

AN UNDERGRADUATE THESIS
THE ANALYSIS OF ENGLISH-SPEAKING SKILLS FOR INTROVERT
LEARNERS



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ABSTRACT

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The purpose of this study was to analyse English speaking skills in introverted students at SMAN 1 WONOMULYO. This research is a descriptive qualitative data collection using observation, interviews, questionnaires and speaking test. Researcher took 10 XI students. MIPA 5 SMAN 1 WONOMULYO which is classified as introverted according to the results of personality tests as research subjects. The study revealed that introverted students have difficulty expressing opinions and understanding material when speaking English. Supported by Amalia (2020) In the context of this particular study, this shows that introverted learners have difficulty understanding and doing learning material orally. In an interview, one of the introverted students stated that the learning material was difficult because they did not understand the meaning of the words in the material. Therefore, to overcome this challenge, some effective strategies carried out by students include, they must be able to remember, memorize and prepare assignments before the speaking class begins. Introverted students need motivation and find fun learning ideas an effective learning method. In addition, the importance of positive motivation provided by teachers and classmates in helping introverted students overcome challenges in the development of their English- speaking skills.

Keywords: *Speaking, Introvert Learners*

CHAPTER I

INTRODUCTION

This chapter provides the general explanation of the research. They are background, problem identification, research focus, research objective and research benefit.

A. Background

Language is a tool to communicate in carrying out all activities and daily understandings as well as the act of conveying information or expressing one's feelings in speaking. Human can communicate with others using language. In learning English, there are four basic skills that students must master; listening, speaking, reading, and writing. Speaking is one of the most important skills to be mastered by students of English as a foreign language (EFL). Speaking means to an individual's capacity to express himself or herself by word in a meaningful context. It is one of the four language skills that are crucial to communication. In general, speaking is a way to build communication. It is used to share meaning through the use of words (Amalia,2020).

Speaking is one of the important aspects in the process of human life and is also an important part of learning and teaching a second language. It is a process that involves two or more people sending and receiving messages or information in oral communication to speak and express their ideas, feelings, and emotions to others. This explains the goal of language learning, which is to be able to use the target language communicatively in education, work, travel, and other fields. (Bergil, 2016).

Everyone learns a foreign language in a unique way, especially when it involves speaking. The primary goal of English teaching is to improve students' four skills of listening, speaking, reading, and writing, as well as the foundation of essential phonetics, an adequate vocabulary, and grammar. For many people, communication with other people is the most important function of any language when traveling, studying, or working in a foreign country. Speaking is the most important of the four language skills, and anyone who wants to learn English gets speaking. The most important thing is English. It has long been assumed that true

success in English language teaching and learning comes when students can communicate in English within and out of the classroom.

One of the characters who has special challenges in learning a language is an individual with an introverted character. In general, Introvert most typically have the following traits in common prefer to be quiet, calm and self-contained. Introverts are better at reflective problem solving and tasks involving long-term memory, prefer to work independently or with one or with one or two people, may have trouble establishing rapport with others, oriented toward inner world of ideas and feelings, have an active inner world (introspective), intense and passionate and idea oriented (i.e enjoys the process of becoming) (Emirza 2021).

The ways or techniques of learning speaking in a foreign language vary, one of which could be due to the individual character of each person. According to Wen (2017), introverted learners have barriers to adapting and involving themselves in English-language activities in the classroom. Thus, this study shows that introverted learners need to be analyzed to solve their problems in speech activities. Because introverted learners struggle with speaking activities, teachers and educators must analyze their students' needs during the learning process. Needs analysis is an important part of language learning. As Elfiza (2017) It has been stated that introverted learners are more interested in their own thoughts or emotions than in things outside of themselves. They are frequently afraid to speak in front of the class. Similarly, Hakim (2017) showed that introverted students are reluctant and speak less during classroom activities.

Introverts are people who prefer their internal world of thoughts, feelings, fantasies, dreams, and so on, while extroverts prefer the external world of things and people and activities. The words have become confused with ideas like shyness and sociability, partially because introverts tend to be shy.

Looked at the learning speaking in the classroom, students who have a potentially introverted personality tend to be quieter in the classroom and find it difficult to interact in the classroom, especially in speaking. The introverted personality in the classroom that chooses not to expand the shutter in the classroom causes it to become an obstacle to the ability to speak English in the classroom.

Individuals who are classified as introverts will pay more attention to the thoughts, moods and reactions that occur within them. This makes individuals who are classified as introverts tend to be reluctant, have strong self-control, and have a coherence to the things that happen within themselves and always try to be introspective, seem quiet, unfriendly, prefer to be alone, and experience obstacles to the quality of behavior displayed in the classroom, introverted learners are not only an influence on social interaction but affects the achievement of learning achievement, especially in the English speaking. Based on differences in interactions, habits, responses, and communication of each individual in socializing with the surrounding environment (Husain,2018).

