

ANALYSIS OF INTROVERT STUDENTS' DIFFICULTIES IN SPEAKING ACTIVITIES CLASS AT SMP NEGERI 2 SUNGGUMINASA

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Abstract

This study aims to determine the difficulties of introverted students in speaking activities using English. The method used is qualitative with a class observation research design with 6 samples from class VIII, using a purposive sampling technique. Researchers used observation, interview, and documentation methods as research instruments to obtain data. The results of the data analysis show some of the difficulties that introverted students feel in speaking activities in the classroom and the strategies they use to overcome their difficulties in speaking activities including dialogue, presentation, and discussion groups. The proof is based on the results of the interview transcripts from the sample and is reinforced by some previous literature. It is concluded that introverted students at SMP Negeri 2 Sungguminasa experience difficulties in every English-speaking activity in the classroom but they also have their strategies to reduce the difficulties felt.

Keywords — *Introvert, students' difficulties, Speaking activities.*

INTRODUCTION

Personality affects a person's behavior. Burger (2014) defines personality as a consistent pattern of behavior and intrapersonal processes that originate from the individual. It includes communication, reactions, and habits, which shape the way a person interacts with the surrounding environment. A person's personality can be different from other people. Medina (2014) stated there are two types of personalities based on the attitudinal dimension, extroverted and introverted personalities. In the context of learning, students with extrovert personalities are students who are talkative, energetic, and outgoing in communication while students with introverted personalities are students who are quiet, reserved, and calm (Eysenck, 1964).

The personality differences that students have greatly affect their success. It can be seen in activities that involve speaking skills such as communication and interaction with each other. Hosni (2014) emphasizes that speaking skills are very important in the success of language learning. It is also one of the main objectives of language learning, which allows speaking activities to occur in everyday communication situations (Bergil, 2016).

Some experts have revealed students' personalities in classroom speaking activities. Students who have extrovert personality involve themselves actively in classroom speaking activities (Omar, 2015). It is because they are expressive sociable, give and get energy when communicating and interacting with others. Another thing with students who have introvert personality, they progressively keep their own considerations or emotions rather than in things outside themselves (Alfiza, 2017). They feel embarrassed and talk less during classroom activities (Hakim, 2017). Besides that, they also lose energy when communicating and interacting with people, especially when facing many people.

In the learning process, active student participation is one of the main goals, especially in speaking activities. However, introvert students are often a difficulties and obstacle for teachers to achieve this goal. Introverted learners have barriers to adapt and engage in English speaking activities in class (Hiouniani, 2016). In addition, they also have high levels of anxiety and stress compared to extroverted students, which is difficult for them. This is evidenced by the many studies that examine the influence of personality on students' speaking activities in the classroom.

According to Gustriani (2020), extroverted students tend to be superior to introverted students in speaking. In addition, Amalia and Husna (2019), revealed that the study revealed the needs of learners in speaking English were to communicate well in English and facilitate their learning in other skills. Similarly, Awelia et al. (2021) identified five difficulties in speaking English faced by introverted students namely lack of confidence, feeling shy, lack of vocabulary mastery, difficulty in learning pronunciation, and fear of negative judgment. Furthermore, Putri, et al. (2024), showed that introverted students face many problems in speaking English.

Individual personality has a significant influence on students' speaking ability in the context of language learning. Students who have extroverted personalities tend to be more active and confident in speaking in front of the class. In contrast, students with introverted personalities face many difficulties in speaking activities such as lack of confidence, shyness, fear of making mistakes in terms of vocabulary, pronunciation, and grammar, and others. This creates an

obstacle for teachers to get active participation from all students during speaking activities in class because these students close themselves and limit interaction with their friends. This is important for teachers to understand and to improve students' speaking skills, especially students with introverted personalities. Thus, analyzing introverted students to identify the difficulties they faced in English-speaking activities allows teachers to understand their limitations in oral communication and create a learning environment that supports, facilitates, and encourages their active participation in the classroom. Therefore, this study Analysis of Introvert Students' Difficulties in Speaking Activities Class at SMP Negeri 2 Sungguminasa.

LITERATURE REVIEW

1. Personality

a. Definition

Personality is a deep aspect of the individual that includes various characteristics that influence a person's actions and thoughts. According to Ryckman (2004), personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in certain situations. Similarly, Cloninger (2004) defines personality as the underlying cause of individual behavior and experience.

