



Learners' Personalities and Language Learning: A Literature Review

Saarah Nabiilah Octaviani¹ Jumariati² Eka Elyani Puteri³ Nasrullah⁴
saarahnabiilah@gmail.com; jumariati01@ulm.ac.id; eka.elyani@ulm.ac.id;
nasrullah01@ulm.ac.id

*) Corresponding author: saarahnabiilah@gmail.com

^{1, 2, 3, 4} Universitas Lambung Mangkurat, Banjarmasin, Kalimantan Selatan

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Abstract

A growing interest in studies about learners' personalities in language learning has occurred from time to time. However, there are contradictions in many studies. Some claim that extroverts are more successful in language learning, whereas some believe the opposite. Other factors may influence the learner's language learning, other than their personalities; therefore, this study explores the influence of extrovert and introvert personalities on language learning and the difference between them. The method used in this study is a literature review obtained from various research engine databases such as Google Scholar, ResearchGate, and ProQuest. The data are collected from journal articles, theses, dissertations, and books and analyzed using thematic analysis. This study found that various aspects influence the learner's achievement in language learning other than the learner's personality. The implication of this study benefits the teachers to define the best teaching method and strategy for each personality in language learning and the students to find the best learning strategy based on their personality. It also can be a reference for other researchers to conduct a study based on the same variables.

Keywords: *extrovert; introvert; language learning; learner personalities*

Introduction

Every individual has a distinct personality. According to Eysenck (2004), individual personality differences have a crucial influence on individuals' performance in various practical situations because they symbolize the implicit relationship between perceptible manners and performance qualities. Personality determines the correlation between feelings, thoughts, and behavior; therefore, the model of harmonious practice and personal quality, just as the state of the environment, can impact one's personality (Shehni & Khezrab, 2020).

Introversion-extraversion is a psychological concept that describes the relationship between biological and social phenomena (Wilson, 1977). Introverts

and extroverts are the two types of personalities. Introverts are more preoccupied with their feelings than external situations; they are too shy to participate in social activities (Suliman, 2014). They are attracted by their thoughts and feelings outside their local environment and are mostly unwilling to speak or participate in group activities; they have enough internal stimulation, and their energy is focused on their world (Myers, 2003). Conversely, extroverts have a limitation in cognition but have visible social behavior and a willingness to initiate social relationships (Freyd, 1924). They are more concerned with what is happening than their thoughts and feelings; they look for inspiration outside themselves, and their energy aligns with the outside world (Myers, 2003). Other than their behavior, introverts and extroverts are also distinguished by their brain, which is how they respond to the neurotransmitter dopamine (Granneman, 2015). Additionally, she explained that people become more communicative and eager to explore their surroundings when dopamine fills the brain. Furthermore, the available dopamine is the same for introverts and extroverts, but the dopamine reward network is different, where it is more active in the brains of extroverts.

Each personality has its characteristics, and these differences may affect their learning progress. Because of these various traits, teachers should get to know and learn about their students' personalities. Personality must be acknowledged and altered for language learners to progress most with their learning patterns (Suliman, 2014). Recognizing a student's personality helps teachers modify their teaching process. It can give students a better chance of succeeding in learning (Lestari et al., 2013). Regarding the relationship of each personality with learning language, extroverts who are outgoing and open to others are more successful at acquiring languages than introverts (Naiman et al., 1978). However, well-organized and serious introverts are perceived as better learners in a systematic study (Swain & Burnaby, 1976).

When teachers learn about students' personalities, they can modify their teaching style and activity to best suits each character. For example, extroverts are usually the initiator of social interaction. They rarely feel anxious when in a big circle; therefore, they might have no problem in speaking class in language learning. Unlike extroverts, introverts have difficulty expressing themselves. Henceforth, they might have problems in speaking class. In another case, extroverts might feel frustrated because they cannot apply their social skills in reading class. However, introverts might have no problem because they do not have to face many social interactions.

From time to time, there have been several studies related to personalities and language learning. However, many studies have found no middle point regarding this problem. The researcher has seen many different ideas regarding this matter. Some studies discovered a correlation between personality traits and language learning, while some studies on specific skills found no correlation between personality and those language skills.

