

Introverted Learners Problems and Solving Strategies in Speaking English

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Abstract. *This study investigated the problems and strategies for solving introverted learners' problems in speaking English. Qualitative research design was used in this research. An online MBTI test was used to recruit introverted participants. This research involved eight students at the fourth semester of the English Education Department of UIN SMH Banten. The researchers gathered the data through an online personality test, questionnaire, and interview. The result of this research showed that there were three problems introvert learners facing when they spoke English: linguistic problems (pronunciation, grammar, and vocabulary), feeling shy or nervous, and lack of self-confidence. This study also discovered that there were three factors affecting their problems: affective, environment, and personality. This research found six strategies to solve introverted learners' problems in speaking English. The strategies were as such; self-practice as much as possible, regulating the breath, learning through social media platforms, taking a note of unfamiliar words, listening to English songs, and playing online games.*

Keywords: *introverted learners, speaking problem, speaking strategies.*

A. INTRODUCTION

Speaking is one four aspects of language skills. According to Thornbury (2005) speaking is a part of everyday life that we take for granted. The average person generates tens of thousands of words a day. It can assuredly be said that speaking is one of the skills that everyone uses all over the world. Speaking allows people to express their ideas and opinions. However, many experts agreed that speaking with right pronunciation is one of the most difficult skills to acquire (Gilakjani A. P., 2016) (Haghighi & Rahimy, 2017) (Sadeghi & Heidar, 2016). Most of

learners feel difficult to speak because they are shy, nervous, afraid to make mistake with their pronunciation, and unconfident to say something in English (Ramasari, 2017). In other word, learning is a process of acquiring knowledge and skill (Gilbert & Siddique, 2020) and every language learner has some problems in their learning. According to Anggreini, (2020) a problem is something that needs to be answered or solved.

In order to overcome each student's problems in the learning process, a strategy is needed. Learning strategies are specific ways of processing information that learners use to increase understanding, learning, or retention of the knowledge. Learners employ learning methods to help them better understand new information and overcome language problems. However, within a population in a class every single student has unique personality that maybe different from another students, which can affect the learning process of students. There are several types of personality, two of which are extrovert and introvert. According to (Jung, 2017), extraversion is defined by an interest in the external object, responsiveness, and a ready acceptance of external happenings, a desire to influence and be influenced by events, and the ability to tolerate bustle and noise. Introversion, on the other hand, directed to subjective factors. One keeps their distance from external events, does not participate, and has a strong dislike of society whenever he finds himself in a crowd. One feels lonely and lost in a large group.

Based on explanation above, introverted learners, due to its nature, bound to have more problem in learning speaking. The researchers discovered some difficulties in speaking English, such as lack of confident, feeling shy while speaking in front of other, or inability to express the words.

There were several researches that have been done in regard of speaking anxiety. The first research is from Anggreini (2020), it was revealed that there were 6 problems experienced by introverted learners in speaking English; 1) Lack of pronunciation, 2) Lack of grammar, 3) Lack of vocabulary, 4) Lack of self-confidence, 5) Lack of friend to communicate 6) Lack of understanding material. Another research from Palijama (2020) found that there were two types of problems faced by students. Those problems were linguistics and non – linguistic problems, and the strategies that were used by the students to overcome their problems were independent practice and peer practice.

Based on the previous researches above, it is important to have several strategies in order to achieve learning goal, especially for introverted learners, in speaking English. Preliminary study were done by interviewing English students at 4th semester of UIN SMH Banten. From the preliminary study, the researchers obtained the real information about the problems that were faced by the students, especially introverted students, before and during speaking English. From the interview, students revealed that the problems were caused by some factors including their self-motivation, environment, and personality factors. As the result, the researchers are interested in investigating problems and the factors affecting the problem of introverted learners in speaking English also their solving strategies to solve their problems. The purpose of this study was to investigate the difficulties faced by introverted learners and the factor affecting it when speaking English, and the strategies to solve these difficulties.

B. RESEARCH METHOD

Research Design

Case study was used as the research method for this research. Case study represents another type of qualitative research. Case study is a research method that investigates things in order to answer specific research questions and that seeks variety of different kinds of evidence that must be collected in order to obtain the best possible answer to the research question (Gillham, 2000). This research was conducted at English Education Department of UIN SMH Banten. The campus is located at Jl. Raya Syech Nawawi Al-Bantani, No. 30, Curug, Kota Serang. To collect the data, the researchers used purposive sampling method. The researchers only chose introverted learners who was selected via an online personality test, and interview. An online Myers–Briggs Type Indicator, a personality inventory (MBTI) test was distributed in order to see and choose the introverted learners. This test involved 39 out of 112 students of 4th semester of English Education Department. The population were chosen because the students in this semester have had three semesters of speaking practice in English classes. It was reasonable to assume that they had more experience dealing with problems in their speaking. The results showed that from 39 students, there were 24 introverts and 15 extroverts. The researcher only chose 8 students who got the result as introverts with a score of more than 30% as participants in this study.