In addition, Burger (2014) defines personality as a consistent pattern of behavior and intrapersonal processes that originate from the individual. Moreover, Marwa (2015) stated personality is a natural trait possessed by humans that reflects or shows their true identity. Finally, Ewen (2014) explained personality refers to important and relatively stable characteristics within a person that explain consistent patterns of behavior.

b. Types of Personality

Some experts divide personality into two types, namely extrovert and introvert personality. According to Jung (1971), extroverts are the type of people whose attention is directed outside themselves. An introvert is the type of person whose attention is focused on himself/herself, namely on his/her ego. On the other hand, Nezhad (2014) defines extroverts as sociable, active, risk-taking, passionate, and expressive and they enjoy participating in groups, whereas introverts tend to be reserved, introspective, and quiet except in intimate relationships.

2. Introvert

a. Definition of introvert

Introverts are individuals who tend to focus on themselves, are more interested in personal thoughts and feelings than things outside of themselves, and have a need for personal space to reflect and recharge. For instance, Brown (2000) defines introverts are people who get their sense of wholeness fulfilled apart from the self-reflection of others. They tend to be quiet, reserved, and focused on what is going on in their own minds. Furthermore, they gain energy by spending time alone and avoid joining group discussions. Similarly, Zhang (2008) stated an introvert is a person who is more interested in their own thoughts and feelings than things outside of themselves. They tend to be quiet and introspective, thinking about things deeply and sometimes drowning in their own thoughts.

Moreover, Boroujeni (2015) explained introverted personalities mostly focus their energy inward; they prefer to contemplate. Finally, Elfiza (2017) defines introverted students are more interested in their own considerations or emotions than things outside of themselves.

b. Characteristics of introvert personality

Some experts put forward some of the characteristics of an introvert personality. For instance, Moini (2013) stated introvert people are usually characterized as, quiet, Introspective, Intellectual, Organized, Unexpressive, and Closed. Similarly, Skehan in Johnson (2008) identified the characteristics of an introvert personality are Introspective, Quiet, and Cautious. In addition, Judge, et al. (2007) described introvert personality traits, Closed, Solitary, Secretive, Quiet, and Introspective. Based on some of the personality characteristics introverted individuals tend to be quiet, closed, introspective, unexpressive, and difficult to adapt. Therefore, these characteristics are also indicators in this study to find the samples.

3. Speaking

a. The nature of speaking

Speaking is the ability that every individual has to communicate, convey information to each other, and interact through words and spoken language. According to Nunan (1991), speaking is the most important aspect of learning a second or foreign language, and success is measured by the ability to carry on a conversation in that language. Similarly, Brown (1994) defines speaking as an interactive process of constructing meaning involving the production, reception, and processing of information.

Furthermore, Ahmadi (2017) stated speaking involves saying words orally, communicating such as conversing, making requests, and making speeches. In addition, Collie & Stephen (2006) define speaking is called oral communication or the expression of thoughts, ideas, and feelings.

b. Speaking Activity

Speaking activities in language learning have been put forward by Harmer (2007). He classifies several speaking activities that can encourage students' speaking skills, namely:

1) Acting from a script

This speaking activity includes two core activities, namely play script and acting out dialogues. Where playscripts require students to play a role in a scene and act out using English. Meanwhile, acting out dialogues requires students to act out dialogues or read dialogues that they have made themselves in front of the class.

2) Communication games

This type of speaking activity can attract students' attention because it involves games that can encourage students' participation and interest in learning. This activity also includes two types of games namely information-gap games, which require students to work in pairs such as solving puzzles, drawing, and explaining them. Furthermore, there are television and radio games, where students play guessing games using the target language.

3) Discussion

In this speaking activity, students can express themselves and talk more freely with each other. This activity can help students to organize activities, exchange ideas, and actively communicate with each other. This discussion activity can be in the form of surveys or questionnaires, direct comments, debates, unplanned discussions, and reaching consensus.

4) Prepared talk

In this activity, students must prepare their individual speaking performance in front of the class, which can include activities such as presentation, reporting news, storytelling, and speech.

5) Simulation and role play

In this activity students must play a role or simulate an activity that the teacher has described using English, then students are asked to be as creative as possible and present it in front of the class and the public.

c. Difficulties in speaking of introverts

Some difficulties introverts face in speaking English. According to Gurler (2015), speaking is the exclusive platform for effective communication, and confidence is the facilitator to initiate speaking activities. However, Suliman (2014) stated that introverted students feel shy and do not want to be active in English classes.