There have been contrastive ideas between personality and language skills in particular areas. First, some studies show a correlation between personalities and

speaking performance. However, these studies contrast; Lestari et al. (2013) believe introverts are better at speaking mastery, whereas Taiyeb (2019) believes extroverts achieved the highest mean score. Meanwhile, some studies found no significant relationship or no relationship between personalities and speaking performance (Paradilla et al., 2020; Rahmawati & Nurmayasari, 2016). Second, some studies show a correlation between personalities and writing skills. Kafryawan (2020) states that extroverts tend to offer good writing skills. On the other hand, some believe that introverts are better at writing (Boroujeni et al., 2015; Zainuddin, 2016). The studies above contrast with Khodabandeh (2022). He indicates that there are no differences between the writing performance of introverts and extroverts.

According to the explanation above, the researcher found a gap where there are different perspectives on the personality influences in their language learning; therefore, the researcher hypothesizes that external and internal factors may affect students' language learning other than the student's personality. Furthermore, this study explores the influence of extrovert and introvert personalities on language learning and explores the difference between these two personalities. The writer hopes these research findings may help teachers understand their personalities and find a suitable learning style and strategy to enhance students' learning progress despite their differences. Additionally, it may help students better understand themselves and determine which learning method suits them best. This research also can be a reference for other researchers to conduct a study based on the same variables.

Method

This study applies the literature review method, which is obtained from various research engine databases such as Google Scholar, ResearchGate, and ProQuest. From these research engine databases, the researcher found thirty-four research reports, which are the subjects of this research. A literature review can serve a variety of purposes and has many functions, such as mapping the landscape, sensitization to new areas, spotting landmarks, positioning one's research, comparing ideas, exploring theories, brainstorming approaches, taking stock, and seizing opportunities (Booth et al., 2021).

The data are collected from several studies: theses, dissertations, books, and journal articles with related topics. The instruments are documentation from several research reports and a table. Moreover, the data collection through document analysis was done by reading, taking notes, and collecting written data sources. The study is carried out by analyzing the data using thematic analysis. Thematic analysis is finding patterns or themes in qualitative data (Maguire & Delahunt, 2017). It is a technique for methodically locating, compiling, and providing insight into patterns of meaning throughout data collection; additionally, it enables the researcher to recognize and understand common or collective implications and experiences (Braun & Clarke, 2012). Braun & Clarke (2006) provide six-phase steps for

conducting the analysis: familiarize the data, produce initial codes, look for themes, review themes, define themes, and write out the result. After the analysis, the results will be gathered in the table and elaborated on in the discussion.

Findings

This study found 34 research reports with the topic related. The analysis and summary of documented papers are connected to personalities and language learning, provided in Table 1. The information provided in the table is already analyzed based on the related topic and in line with this study’s purpose.

Table 1
The research findings on personalities and language learning

No.	Researcher and Year	Research Findings
1.	Obralic & Mulalic, 2017	This study discovered a strong link between personality traits and language learning, where personality is related to openness to experience.
2.	Karim et al., 2016	This study discovered that personalities might significantly influence second language acquisition. Furthermore, other factors such as strong motivation, a positive attitude, acculturation, high self-esteem, sociability, risk-taking, and perseverance are required for positive results in second language learning. Teachers and students can choose how or when to adapt if they know students well. They can perceive the students' potential for implementing effective strategies and establishing a cooperative environment.
3.	Shehni & Khezrab, 2020	Individual differences play a critical role in achieving a second language, although no definitive theory exists for their differences in successful learning. It may encourage the need to study precisely and empirically, especially if the students know individual differences. External sources help extroverts energize, whereas internal stimulations such as emotions, ideas, and impressions help introverts. An extrovert seeks variety in the material presented and tries to take an active role; meanwhile, the introvert behaves passively and prefers fewer topics.
4.	Suliman, 2014	According to the findings, personality traits significantly impact the process of second language acquisition. Extroverts are believed to be better at speaking than introverts, even if their output is not always accurate. Introverts tend to talk less and reflect more before acting, prefer to be quiet, and prefer to work alone or with one or two other people. They are more passive than extroverts.