C. FINDINGS AND DISCUSSION

Findings

The finding of this study will be presented in two main sections. First, the analysis of introverted learners' speaking problems and the factors affecting the problems. Second, solving strategies of introverted learners in speak English.

Introverted Learners' Speaking Problems and the Factors Affecting the Problems

Based on interview, it was found that problems faced by introverted learners in speaking are: 1) Linguistic problems, 2) Feeling shy and nervous, 3) Having lack of self-confidence.

Linguistic Problems

Difficulty in pronouncing words correctly when speaking is a common problem for many English students. It certainly is a problem because without good pronunciation, the meaning of a spoken word could not only be not transferred, it could also be misinterpreted and creating misunderstanding (Pusfarani, Mukhrizal, & Puspita, 2021). Nevertheless, they cannot remember the words that are asked and they cannot use these words in the relevant context (Mooneeb Ali et al., 2020). This supported with the result of interview:

"I actually have problem in speaking English, especially from grammar and also its pronunciation..." (AH).

Besides, DI stated:

"There are several reasons, including lack of practice in daily, lack of vocabulary mastery and still worried about making mistakes in using grammar." (DI).

Based on the results of the interview, linguistic problem is one of the most crucial problems faced by introverted learners. This problem may lead other problems. Most of the students feel unconfident and shy to speak because of their lack of knowledge about vocabulary, grammar and also the difficulty of pronouncing each word in English.

Feeling Shy and Nervous

One of the psychological problems that are faced by introverted learners are feeling shy and nervous. Introverted learners are more concerned with their own thoughts or emotions than with external factors. They are frequently shy and reluctant to speak in front of the class (Elfiza, 2017) . One of participant said:

“Yes, of course I do have problems in speaking English. I feel nervous, I’m just afraid if I will make mistakes when I speak.” (ZMZ)

From the answer, this research found that the shyness can cause the students feel difficulty and afraid to make mistakes when speaking performance.

Having lack of self-confidence

Based on the interview, almost all introverted learners felt lack of self-confidence. One of the participants, AR, asserted that lack of self-confidence is the problem in speaking which he faced as an introverted student. She said:

“I just afraid if I will make mistakes when I speak, I also feel unconfident. That is maybe because I do not really have experience in speaking English.” (AR).

From her answer, it can be conclude that fear of making mistakes and having no experience in speaking English is one of the reason introverted learners felt unconfident.

Besides the problems, this research also found several factors that affect introverted learners problem. They are affective factor, environment and personality factor. First is affective factor. The term "affect" refers to an emotion or a feeling. Affective factors include individual student factors, the influence between students-to-students, and students-to-teacher. Students' individual factors consist of self-esteem, barriers, anxiety, personality, motivation, attitudes, and so on (Bao & Liu, 2021). The second problem is environment factor. Dorman et al.,

as cited in Daniel et al., (2018) stated that students learn better when they view the learning environment as positive and supportive. The last factor is personality factor. The type of personality can give the big effect on learning process, especially in speaking. It is in line with the characteristic of introverts; Introverts prefer reading, writing, lectures, and research projects than verbal work in class.

Solving Strategies of Introverted Learners in Speak English.

This research found several strategies such as: 1) Self-practice, 2) Regulating breath 3) Learning through social media platform, 4) Take a note of unfamiliar words, 5) Listening to English song, and 6) Playing online games.

Self-practice

Based on the result of interview, self-practice is one of the strategies that most used by introverted learners here. It makes the students feeling more confident when they speak. Even if it is a self-practice, it should help due to the fact that students who regularly practice speaking English will not only master English vocabulary, but will also speak English fluently. Finally when they mastered English, the students no longer feel self-conscious, embarrassed, or afraid to speak in public.

Regulating Breath

The next strategy used by introverted student is regulating breath or relaxation. Breathing has an important role in regulating the automatic nervous system (ANS), which is activated when one experiences stress and anxiety. The autonomic nervous system is activated in stressful situations, such as public speaking, and people frequently respond by breathing rapidly and shallowly as their heart rates increase (Kimani et al., 2021). It means when the students are

nervous when speaking, they do relaxation process such as taking a deep breath and trying to calm themselves down so they can think and speak clearly.

Learning through Social Media Platform

The next strategy that is used by introverted learners is utilizing technology such as social media as learning platforms for learners. The students believe that social media contains a variety of resources such as video, photo, caption, and others. As the result, students who use social media for English learning find it easier to learn and have numerous advantages (Handayani et al., 2020). It supported by DI who said:

“I can learn English by an English course's on bbclearningenglish account at Instagram or their YouTube channel” (DI).

The researcher conclude that introverted learners can improve their English skills by using social media, as it is now very easily accessible via smartphones or computers.

Take a Note of Unfamiliar Words

The next strategy is taking a note of unfamiliar words. Taking notes entails writing down the main ideas and specific information presented. It is often considered as an effective way to facilitate learners in learning a language (Oxford, 1990). Based on the interview, the researcher concluded that taking note of unfamiliar words and then studying the notes at different times could be an alternative strategy that helps introverted learners increase their vocabulary knowledge for better speaking performance.