Introverted students tend to be more introverted in public speaking. Students may feel anxious or afraid when it comes to speaking in front of the class, thus avoiding social interaction and speaking with little or no voice. It can also affect their ability to communicate effectively and engage in classroom conversations

Personality should be studied by the language teachers to provide a more fruitful learning and convenient teaching environment both for the teachers and the learners, because there is a close connection between the personality of the student, the learning style and the learning strategy that the student develops in order to achieve better academic performance (Lestari,2021).

Therefore, this study aims to contribute to being able to know what is needed by introverted students, knowing interest in the learning process and what are the influences in the speaking ability of introverted students in the classroom. This research was carried out at SMAN 1 WONOMULYO which is the main target of this research problem. This research is presented in the form of qualitative research methods. Therefore, researcher was interested in conducting a study on learning in English and introverted personality entitled "ANALYSIS OF ENGLISH LANGUAGE SKILLS FOR INTROVERTED LEARNERS"

B. Problem Identification

Researcher can identify the current problem from the issues presented, namely;

1. Students in SMA Negeri 1 Wonomulyo who are considered introvert have difficulties in learning speaking in English
2. Students in SMA Negeri 1 Wonomulyo who have introverted personality are reluctant at learning speaking in English

C. Research Limitation and Formulation

Based on the problem above there are two research questions;

1. What are the difficulties in speaking English for introvert learners in SMA Negeri 1 Wonomulyo?
2. How does introvert students overcome the difficulty of English speaking in SMA Negeri 1 Wonomulyo?

Based on the identification of the problems mentioned above, the researcher limits the problem which is to know the needs of students at SMA 1 Wonomulyo. especially in students with introverted personalities in English to know the difficulties and how to overcome speaking skills for introvert

D. Research Objective

1. To find out the difficulties of English-speaking introvert learners of SMA Negeri 1 Wonomulyo.
2. To find out how introvert students overcome their difficulties in learning to speak.

E. Research Benefits

The practical benefits of this study are:

1. For students, it can provide it chance to express their emotions during speaking classes, especially those with introverted personalities
2. For teachers, it can help the teacher to know and solve the problems of introverted students and conduct considered in the next method of lesson.

3. For researchers, would like to add knowledge and experience directly about the difficulty of speaking for introverted students so that it will be used as a reference if the researcher decides to become an educator in the future.
4. For other researchers, prepared to acquire new knowledge about speech difficulties for introverted students resulting in effective learning.

CHAPTER II

LITERATURE REVIEW

This chapter discussed relevant theories and literatures concerning the research. It consists of three sections; Previous Related Studies, Theoretical Framework and Conceptual Framework. The first section review of relevant research findings and some pertinent idea discuss about speaking and introvert personality. Meanwhile the second section elaborates the framework synthesized from the discussed theories and the three section conduct conceptual framework.

A. Previous Related Studies

Research on speaking and its relation to introverted personality has previously been conducted by researchers;

The first previous study conducted by Rahayu (2020) entitled “The Extrovert and Introvert Students’ in Speaking Ability of English Department at IAIN Langsa” The speaking abilities of English Department students at IAIN Langsa are the subject of this study's investigation into extrovert and introvert students. extroverted nature has a typical interest in outside objects and is friendlier. People who are introverted tend to isolate themselves from external events and avoid large social gatherings. The purpose of the study was to determine whether there were any notable speaking abilities differences between extrovert and introvert students. The study's research methodology combined a qualitative approach with descriptive analysis. Ten students three extroverts and seven introverts made up the study's subject group. Interviews and observation were the research's primary methods of data collection. According to research, extrovert students are more engaged, cordial, and responsive in speaking classes. According to observation and interview findings, extrovert students are more likely to enjoy speaking in class and to be courageous when making comments or speaking up during class meetings. They were the type of person who preferred to speak more frequently and express their opinions. While introverted students tend to be more silent, they only speak when necessary. Students who are more reserved do not express themselves as much and are reluctant to voice their opinions. It is clear that students with extrovert

personalities are more engaged in their speaking abilities and interest in speaking classes.

The similarities and differences from the previous second study and current research are that research and researchers both examine the ability to speak in speaking, especially introverted students and the difference is that the study includes extroverts to be examined.

Next research was done by Hardiyanti, (2021) which is about ‘‘The Relationship Between Students’ Personality and Speaking Performance’’. The goal of this study is to discover the relationship between extrovert and introvert personality types and students' speaking performance in class XI Imam Bukhori SMK IT Multimedia An-Nuqthah, Tangerang, Banten. As a quantitative correlation study, this research method is used. The population and sample are 21 students from SMK IT Multimedia a Nuqthah who were chosen at random in class. To determine the student's personality type, a questionnaire is used, and a test is used to determine the student's speaking performance.