		Many introverted students are obsessed with producing grammatically correct sentences with a native-like accent.
5.	Zainuddin, 2016	According to the findings, introverts are better at language construction for essay writing than extroverts. Both groups have an equal chance to improve their ability to learn foreign languages. However, extrovert learners must pay more attention to using good syntax because they tend to be careless and make errors in constructing phrases.
6.	Lestari et al., 2013	The findings show a moderate correlation between extrovert and introvert personality and speaking performance; introverts are better at speaking mastery.
7.	Taiyeb, 2019	There was a difference in speaking performance between students with extroverted and introverted personalities; extroverts achieved the highest mean score.
8.	Rahmawati & Nurmayasari, 2016	The findings show that whether introvert or extrovert has no significant correlation with their speaking ability.
9.	Qanwal & Ghani, 2019	Introverts are better writers than extroverts.
10.	Molinuevo & Torrubia, 2013	Although the effect on attitudes is small, this study confirms the influence of personality traits on medical students' attitudes toward learning speaking skills and their self-rating toward their speaking skills.
11.	Paradilla et al., 2020	Personalities did not influence successful speaking performance. Both have their way of learning, so both have a chance to be better at speaking. Additionally, students with different personality types use different learning strategies.
12.	Boroujeni et al., 2015	Introverts outperformed extroverts in most writing subsets, such as producing content, language, mechanics, and vocabulary.
13.	Marashi & Dibah, 2013	The extroverts in this study enjoyed being in both groups because they were more willing to speak. They like cooperative learning more than introverts, who do not speak unless prompted.
14.	Souzandehfar et al., 2014	It has been discovered that there is no relationship between each personality style and IELTS speaking test performance.
15.	Dewaele, 2013	Extroverts are more sociable and naturally conducive to finding opportunities for interaction, which provides greater chances for language development.

16.	Citra & Zainil, 2020	The findings show introverted learners use meta-cognitive, cognitive, and affective strategies. On the contrary, extrovert learners tend to use social, memory, and compensation strategy.
17.	Asrawaty et al., 2022	The research results indicated that most extroverted students prefer indirect learning strategies, while introverted students prefer direct learning strategies. The correlation between personality factors and speaking skills was low, whereas the correlation between language learning strategies and speaking skills was strong. Therefore, personality is essential in choosing the appropriate language learning strategies for developing speaking skills.
18.	Yu, 2021	Learners' different personalities could improve online learning effectiveness. Teachers could design different pedagogical approaches to cater to learners with different personalities. They could provide opportunities for interpersonal communication and develop interactive academic activities for those with strong extroversion traits.
19.	Ahmar, 2021	There is no significant difference between extroverted and introverted students in speaking achievement.
20.	Ebrahimi et al., 2023	The results indicated no difference between the speaking ability of introverted and extroverted learners.
21.	Khodabandeh, 2021	The findings showed that introverts are better in the flipped classes, while extroverts benefit from the treatment in the traditional classes.
22.	Bagheri Nevisi & Fermoudi, 2022	Extroverted language learners enjoyed significantly higher field dependence and were more inclined to communicate than introverted language learners. Learning their cognitive styles and personality types to improve language skills is crucial. There is also a relationship between these factors and the increased tendency to communicate in foreign languages.
23.	Oktriani et al., 2021	The result of this research shows that there were no significant differences between introvert and extrovert personalities in English Conversation Class achievement. It was concluded that the student's personality does not affect the score achieved in the speaking class.
24.	Shiddiq & Oktaviani, 2022	Introverts prefer reading books and are naturally good listeners. Introverted students benefit more in structure and written expressions, which require good memory skills

		and listening and reading comprehension. On the other hand, extroverts might be better at other language skills.
25.	Trotsiouk et al., 2016	Introverts are more cautious than extroverts; they may perform fewer errors than extroverts in doing memory tasks.
26.	Alagić, 2022	The study showed no significant difference in English proficiency between introverted and extroverted students. Extroverts expressed a lack of patience during the reading segment of the test and skimmed over the text, leaving more time for the writing part. Despite posing a better range of vocabulary, introverts refused to use it when recorded because they feared it hindered their scores. Furthermore, they expressed the same fear to be the obstacles they faced during the writing part of the exam.
27.	Septianah et al., 2019	Extroverted and introverted students have different ways of delivering a speech. The introvert may encounter difficulty speaking without allowing time for mental processing; meanwhile, the extrovert needs to talk to work out their ideas.
28.	Kafryawan, 2020	The findings showed a medium correlation between EFL learners' extroversion personality and their writing skills. Extrovert learners tend to show good writing skills. Based on the observation, they commonly show characteristics like interacting with others, increased energy, preferring people and things over thoughts and ideas, will speak extensively, having no trouble coming up with words, and talking through their thoughts out loud.
29.	Khodabandeh, 2022	The research results showed no significant differences between students' personalities and writing performance, meaning that both had the same performance.
30.	Anggraini et al., 2022	There is a weak relationship between personality types and the strategy used. Extroverted students tended to use socio-affective strategies, and introverted students preferred the global strategy. The researcher also suggests that teachers should use various reading strategies to maximize their online reading comprehension.
31.	Hum, 2022	There is a correlation between personality and second language learning behaviors. The study found introverts adopt more compensation strategies, whereas extroverts use social strategies.
32.	Hasan & Yulianti,	The study found that the more introverted the students, the

