

AN ANALYSIS OF ENGLISH-SPEAKING ACTIVITY FOR INTROVERT LEARNERS' NECESSITY

Femmy Kurnia Asih¹ Aswadi Jaya² Ana Theriana³ Hermansyah⁴

^{1,2,3}English Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Palembang, Indonesia

¹⁾femmy.asih@gmail.com, ²⁾aswadijaya@yahoo.com, ³⁾taqiratu@gmail.com,
⁴⁾hermansyah@univpgri-palembang.ac.id

Abstract

This study focuses on introvert learners in eighth grader of A and B class. Totaling 72 students and 2 teachers at state Junior High School 2 Sungailiat. The objective of this study is to determine the lack and expectation of introvert learners and the teacher of English handles introvert learners for the importance of their speaking ability. This study used descriptive study and used questionnaire to analyze students who are classified as introvert and interviewed with teacher of English and counseling teacher. The result that 8 introvert learners in eighth grader of A and B class. The biggest problems faced by introvert learners were lack of vocabulary and self-confidence in their speaking activities. Introvert learners found it difficult to express opinions in front of many people. Then, teacher of English could provide learning based on the lack of introvert learners, such as group discussion, thus introvert learners could express their opinions in a small scope. The expectation of introvert learners, was that teacher of English paid more attention to themselves. The teacher could provide material with the media of English songs because introvert learners tend to be audio-visual learners, introvert learners more easily accept the material in a fun way.

Keywords: analysis, speaking activity, introvert learners

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Introduction

Many people learned English language to be able to communicate with other countries. Jaya (2019, p. 5) claims that learners must learn English in order to communicate with other countries. Speaking has become an important role in communication. Leong & Ahmadi (2017, p. 34) claim that speaking is an effective means of communication that must be developed, which can help us to interact with other people in daily life. Speaking also must be spoken fluently and accurately so that the other person can understand what we are saying. Hermansyah (2021, p. 2) found that students had a lot of difficulty in mastering speaking skill because they have to focus on grammar. Speakers need to focus on listening and speaking at the same time so that communication

becomes effective and is understood by the other person.

Even though it is quite difficult, many students have a good speaking activity, have a good vocabulary and have a good confidence. However, not all EFL students are easy to express their meaning because there are many individual differences that influence from students' personality Samand et al, (2019, p. 2). This individual difference will affect someone's speaking ability. Someone's personality can be classified into two types, they are extrovert and introvert. Boroujeni et al, (2015, p. 213) state that extrovert prefers to do social activities from outside and easy to interact with other people whereas introvert focus on their energies more inward, more careful in speaking, do something to avoid mistakes, and prefer being alone. On the other hand, extrovert

dan introvert have different personality and this affects their speaking activities. Extrovert are more likely to have better speaking skill than introvert. Zafar & Meenakshi (2012, p. 34) Second Language Acquisition theorist claims that extrovert learners are better at learning languages, because they often use language to talk other people. It mean that, extrovert learners speaks more fluently than introvert learners.

Amalia & Husna (2019, p. 93) state that introvert learners when understand some information their needs more time before sharing to other people. Introvert learners also prefer to listen than to speak out. Davidson & Pelletier (2015, p. 99) claim that extrovert learners compared to introvert learners had higher stress level, it caused introvert learners have a quiet nature and difficult to express what they feel to others. From some description, the writer believes that, this is important to analyze because based on the definitions of personality above, students who have introvert personalities are difficult to express ideas, thoughts, less sociable, more careful in speaking, prefer being alone, considering this will affect their speaking skill, Boroujeni et al, (2015, p. 213).

The writer summarizes the objective in this study; the first one is to find out lack of introvert learners in their speaking activities. By knowing the causes of the lack, the writer can suggest things that can motivate introvert learners in their speaking activities to be better, and also the readers of this study can find out the lack that affect the speaking ability of introvert learners; The second objective, the writer wants to find out expectation of introvert learners in improving their speaking ability. Thus, the readers and teachers can understand what introvert learners' expectations in improving their speaking ability; The last objective is the writer

wants to know how teacher of English handle introvert learners in improving the students' speaking ability.

Based on the explanation above, extrovert and introvert have different personality. Introvert has problems in social activity, and also difficult to express the things to others and this affect with the way they speak, especially in learning process. Thus, the writer decided to the research with the title "An Analysis of English-Speaking Activity for Introvert Learners' Necessity"

Methodology

The method used in this study was qualitative research. Afrizal (2014, p. 13), claims that qualitative research is a method that collects and analyze data in the form of words and human actions. He considers that the qualitative research generally collects data in the form of written or oral, but that does not mean qualitative research cannot use numbers, if numbers are needed when researching it can be used, but numerical data is not the main data. In this study, the writer used personality inventory test questionnaire, interview, and documentation as a technique for collected the data.

The validity of data was the most important thing that could increase the effectiveness of the data. The instrument was validated by the several experts to avoid errors in data retrieval.

Findings and Discussion

The writer distributed 20 personality questionnaires and answer by yes or no question to eighth grader of A and B class which were distributed via *google* form to know students who are classified as introvert personality. After analyzing the 72 students, there were 8 introvert learners, namely from eighth A there were 3 introvert learners and eighth B there were 5 introvert learners, take

the highest point which is 15 above. Method of scoring for questionnaire is on the subject who answer "yes" to the favorable gets a score of 1 and those who answer "no" would get a score of 0, while the subject who answer "yes" to the unfavorable gets a score 0 and those answer "no" would get a score of 1. Thus, the higher total score obtained its mean that is introvert personality. Widhiarso (2016, p. 2) states that a set of items consisting of statement that are balanced between those that are favorable and unfavorable to the object of attitude. On the other hand, favorable refers to the aspects that support the research object, unfavorable refers to aspect do not support the object of the research, Safarino (2006). The existence of items having an inverse direction is expected to condition the respondent to read each item of the statement is more precise.

The writer would interviewed several introvert learners and teacher of English at eighth grader of Junior High School 2 to obtain information related to the problems in this study. Introvert learners as well as teacher of English and counseling teacher were interviewed to get information. Interview with introvert learners through online *zoom cloud meeting* and video call via *WhatsApp*, while teacher of English and counseling teacher interview directly at school. Introvert learners have problems in their speaking activities. The biggest problems that introvert learners faced were lack of vocabulary and lack of self-confidence. Introvert learners also have high shyness, so introvert learners think that if they make a mistake, they will be laughed at by their friend. It is line with Zafar & Meenakshi (2014, p. 34) state that introverts have a quiet personality, prefer reading rather than meeting and talking to other people and do not have many friends. These factors make introvert learners out of reach of

vocabulary and reluctant to participate in speaking activities. Introvert learners' expectation that teacher of English understand more about themselves and pay more attention to introvert learners. As a teacher of English, we are required to be more creative in teaching foreign languages, because teaching foreign languages is not as easy as teaching other subjects, especially for introvert learners.

Conclusion

The main problem introvert learners are lack of vocabulary, and also lack of self-confidence. This really affects their speaking activity. Introvert learners also have feelings fear of being wrong and afraid of being laughed at by their friends, which can prevent introvert learners from progressing in the learning process.

Introvert learners wants to teacher of English pay more attention to introvert learners. Teacher of English can also provide fun learning according to the introvert learners expectation such as a small scope of group discussion because introvert learners tend to be shy and find it difficult to give opinions in a large.

Teacher of English ask about interesting activities that introvert learners like such as role play and discussion activities. Teacher of English also gives praise to introvert learners when they do something well, so that introvert learners are motivated and enthusiastic in improving their speaking activity.

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