The current research and previous research mentioned above introvert attitudes in speaking English, which has similarities and differences with the first related study. The difference is that the study contains two introverted and extroverted personalities who use quantitative methods while researcher use qualitative methods.

The second previous study conducted by Khotimah (2021) entitled ‘‘The Correlation Between Introvert-Extrovert Personality and Students’ Speaking Ability’’ This study was an attempt to investigate the possible effect of introverted-extroverted personality on students' speaking ability performance based on the results of related research from other researchers (literature review).The objective of this study were (1) to analyze the significant correlation between students' personality (introvert -extrovert) and theirspeaking ability performance (2) To find out the speaking ability performanceof students’ introvert personality, and (3) To find out the speaking ability performance of students’ extrovert personality. The method used in this study is meta-analysis. The data were calculated statistically by Jamovi. The result of this study showed the correlation between introvert-extrovert

personality in speaking

ability performance is 1.27 which indicates a high correlation between these variables. The study also found that extroverts speak better than introverts. From this study, the researcher conclude that introvert and extrovert personality affected students' performance of English-speaking skills.

The similarities and differences from the previous second study and current research are that research and researchers both explore the relationship between introverted students with speaking ability and as a differentiator the research focuses only on the relationship of introverts and extroverts in speaking while researchers made a correlation between speaking and introverted attitudes in students.

The third previous study was done by Amalia (2020), she undertook research entitled 'Introvert Learners' Need Analysis of English-Speaking Activity'. The goal of this study was to find out the necessities, lacks, wants, and learning needs of the introverted learner in English speaking activity. This study was conducted at three state Islamic junior high schools in South Jakarta to address the problems of introverted students dealing with self-confidence and social interaction in English speaking activities. It was presented as part of a mixed method study that employed the explanatory sequential strategy. Participants in this study included 106 introverted eighth-grade students for quantitative data and nine introverted eighth-grade students and four English teachers for qualitative data. The study's data were gathered through a questionnaire and an interview. The quantitative data was analyzed with simple descriptive statistics, whereas the qualitative data was analyzed with Creswell's theory. The study found that introverted learners learn English speaking skills in order to communicate effectively in English and to help them learn other skills. Because difficult learning material and a lack of vocabulary were the primary barriers for introverted learners, the English teacher can provide them with keywords and examples, then teach based on their interest in speaking activity to support the learning process. In this regard, introverted students enjoy discussing dialogues and experiences in groups, watching English movies, and listening to English songs. By identifying the necessities, deficiencies, and desires,

and learning needs, the teacher can facilitate the learning process through a friendly atmosphere.

Similarities and differences for the third previous study and this current research are research and researchers alike want to express the needs, shortcomings and desires of speaking in introverted students. Meanwhile, the difference in research uses a mix method while the researcher focuses on qualitative.

The overall similarities and differences of this research and previous studies are:

1. In terms of research locations, which of course have different characteristics and different urgency.
2. In terms of research subjects, previous studies used populations junior high school or vocational high school and this research using population senior high school with different sampling techniques.
3. In terms of research methods, previous research used quantitative research methods to solve problems and this research method used qualitative.

B. Theoretical Framework

1. Definition Speaking

Speaking is one of the four basic skills in English. It is the crucial skill in English learning because the main purpose of learning a language is to be able to communicate effectively and express feelings to others. English has become an important language in the world because we use English to communicate with other people around the world.

According to Amalia (2020) Speaking means to a person's ability to express himself or herself orally in a meaningful context. It is one of four language skills that are essential for communication. In general, speaking ability needs several components. It includes more than just knowing the vocabulary and grammar. Someone must first understand the language and then learn how to use it fluently and appropriately.

Stated by Prayitno (2018), Speaking skills in English are a person's ability to verbally communicate their desires and thoughts to others; however, speaking skills are difficult to develop if they are not continuously trained and can be done with colleagues in the classroom, English teachers or lecturers, or other teachers or lecturers who can speak English. The goal is to improve speech skills, expand vocabulary, improve language order, perfect vocabulary speech, English sentences, and train hearing so that messages from the interlocutor are easily picked up.

According to Uzer (2017) Speaking is one of the four basic skills in English. It is the crucial skill in English learning because the main purpose of learning a language is to be able to communicate effectively with others. The students should be aware that the mastery of speaking is very necessary in globalization era because English plays an important role in all aspects of life, such as technology, education, politics, trade, social, culture, etc. It means that the students' challenge and competition will be intense in the future. The students are demanded to be able to communicate well in English because the mastery of speaking skill in English is a priority for many second and foreign language learners.

Stated by Ali (2020) People are customized to speaking even before they figure out how to transcribe and read. Individuals invest extra vigor for communicating verbally as compared to writing. Speaking is the utmost substantial capability for human beings as it performs major role in communicating messages and information etc. Speaking English is not a simpler task since speakers should comprehend several characteristics like grammar, pronunciation, vocabulary, comprehension and fluency. Students ought to have enough.