	2018	better their reading comprehension. Additionally, they may be better in classroom learning, especially receptive skills.
33.	Abdullayeva, 2021	The introverted learner learns more effectively individually, involving ideas and concepts. Their strengths are their ability to concentrate on the task and their self-sufficiency. However, they need to process ideas before speaking, which sometimes leads to avoidance of risk-taking in conversation. The extroverted learner learns more effectively through experiences and contacts with the outside world. They are willing to take conversational risks but depend on external stimulation and interaction.
34.	Sun, 2019	Extroverts are more likely to do better in second language acquisition than introverts. Extroverts are optimists, have better socializing abilities, and have strong desires to communicate with others, especially those speaking the target language. This will help create more opportunities to practice the target language. Introverts often miss the chances for language learning and practice because they tend to be inactive in communication. Extroverts often show optimism and self-confidence, while introverts are shy, afraid of making mistakes, and lack self-confidence.

Discussion

From those articles, books, thesis, and reports, the researcher also drew into five topics from the reviewed studies, which are 1) the relationship between students’ personalities and language learning, 2) introverts in language learning, 3) extroverts in language learning, 4) other influences on student’s achievement in language learning, and 5) the benefits of understanding learner’s personality on language learning.

1. The Relationship Between Students’ Personalities and Language Learning

Several studies discovered the connection between personality and language learning. Obralic & Mulalic (2017) found a strong link between personality traits and language learning. Moreover, some studies also found that personalities might influence second language acquisition (Karim et al., 2016; Shehni & Khezrab, 2020; Suliman, 2014). Besides the relationship between student personality and language learning, several studies were conducted on language skills.

There are different views on the relationship between students’ personalities and speaking skills. Some findings show a correlation between personalities and speaking performance (Lestari et al., 2013; Molinuevo & Torrubia, 2013; Taiyeb, 2019), but some researchers are also contrasting. Some believe introverts are better at speaking mastery (Lestari et al., 2013),

and some believe extroverts are better than introverts (Suliman, 2014; Taiyeb, 2019). On the other hand, some findings found no relationship between these variables (Ahmar, 2021; Alagić, 2022; Bagheri Nevisi & Fermoudi, 2022; Ebrahimi et al., 2023; Oktriani et al., 2021; Paradilla et al., 2020; Rahmawati & Nurmayasari, 2016; Souzandehfar et al., 2014;). Asrawaty et al. (2022) show a low correlation between personality factors and speaking skills, whereas the correlation between language learning strategies and speaking skills was strong. Hence, variables other than students' personalities may affect the relationship found in the previously mentioned studies.

As well as in speakings, there are different perspectives on the relationship between students' personalities and writing skills (Boroujeni et al., 2015; Kafryawan, 2020; Qanwal & Ghani, 2019; Zainuddin, 2016). However, some are contrasting; some believe introverts are better writers than extroverts (Boroujeni et al., 2015; Qanwal & Ghani, 2019; Zainuddin, 2016), and others believe the opposite (Kafryawan, 2020). Several studies show a correlation between these variables. Some results showed no differences between the writing performance of introverts and extroverts (Alagić, 2022; Khodabandeh, 2022), meaning that both had the same performance. Furthermore, they expressed the same fear to be the obstacles they faced during the writing part of the exam (Alagić, 2022). Zainuddin (2016) also shows that both groups have an equal chance to improve their ability to learn foreign languages.

According to the studies above, many perspectives exist on the correlation between students' personalities and language learning. Those studies contrast with each other. Therefore, internal or external factors influence their learning achievement, leading to the following points in this finding.

2. Introverts in Language Learning

Introverts benefit more from receptive skills such as reading and listening (Hasan & Yulianti, 2018; Shiddiq & Oktaviani, 2022) because they are good listeners and prefer reading books (Shiddiq & Oktaviani, 2022). Introverts are more cautious than extroverts; they may perform fewer errors than extroverts in memory tasks (Trotsiouk et al., 2016).