Listening to English Song

English songs can be the good media which people or students can use to improve their English as the foreign/second language. It is in line with Supeno (2018) who

said that songs help learners improve their understanding and production of important pronunciation features. Through listening to songs, students can improve their English skills, not only in listening skills but also in mastering vocabulary, pronunciation, and speaking skills.

Playing Online Games

Games are one of the many great tools for learning languages. There are many games that can increase vocabulary knowledge and improve four skills; speaking, reading, writing, and also listening such as Duolingo, Memrise, and etc. Games allow them to not only learn vocabulary, but also give them a space to practice in meaningful context, which will help them to make connections about how to use these words in the future (Sevy-biloon, 2017).

Discussion

The researcher found several problems in speaking English faced by the introverted learners. Linguistic problems such as grammar and pronunciation then followed by lack of vocabulary were the most frequently mentioned by the introverted learners. Grammar mastery might play an important role in improving students' speaking fluency. Most of the students struggled finding appropriate and correct grammar. The next problem was feeling shy and nervous. The introverted learners were feeling shy when they had to speak English. The introverted learners were also afraid to making mistakes and unprepared for negative reactions from others. Lack of self-confidence was also faced by the introverted learners. Based on the findings, almost all of the introverted learners felt lack of self-confidence and it causes the difficulty of speak. Self-confidence was an important thing that needs to be highlighted. It is a tool to be successful in the learning process, especially in learning speaking. Lack of self-confidence can

causing the introverted learners unable to elaborate on their ideas. It may lead them to believe that they have poor communication skills. The issue was that they were simply perplexed as to how to decipher their ideas.

There were several factors that was affected the introverted speaking problems which were found in this research. First factor was affective factor. Affective factor was the one of the most important influences on language learning success or failure. It can be divided into three categories; motivation, self-confidence and anxiety. Affective factors which influenced some of introverted learners based on the result of interview were; they often felt less of motivation in speaking English, unconfident, and afraid of public opinions. The second factor was environment factor. As it is known that learning is something that happens continuously, not only formally education in schools, but also throughout the entire period of a person's life. From the result of interview, the researchers concluded that students needed an environment that supported them in learning English. The last factor was personality factor. Personality factor should be known and studied because it was closely related to the pattern of acceptance of a person by the social environment.

The next finding was about the strategies of introverted learners to overcome their problems. The first strategy was self-practice. The researchers concluded that speaking practice was strategy that was mostly used by introverted learners here. The second strategy was regulating breath or relaxation. The next strategy that was found was learning through social media platforms. Social media is internet - based tool and platform that increase and share information. The students used social media not only for communication but also social for learning. They enjoyed using use social media to entertain themselves while also learning

English. The next strategy was taking note of unfamiliar words. From the interview, the researchers found that taking a note was one of strategies that used of introverted learners. Taking a note when unfamiliar words popped up was the right solution for increasing vocabulary. The more vocabulary known the easier it was for the students to speak English. However, this must also be followed by self-confidence. The next strategy was listening to English song. Songs can be very useful for learning pronunciation, as they helped them understand the language better and learn new rules, as well as motivated and relaxed students. The last strategy that was found was playing online games. The researcher believed that playing online games is an interesting and fun activity to improve speaking skill, because they have to communicate with others which forced them out from their introverted nature.

Based on the finding of the strategies above, the researcher also asked them about how effective the strategies were and how they know that their strategies were effective to solve their problems. It showed that some of the strategies they implemented were very helpful and some were not very helpful because they have not felt any change in their speaking ability but they always did it to solve their problems.

D. CONCLUSION AND SUGGESTION

Conclusion

The researcher found that the introverted students in fourth semester at English Education Department of UIN Sultan Maulana Hasanuddin Banten had variety of problems in speaking English. The first finding showed that there were three problems that faced by introverted learners such as: (1) Linguistic problems (pronunciation, grammar and vocabulary), (2) Feeling shy and nervous, (3)

Having lack of self-confidence. The researcher also found the factors that affecting their problems such as affective factor, environmental factor, and personality factor. Moreover, the second findings shows there are several strategies such as: (1) Self-practice as much as possible, (2) Regulating breath, (3) Learning through social media platform, (4) Take a note of unfamiliar words, (5) Listening to English song, and the last strategy is (6) Playing online games. Some strategies are considered to be able to help deal with the problem and some are not so helpful, due to the factors that affecting the problems mentioned earlier.

Suggestion

According to the conclusions, the researcher suggests to introverted learners that they should practice speaking more confidently; introverted learners should not be afraid of expressing their ideas or making mistakes. The finding can also serve as a guideline for introverted learners who are having difficulty speaking English. As a result, the researcher advises introverted learners to apply several of strategies to overcome difficulties in speaking English. It is recommended that the teacher investigate the difficulties that introverted learners face in English. Once this information is obtained, the lecturer can construct a variety of strategies that are appropriate for introverted learners. A teacher need to provide motivation and stimulate students' opinions in order to increase students' interest in learning English, especially speaking. Teachers must be able to make teaching and learning process becomes fun and enjoyable, so students can enjoy in learning English language, especially speaking.

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