2. The Difficulties of Speaking

The difficulty is something that is difficult to do in a problematic scenario. In this context, difficulty refers to the challenges that students have learning to speak through online learning, as defined by the researcher. Students' learning to speak English will be more difficult and unique since they will need to participate in having a high-speed internet connection in order for the learning process to go smoothly. In addition, students require attention and meditation on their problems. Stated from Sulastri (2018), the students speaking challenges in English class,

included:

- a. Students have difficulty communicating in class due to a lack of vocabulary and grammatical knowledge.
- b. When students speak in class, many students face difficulty because they are nervous and worry making a mistake or lacking confidence.
- c. The teachers are well aware that the students have difficulty speaking English because they lack vocabulary knowledge and grammar discipline.

According to Thornbury (2005) also mentioned another set of challenges that the learner-speaker experiences is divided into three categories. First, knowledge factor, it refers to students who are having trouble speaking because they lack sufficient knowledge of parts of the language that facilitate production, such as grammar, vocabulary, and phonology. The next challenges are skill factor, when the student's knowledge particularly conscious awareness, appropriation, and autonomy, is not sufficiently mechanized to assure fluency. The last is affective factor that comes from a student's internal feelings, such as a lack of confidence or motivation, which may limit the speaking fluency of the students. According to Sadtono (1995) cited in Kurniasari (2006), speaking has problems with non-linguistics, such as the student, the teacher, the technique, the materials, the facilities, the motivation, and so on.

According to Salam (2017) cited in Amalia (2020) the learning material can be difficult if it is not based on the needs of learners and teachers. He revealed that good learning materials should be determined by the environment, the development of information technology, and the culture of the community in which education takes place. Related to the present study, this shows that the introvert learners face difficulties to understand and perform the learning materials orally. One of the introvert learners told in an interview session that the learning material is difficult because they do not understand the meaning of words in the material.

According to Harmer (2007) cited in Emirza (2021) says, often times, there is a worry about speaking badly and therefore losing face in front of their classmates. The impact is enough to make them feel not confident to talk in front of the class and they will start shaking or losing words. Common causes that often occur in

speaking performance are lack of vocabulary, lack of preparation, fear of making mistakes and fear of being attention. In such situations there are a number of things we can do to help, there are preparation, the value of repetition and big groups, small groups

- a. Preparation: The value of planning and rehearsal for speaking success, and students too, will perform much better if they have the chance to think about what they are going to say and how to say it.
- b. The value of repetition: Repetition has many beneficial effects. Each new encounter with a word or phrase helps to fix it in the student's memory. It allows students to improve on what they did before, they can think about how to re-word things or just get a feel for how it sounds.
- c. Big groups, small groups: A major reason for the reluctance of some students to take part in speaking activities is that they find themselves having to talk in front of a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too. This can be preparation for dialogue-making or discussion.

According to Harmer (2007) cited in Febria (2017), speaking is a complex skill as it requires knowledge of grammar, vocabulary, pronunciation, fluency, and comprehension. these are important elements for speaking. There are five components that must be paid attention by the students if they want to speak well, namely:

- a. Grammar

A set of rules that explain how humans utilize a language is known as grammar. The goal of grammar is to learn how to acquire language knowledge in both oral and written form. As a result, grammar is required for students to construct a proper phrase in conversation.

- b. Vocabulary

The suitable diction employed in communication is referred to as vocabulary.

One cannot properly communicate or express one's ideas in both spoken and writing formats without a suitable vocabulary.

c. Pronunciation

When students communicate, they use pronunciation to develop clearer language. It is concerned with the phonological process, which is defined as the elements and concepts that influence how sounds fluctuate and pattern in a language. Phonemes and supra segmental characteristics are two aspects of pronunciation. A speaker who consistently mispronounces a variety of phonemes might be particularly difficult to understand for someone from a different language community.

d. Fluency

Many language learners strive for speaking fluency. A moderately fast rate of speech and a modest number of pauses and "ums" or "ers" are signs of fluency. These indicators show that the speaker does not have to spend a lot of time looking for the language pieces needed to convey the information.

3. **Definition Introvert**

Personality is a translation from English, namely personality. The word personality comes from the Latin persona meaning of mask used by actors in a performance. In this situation the actor hides the original personality, and presents himself according to the character of the mask he wears (Yusuf & Nurihsan, 2012). Carl Gustav Jung concluded that a person's personality is actually a type and character that gives a certain pattern in an effort to adjust to the environment or norms that apply to one's community (Ghazali, Muin & Ghazli, 2016).