In terms of productive skills, most introverts may not perform well in speaking because they tend to talk less (Marashi & Dibah, 2013; Suliman, 2014; Shehni & Khezrab, 2020) because they are shy, afraid of making mistakes, and lack self-confidence (Sun, 2019). They may have difficulty speaking without time for mental processing (Septianah et al., 2019) because they need to process thoughts (Abdullayeva, 2021; Suliman, 2014). Therefore, they may miss chances to improve their speaking skills. Many introverted

students are obsessed with producing grammatically correct sentences with a native-like accent (Suliman, 2014). Despite posing a better range of vocabulary, introverts refused to use it when recorded because they feared it hindered their scores (Alagić, 2022). Besides their speaking skill weaknesses, they may benefit from writing because they are better at language construction for essay writing than extroverts (Zainuddin, 2016).

In terms of language learning, the researchers found that introverts may be better at classroom learning (Hasan & Yulianti, 2018), prefer direct learning strategies (Asrawaty et al., 2022), and are better in flipped classes (Khodabandeh, 2021). Besides, they benefit more from a test that requires good memory skills, listening (Shiddiq & Oktaviani, 2022), and reading comprehension (Hasan & Yulianti, 2018; Shiddiq & Oktaviani, 2022). In addition, they tend to use meta-cognitive, cognitive, and affective strategies (Citra & Zainil, 2020) so that internal stimulations such as emotions, ideas, and impressions help introverts (Shehni & Khezrab, 2020).

In terms of soft learning interaction, they avoid cooperative learning (Marashi & Dibah, 2013); they prefer to work alone or with one or two other people (Abdullayeva, 2021; Suliman, 2014) and adopt more compensation strategies (Hum, 2022). Furthermore, they preferred the global strategy (Anggraini et al., 2022) and learned more effectively when involving ideas and concepts because their strengths are their ability to concentrate on the task and their self-sufficiency (Abdullayeva, 2021).

Several studies provide suggestions for teachers to maximize introverted students' language learning. They suggest that teachers should offer fewer topics in speaking classes (Shehni & Khezrab, 2020) and provide opportunities for interpersonal communication (Yu, 2021) for introverted students.

Based on their nature, introverted students benefit more from receptive skills than productive skills, especially in speaking. However, it does not rule out the possibility for them to be proficient in other skills. If they want to take a risk and have confidence, they also will be able to master speaking skills. Their cautiousness and habit of trying to produce grammatically correct sentences may hinder them from enhancing their productive skill. However, it also can be an advantage for them to create high-quality writing or speech.

3. Extroverts in Language Learning

Extroverts are benefited in some aspects, especially in speaking skills. They are sociable (Bagheri Nevisi & Fermoudi, 2022; Dewaele, 2013; Marashi & Dibah, 2013) and always find opportunities for interaction, which provides greater chances for language development (Dewaele, 2013), even if their output is not always accurate (Suliman, 2014). They often speak before thinking (Kafryawan, 2020) because they need to talk to work out their ideas

(Septianah et al., 2019). They have strong desires to communicate with others, especially those speaking the target language; additionally, it will help them to create more opportunities to practice the target language because they often show optimism and self-confidence (Sun, 2019).

Other than speaking skills, extroverts may also stand out in writing skills in some circumstances. They tend to show good writing skills (Kafryawan, 2020), but they must pay more attention to using good syntax because they tend to be careless and make errors in constructing phrases (Zainuddin, 2016).

Despite their strengths in productive skills, especially speaking skills, they lack reading skills. They expressed a lack of patience during the reading segment of the test and skimmed over the text, leaving more time for the writing part (Alagić, 2022). To overcome this problem, teachers should develop interactive academic activities (Yu, 2021).

Regarding extroverts' learning activities, the researcher found that extroverts enjoy being in groups (Kafryawan, 2020; Marashi & Dibah, 2013) and prefer cooperative learning (Marashi & Dibah, 2013). Besides, they seek various materials and try to take an active role (Shehni & Khezrab, 2020). Those categorized in that type can also use social, memory, and compensation strategies (Citra & Zainil, 2020) and indirect learning strategies (Asrawaty et al., 2022). Furthermore, they are benefited from the treatment in the traditional classes (Khodabandeh, 2021) and enjoy significantly higher field dependence (Bagheri Nevisi & Fermoudi, 2022). Even though they tend to use socio-affective (Anggraini et al., 2022) and social strategies (Hum, 2022), they learn more effectively through concrete experiences and contacts with the outside world (Abdullayeva, 2021). In this regard, they are willing to take conversational risks but depend on external stimulation and interaction (Abdullayeva, 2021; Kafryawan, 2020; Shehni & Khezrab, 2020).