Additionally, Liu and Jackson, as cited in Gan (2012), stated that limited vocabulary is a major obstacle to speaking by English language learners. Moreover, Hettrakul (1995) stated the problem often faced by introverted students is regarding pronunciation. Finally, Brown (2007) explained the difficulty of introverted students is their fear of negative social evaluation.

METHODS

1. Research Design

According to Moleong (2017) stated that qualitative research intends to understand the phenomenon of what was experienced by research subjects such as behavior, perception, motivation, action, and others holistically and used descriptions in the form of words and language, in a special natural context by utilizing various natural methods. This study was used to describe students' behavior in line with the characteristics of students with introverted personalities, difficulties, and what they did in English-speaking activities in class.

2. Technique of Data Collection

a. Observation

Observation is a way to obtain data by systematically observing and recording, (Sanjaya, 2014). The observation is to identify and observe the criteria of students as research subjects, namely by looking at the general characteristics of introverted students and then observing their behavior physically with an observation checklist.

b. Semi-Structured Interview

Semi-structured interviews can be an effective tool in interpretive research because they help the Researchers gain in-depth data on participants' perspectives and make sense of their live stories and experiences as told by them (Balushi, 2016). Researchers used this data collection technique to obtain information and data from introverted students. This was done to find out the difficulties they faced in English-speaking activities in the classroom and how they overcame them.

c. Documentation

According to Sudaryano (2019), documentation was used to obtain data directly from the research location. In the context of this study, documentation has been involved observation checklist and notes, interview transcript with samples, pictures during speaking activities in the classroom take place, and also voice recording during the interview process with introverted students.

3. Data Analysis

a. Data Reduction

Data was obtained from the instrument (observation and interview) and reduced by describing and transforming the difficulties of introverted students and the strategies they used to overcome them. Furthermore, the interview transcript was made and recorded relevance. Then, data was analyzed and associated with a research question in this study.

b. Data Display

Data display was used as a summary to strengthen the data in the previous step. In this study, data was displayed in the form of descriptions of findings, interview transcripts, and images during the data collection process (speaking activities and interview process).

c. Conclusion drawing/verification

Draw conclusions based on the data collected through data collection instruments and analysis processes using qualitative methods. The conclusions include details about the difficulties faced by introvert students in each speaking activity, the strategies applied in dealing with these difficulties, and their needs for future speaking activities.

RESULTS

This study focuses on students matched with criterias on the observation checklist, and who have introverted personalities.

1. Lack of confidence

Researchers found that most students who have introverted personalities look and feel insecure during English-speaking activities in class. It is seen from the following extract:

Extract 4 (Student 1, 19 August 2024)

“Yes, it is almost the same as during the dialogue, but I really lose confidence when it comes to presentations. I get so nervous that I blank out and don't know what to say because when presenting, all my classmates are watching me, and my English is bad, along with my pronunciation”

This is supported by other findings which state that a lack of confidence can cause physical symptoms when speaking in front of the class. It is seen in the following extract:

Extract 4 (Student 2, 19 August 2024)

“Yes, always. I don't have confidence and I'm shy to stand alone in front of the class, so every time I give a presentation, my hands and knees always tremble.”

Those responses highlight that the lack of confidence possessed by students with introverted personalities is the biggest difficulty they feel every time they speak in class, especially speaking in English.

2. Feeling Shy

Researchers found that the sample looked shy when speaking in class. The interview results show that the samples also realized that the high shyness they felt became their difficulty during speaking activities in class. It is seen in the following extract:

Extract 2 (Student 3, 19 August 2024)

“My difficulty during the dialogue I feel shy, especially when using English. My English pronunciation is bad.”

That response highlights that students with introverted personalities find it most difficult to feel shy. This makes it difficult for them to play an active role during speaking activities in the classroom.

3. Limited Vocabulary

Researchers found that this limitation creates barriers for introverted students in English-speaking activities in the classroom. This can be seen from the following extract:

Extract 5 (Student 5, 20 August 2024)

“Yes, just a little. Sometimes I talk, when someone asks me because I don't know many English words, so I prefer to stay quiet and just listen”

This finding was in line with other findings which stated that lack of vocabulary knowledge increases the level of nervousness when speaking and can cause forgetting of previously known vocabulary, it is seen in the following extract:

Extract 4 (Student 5, 20 August 2024)

“Yes, I'm always nervous. Sometimes I forget what I want to say because I'm so nervous speaking in front of the class, and sometimes I want to speak, but I don't know many English words.”