An introvert is someone who prefers to spend time alone rather than socialize with others. They tend to have a tendency to be more sensitive to crowded environments, easily feel tired in social interactions and prefer to spend time doing activities that are carried out individually, such as reading books or writing. In addition, introverted people are also often more introspective and tend to be more careful in making decisions or taking actions. However, it must be remembered that being an introvert is not a bad thing or wrong. Everyone has a different personality

and has their own strengths and weaknesses.

Introvert is one of those personalities that tend to behave according to one's own thoughts regardless of others. Usually introverts like quiet, and feel less comfortable in the crowd. It is not easy to get along with and blend into the life of being ashamed to meet new people he knows. Therefore, according to his personality who prefers to be alone in order to be more focused in doing things, quiet, passive, less social, careful, introverted, attentive, pessimistic, peaceful, calm, and controlled (Alwisol, 2009).

Stated from Zainal (2013) Individuals within the introverted category are more likely to point towards their internal world or into themselves. This group is said to have problems communicating, often avoiding actively interacting and trying to fantasize about something and like to drown.

According to Robert (2022) Introverted means that people whose nature is self-deprecating are more focused on themselves, and do not like to get along in the circles of society or the outside world. Introverted people are more likely to be introspective and busy with their own lives. In addition, we can also understand that this introverted personality includes thoughts, perceptions, values, attitudes, characters, abilities, beliefs, intelligence, motivations, and habits.

Defined from Mulyadi (2018) in his investigation mentioned that the characteristics of introverts such as high concentration, good attention to detail, their desire to listen rather than speak are different from people who have an extroverted personality type, and vice versa from the introverted personality type. As a result, in education, it can affect learning outcomes. Educational activities at school are not only expert schools, where students hear more, but there are also conversational activities that require students to speak and convey what they understand. This difference causes people with introverted and extroverted personality types to have their own way of cultivating learning character so that they can be said to be good academic experts.

Stated from Hardiyanti (2019) Introverts are becoming less socially active. In other words, an extrovert is a person who enjoys participating in activities and

becoming social. At the same time, an introvert is a personality trait, and most people are personalities who prefer their inner world. When speaking, introverted students will be quiet and nervous. The influence of speaking skills makes a difference in society. Extrovert personalities correlate with second language learning success, and extrovert students are more successful in socializing with others than introvert students.

Also, recognizable traits of the introverted personality type according to Sylene (2018), namely irritability, feeling easy to feel hurt, easily nervous, feelings of inferiority, easy daydreaming, sleep disturbances, relatively high intelligence, good vocabulary, consistent, conscientious but slow, rigid in attitude, and lack of like jokes.

Based on the results of various related studies, various sources can conclude that introverted are quiet, reluctant, introspective, like to be alone or distance themselves from associations and are unfriendly except for their close friends. Introvert tends to plan everything carefully before stepping up and does not easily believe the heart, does not like the fuss / crowd, takes all the natural problems of life seriously, likes an orderly life, always hides his feelings, rarely acts aggressively and does not lose patience easily. Introvert is a trustworthy person, somewhat pessimistic, and prefers work alone. The characteristics of introverted personality are irritability, nervousness, daydreaming, consistency and also lack of joking.

Introvert is one of those personalities that tend to behave according to one's own thoughts regardless of others. Usually introverts like quiet, and feel less comfortable in the crowd. This type of personality includes thoughts, perceptions, values, attitudes, characters, abilities, beliefs, motivations, and habits. Introvert is talking less and less socially. As a result, in education it can affect learning outcomes.

4. The correlation between speaking skills and introverted learners

The correlation between speaking learning and introverted personality in students is how one can affect the other, or in other words, cause-effect relationship,

in this case, the personality of students can affect how they learn, specifically how introvert personality in students can be an obstacle for them in learning speaking. It can be seen from how they do activities in the speaking class, their self-confidence and learning style. Harmer (2007) says, often times, there is a worry about speaking badly and therefore losing face in front of their classmates. The impact is enough to make them feel not confident to talk in front of the class and they will start shaking or losing words. Common causes that often occur in speaking performance are lack of vocabulary, lack of preparation, fear of making mistakes and fear of being attention.

There are several factors that affect a person's speaking ability, such as the quality of education, practice, experience, and the ability to understand the language used. In addition, personality factors can also affect speaking skills, such as self-confidence, emotions, and motivation. Most introverted people have a tendency to pay more attention to the surrounding environment and process information in depth. This can help them prepare before facing situations that require speaking skills, such as presentations in class. However, if they are not given enough opportunities and practice, their speaking skills could be hampered.

Students with introverted personalities are superior to learning that uses the lecture method, testing in written form and tend to be more passive, do not dare to convey the thoughts or ideas they have and also introverted students lack the courage to ask what they do not know. They would rather be silent than ask others what they don't know (Ahmad 2020).

Stated by Aulia (2016) also expressed that the ability to communicate effectively will make the listener listen to what is being said, understand, agree or reject with the correct understanding and obtain feedback from the listener. This is a weakness of the introverted personality type where students with introverted personalities are mostly silent, who will find it difficult to follow the learning process of the discussion and in practice. Which will have an impact on the ability to understand the material that has been studied.