According to the explanation above, extroverted students are the opposite of introverted students. They have a greater chance of mastering productive skills, especially speaking skills, than receptive ones. They are naturally sociable, and their confidence and high risk-taking benefit them in increasing their speaking skill. However, they lack patience and focus, hindering their reading, listening, and writing skills. Despite their nature, they can master the other skills if they can overcome these problems.

4. Other Influences on Student's Achievement in Language Learning

From the previous points, a few things have been stated that differentiate between extroverts and introverts. However, some other factors also influence their language learning achievement. Either introverted or

extroverted students may possess these factors. Factors other than personality influence the student's achievement in language learning: strong motivation, a positive attitude, acculturation, high self-esteem, sociability, risk-taking, perseverance (Karim et al., 2016), openness to experience (Obralic & Mulalic, 2017), cognitive styles (Bagheri Nevisi & Fermoudi, 2022), different learning strategies (Paradilla et al., 2020), and their self-rating towards their skills (Molinuevo & Torrubia, 2013). Henceforth, whether they have introverted or extroverted personalities, the students may increase the chance of enhancing their language learning if they have positive attitudes and find the best learning strategy for themselves.

5. The Benefits of Understanding Student's Personality on Language Learning

Several studies show that a good understanding of students' personalities will assist teachers and students. Finding a good learning or teaching method that suits a student's personality may enhance the student's improvement in language learning. The benefits involve; first, both teachers and students are empowered to choose how or when to adapt; teachers can perceive the students' true potential for implementing effective strategies, establishing a cooperative environment (Karim et al., 2016), and designing different pedagogical approaches (Yu, 2021) and strategy (Anggraini et al., 2022) for different personalities. In addition, it may encourage students to study precisely and empirically (Shehni & Khezrab, 2020) and pay more attention to their cognitive styles and personality types to improve their language skills (Bagheri Nevisi & Fermoudi, 2022). Furthermore, it helps teachers and students to choose the appropriate language learning strategies for developing speaking skills (Asrawaty et al., 2022). Lastly, personalities could improve online learning effectiveness (Yu, 2021).

Based on the explanation above, this study found that previous studies have many contrastive ideas about personalities and language learning; therefore, other aspects influenced students' language learning achievement. The other influences are strong motivation, a positive attitude, acculturation, high self-esteem, sociability, risk-taking, perseverance, openness experience, cognitive styles, different learning strategies, and self-rating towards their skills. Besides studying the relationship between personality and language learning, several studies have also investigated their behavior and preferences during language learning. Introverts naturally benefit more in receptive skills, and extroverts benefit more in speaking skills. However, based on the fact that many contrastive ideas regarding the relationship between personality and language learning and many other aspects that influence their language learning; hence, both personalities have the same chance to improve their language skills as long as they can conquer their shortcomings. Moreover, learning students' personalities brings many benefits, leading to better teaching and

learning activities.

Conclusion

This study found many contrastive ideas between students' personalities and learning achievement. Based on their nature, introverts benefit more in receptive skills and lack in speaking skills. On the other hand, extroverts are the opposite. However, both personalities, either introverts or extroverts, have the same chance to achieve learning's achievement and improve their language skill despite their nature. Additionally, many other aspects may influence the different achievements between these two personalities, e.g., strong motivation, a positive attitude, acculturation, high self-esteem, sociability, risk-taking, perseverance, openness experience, cognitive styles, different learning strategies, and self-rating towards their skills. Furthermore, learning students' personalities may benefit teachers and the students themselves. The benefits are 1) teachers can implement effective strategies, establish a cooperative environment, and design different pedagogical approaches and strategies for different personalities, 2) students will be encouraged to study precisely and empirically and pay more attention to their cognitive styles and personality types, 3) and lastly, personalities could improve online learning effectiveness.

The shortcoming of this study is that the study topic is too broad; therefore, it is suggested that the next researcher study a more specific topic to dig deeper into a more specific case. The researcher recommends researching the correlation between the aspects mentioned above, the learner's personality, and their language learning. Language learning can also be specified into one of the four language skills.

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