to help students become better language learners and to help them develop control over and responsibility for their own learning. In other words, learning strategy helps students become self-regulated language learners (Chamot et.al, 1999). In speaking, Oxford (in Clouston, 2006) stated that language learning strategies are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence.

This study was intended to find and describe the language learning strategies used by the high achieving extrovert and introvert students at speaking class. This research employed descriptive qualitative and quantitative design. The populations of this study were the X and XI grade of the students who were joining the speaking class at SMAN 02 BATU. In addition, the sample was the high achieving extrovert and introvert students who got 75 and 75 above score in English, they consist of 20 students. The instruments used to collect the data were questionnaire and observation.

The result of the data analysis showed the high achieving extrovert and introvert students employed the metacognitive (advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation, and self-reinforcement), cognitive strategies (repetition, resourcing, directed physical response, translation, grouping, note-taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer, and inferencing), and socioaffective strategies (cooperation and asking for clarifications) simultaneously.

The mean score of the high achieving extrovert students were 36,5 for metacognitive, 38,2 for cognitive and 40 for socioaffective. While the introvert students got 33,2 for metacognitive, 33,6 for cognitive and 40,1 for socioaffective.

The high achieving extrovert and introvert students used language learning strategies in speaking...
class when they encountered any “problem” or faced new input. They used language learning strategies to help them control over and responsibility for their own learning, or in other words, language learning strategies helped the students became self-regulated language learners.