According to Hardiyanti (2021) Introvert students have strong speaking skills and good pronunciation, but they struggle with low speech, self-confidence,

and participation. As a result, introverted students often become passive. As a result, students with low self-esteem will find it difficult to change their way of speaking English. Extrovert and introvert students have different learning styles, which affect their speaking English learning and performance.

Due to introverted learners struggle with speaking activities, teachers and educators must assess their students' needs during the learning process. Need analysis is a critical component of language learning. Need analysis is a fundamental part of gathering detailed information that will serve as a foundation in educational plan improvement as well as in the determination and evaluation of instructing exercises. (Poedjiastutie 2017).

Form and meaning depend on the context of the conversation, the message/maxim that the speaker wants to express, the experience, environment, and purpose of speaking. Speaking is often spontaneous, open, and evolving. Language functions that tend to repeat themselves in certain discourse situations (e.g.refusing an invitation or requesting leave from work), can be identified and mapped. Speaking is the key to communication. By considering what speaking assignments can be practiced in the classroom, and the needs of learners, educators can help learners improve their speaking skills (Syelene 2018).

In his research, Cath Mogan also stated that innovative learning collaboration will provide access to thoughts, experiences, solutions, knowledge, and skills that will become an integral factor in learning a foreign language. According to Nudzejma Obralic and colleagues' research, a student's personality can influence overall success in learning a foreign language. Furthermore, other studies have found that extraversion-introversion has a significant relationship with different language learning skills, with students who score high on extraversion performing better in speaking and reading skills. While introverts tend to perform better in listening skills, writing skills do not have a strong correlation with any of the personality traits. (Zafar et al., 2017).

5. Learning strategies to introvert learners

According to Milrood (2015) cited in Anugraini (2019) there is a variety of instructional techniques to teach speaking. The techniques can be role play and

dramatization, discussion and debate, description and comments, communicative games, etc. One of the proposed techniques in teaching speaking is short dialogue memorization.

Yang and Lin (2016) cited in Anugraini (2019) indicates that for beginners or the less confident learners, the memorized dialogue is a good way to get learners to practice the target language utterances without hesitation and within wide variety contexts, and learning by heart increases the learner's vocabulary of ready-made combinations of words or 'formulate'. It proves that the implementation of short dialogue memorization technique is effective to improve the speaking skill. The effectiveness of this technique to solve the problems faced by the eighth-grade students of SMP Negeri 2 which are related to; lack vocabulary, being not fluent, problems in pronunciation of words, and less confident in speaking, is described as follows.

According to Anugraini (2019) the students were asked to memorize the dialogue and perform the dialogue in front of the class in pairs. This procedure leads each pair to look for words related to the topics and hence enrich the students' vocabulary. Speaking is getting improved when it is known how to listen to what is said during the communication in the real situation. It means that in preparing materials should be realistic and relevant.

According to Larsen-Freeman (2000) cited in Anugraini (2019) in teaching students speaking skill using short dialogue memorization technique, suggest some steps as follows;

- 1) The teacher asks the students to find difficult words,
- 2) The teacher provides list of vocabulary that might use in the material,
- 3) The teacher asks the students work in pair,
- 4) The teacher asks the students to make a monologue, after that the students will make short dialogue,
- 5) The teacher asks the students to memorize the dialogue through mimicry,

6) After the dialogue has been memorized, teacher asks the students to perform the dialogue for the rest of the class in pairs.

Based on the effectiveness of this technique, it is implemented to overcome the problems faced by the students in speaking in relation to fluency and comprehensibility.

Turk (2003) cited in Anugraini (2019) states that if we want to improve speaking skills first, we must be aware of ourselves, our motivations, behaviour patterns, and likely mistakes. The two opinions indicate that in order to be able to speak or in order to be successful in speaking a learner should have sufficient knowledge of the language components and motivation. Highly motivated language learners' study hard and find various sources and model to support learning strategies to improve fluency, accuracy and comprehensibility as the speaking elements.

There have been many techniques introduced and implemented in teaching speaking. This is because teaching speaking is not an easy way. According to Milrood (2015) cited in Anugraini (2019) the technique for teaching speaking is a replicable learning activity organized by the teacher with the intended purpose of the lesson and according to the principles of communicative-oriented teaching method.

In addition, Manurung (2012) argues that effective learning strategies implemented by teachers motivate learners to learn. This definition shows that a technique always corresponds to one of the objectives of the lesson, allowing the teacher and the learners to resolve a certain task of language instruction.

According to Arif (2019) a language learning strategy is an effort to develop linguistic and sociolinguistic competencies in language learning and examples of language learning strategies include memorizing new vocabulary, starting conversations with native speakers, and making conclusions. Good learning strategy skills will focus on learners who strive to become skilled communicators and engage different types of activities, such as strategies for reading, writing, learning and remembering information, interacting with others effectively, learning to take a test, and motivating themselves to learn. Although perceptual learning

styles are the most well-known learning styles for teachers, they are actually just one of the different types of learning styles.

In addition, Murray and Christinson (2019) also classified several learning styles according to the type of students.

- a) "*Field independent*" model learning is a learning style that is more inclined to work with information in a step-by-step form and is the most effective form of learning style because the information will be presented sequentially.
- b) Students of "*analytics*" not only prefer to work alone, but they also prefer to work at their own pace. Learners with this type of learning will enjoy autonomous and independent learning opportunities, such as independent assignments and independent language learning programs despite the fact that in general, learners will feel they work more effectively in a group and prefer classes where teachers assign assignments in pairs and groups to process new information.
- c) Last, "*reflective*" learners always want to be given time to consider new information first before answering. As language learners, they are not the type of risk-takers; As a result, they are often reluctant to contribute in the classroom.

Personality is better to a person's and each of us embodies a bit of both and can benefit from pushing ourselves a little outside of our comfort zones. Most importantly, introverts rely on one another to accomplish great things. As a result, teachers and schools are working to create a more personality-inclusive environment. (Cain, 2013).

1. Make choice central.

It is easier said than done, but providing students different ways to learn and demonstrate their learning allows them to gravitate toward what inspires them and do their best work. Some tools, such as 3D Game Lab, make curricular and

assessment design easier by allowing teachers to plan out options and students to create their own paths.

2. Redefine participation.

Participation is frequently confused with thinking aloud, which extroverts excel at but introverts struggle with. Participation can and should include more than just asking thoughtful questions, help others, volunteering, going to office hours or staying after class, posting in an online forum, revising work, and so on.

3. Play with space.

Workspace change for different personalities and tasks is popular among corporations and startups. It was a tried-and-true method to transform rows of desks into collaborative pods, but think about blending sociable areas with quiet areas where students may focus on a subject. Consider additional neighboring areas in addition to the classroom. Use the common rooms, the laboratories, and the outside to mix things up and inspire innovation.

4. Embrace backchanneling.

Giving students access to an online forum where they may ask questions, leave comments, and have discussions before, during, and after class activities can produce amazing outcomes and provide reticent or insecure students a more comfortable place to speak up. This is an excellent option for backchanneling and can be used while watching videos or films in class.

5. Create flow between social and reflective activities.

People aware that introverts and extroverts may work together to produce excellent results. Follow up on generative social activities in class with further in-depth individual or small-group reflection, distillation, and synthesis. By stepping outside of their comfort zones, students become used to many learning approaches and benefit from each.

According to Gusmuliana (2021) motivation is one of the key things that can inspire students to speak English, and teachers' fans can help encourage students to speak English. Any descriptions of the motivation of the experts are: motivation

is some sort of internal intensity, according to Harmer, which drives someone to do something to accomplish something. To do something, motivation is an important part of doing things. Malley, mentions that motivation is effort, desire, a learning attitude. Motivation is the ability to put a great deal of work into the organizational goals, conditioned on the potential of the effort. To serve any individual need. The motivated person, as Gardner has suggested, is one who wants to achieve a specific goal, makes substantial efforts to achieve that goal, and experiences satisfaction with the activities associated with achieving that goal. Motivation is one of the factors influencing individuals to learn a language effectively. In other words, the outcome of learning would be higher if the incentive is greater.

Teaching speaking in the classroom is always expected to result in communicative activities that provide an opportunity for a personal relationship to develop both among learners and between learners and lecturer. Communicative activities or we called it a conversation. Conversation is one of the things students are doing with their lives. The relationship creates a situation that brings learners to be involved, supporting their efforts marked with activating oral ability to communicate ideas of what the topic is being discussed (Gusmuliana, 2021).

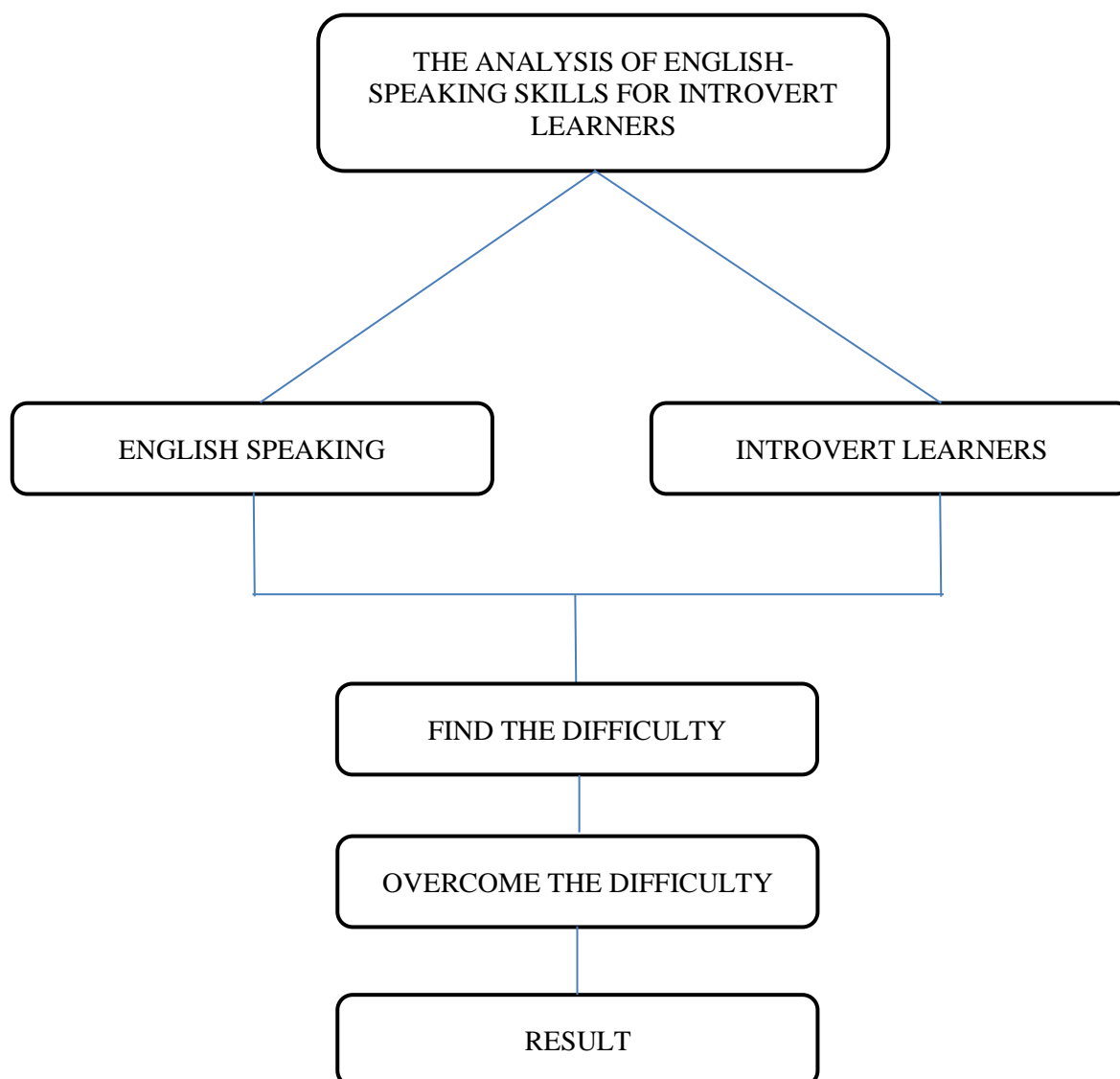
According to Gusmuliana (2021) stated some significant motivational factors:

- a) Home care and friends' support. Family and friends' actions may have an important effect on children's motivation. If their parents and peers encourage them to learn, they are more likely to be positive about learning. Home aid is an important part of the promotion of foreign language learners.
- b) Transfer energy. Move capacity. Students who can change what they will learn in various ways would be more motivated by the new knowledge they have learned than those who do not search and understand.
- c) The self-awareness. To encourage students to learn actively, they need to see themselves as successful. In a particular example, expectation and the importance of this achievement determine the strength of motivation.
- d) The absence of an intrinsic incentive. Intrinsic motivation is encouraged by

the sense of accomplishment resulting from coping with something that was originally a little challenging. Rewards are meant to inspire children to learn, not to meet domestic goals to achieve the rewards. Incentives may also hurt motivation.

- e) The assessment and risks. If children expect to be tested, feel disadvantaged or feel observed and controlled, they are likely to study for appraisal reasons, escape discipline or alleviate the supervision of adults and lose all inner desire to learn.
- f) Social identification (Peer group). It seems that their peer groups have been quite influenced by students. In interacting with the students and building a positive image of competence in a foreign language, it is necessary to bear these peer pressures in mind. The interactions of the students with their peers are an important part of the learning process.
- g) The environment of Learning. For learners to be encouraged, the learning environment must be free from fear; students should not be harassed or intimidated. Students must know that he/she will be heard so that what she/he says will be worth hearing.

C. Conceptual Framework



This research was conducted to analyze introverted learners in learning to speak through English language learning and to find the difficulty and then find out how introverted learners overcome their difficulties in learning to speak. In collecting data, the researcher conducted observations, interviews and questionnaires. Data analysis was categorized into three categories. There are three components of analysis in this model, namely reduction, data display, and conclusion making.

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