Those responses highlight that limited vocabulary is an underlying difficulty for introverted students. They felt more comfortable being listeners than speaking and actively participating during activities.

4. Pronunciation Issues

Researchers found pronunciation can cause misunderstanding and embarrassment and can lead to a sense of unwillingness to participate actively in class, especially for students who have introverted personalities. It is seen from the following extract:

Extract 2 (Student 6, 20 August 2024)

“My difficulty is my English pronunciation is bad, and I'm shy to speak in front of my friends.”

In addition, the interview results are supported by the results of interviews with other samples who stated that English pronunciation made them feel less compared to their other friends, as shown in the following extract:

Extract 3 (Student 2, 19 August 2024)

“My difficulty is that I'm shy during dialogues, especially when it's in English. My English pronunciation is bad.”

Those responses highlighted that pronunciation is a significant barrier perceived by introverted students when speaking English. The inability to pronounce words correctly leads to misunderstanding and embarrassment, which can reduce their desire to speak in front of the class.

5. Fear of Negative Evaluation

Researchers found introverted students often face in speaking the fear of negative evaluation. This fear makes them feel anxious and insecure when they have to speak in front of the class or front of their classmates. They worry about making mistakes that will lead in to criticism from their friends. It can be seen from the following extracts:

Extract 2 (Student 1, 19 August 2024)

"When it comes to dialogues, I always feel shy. Sometimes I even tremble because I'm afraid I might pronounce something wrong and cause my friend's score to be lower because of me."

Extract 4 (Student 2, 19 August 2024)

"Yes, always. I don't have confidence and feel shy standing alone in front of the class, so every time I present, I always tremble, Miss, my hands and knees shake"

Some of the above findings characterized trembling as one of the physical symptoms of fear of negative evaluation. In addition, other findings showed that sweaty palms were another physical symptom that arose from the rapid heartbeat while speaking and the fear of negative evaluation that might be received after speaking. It is seen in the following extracts:

Extract 4 (Student 4, 20 August 2024)

"Yes, this happens a lot because when I speak alone, my classmates are watching me. Usually, when I present, I tremble and my palms start to sweat."

Extract 4 (Student 6, 20 August 2024)

"Yes, often. When I present, I frequently tremble and my hands sweat when it's my turn. It seems to be because of my lack of confidence."

The responses above highlighted that the fear of negative evaluation is a major difficulty for introverted students in speaking in class. Symptoms such as trembling and sweaty palms are physical reactions of anxiety and stress when they feel judged. This fear makes them even more uncomfortable and hinders their active participation during speaking activities.

DISCUSSIONS

The findings were obtained during observation activities to find samples that fit the criteria and were supported by interview activities conducted by 6 different class samples. Based on the interview results, students perceived difficulties during speaking activities in class

1. Lack of confidence

The lack of confidence that introvert students feel can cause anxiety that arises when they feel their English skills are still lacking, one of which is in terms of pronunciation. Their lack of confidence causes them to lose focus and even experience confusion. This emphasizes the importance of creating a supportive learning environment where introverted students can feel comfortable speaking. This finding is in line with Gurler's (2015) opinion, which states that speaking is a major difficulty felt by students who have introverted personalities, although sometimes they are better at producing language but this can be hindered by a lack of confidence which makes them unable to be active during speaking activities in class.

2. Feeling Shy

The shyness that introvert students feel arises from various factors such as pronunciation is still not good. This creates a sense of discomfort speaking in front of others, including in front of their dialog opponents. These feelings can affect their judgment and performance during the activity. This highlights the need for a teacher to understand and create a supportive environment for introverted students to reduce their shyness. Support from the teacher and a more inclusive classroom atmosphere can encourage them to be active in speaking activities such as dialogue, despite their perceived weakness in language skills. This is in line with Suliman (2014), who argues that introverted students are often reluctant to be actively involved in class due to the shyness they feel when speaking, they also tend to avoid interaction during the learning process, which limits their participation.

3. Limited Vocabulary

Introvert students cannot participate in the activity because they prefer not to speak rather than make mistakes. This shows how vocabulary limitations can hinder students' active participation in speaking activities, especially for introverted students who tend to withdraw from classroom interactions. This highlights that efforts need to be made by both the teacher and the students concerned to enrich their English vocabulary knowledge. They will feel more confident and able to participate more actively in speaking activities. This finding is in line with Liu and Jackson cited in Gan (2012), who stated that limited English vocabulary knowledge is one of the main difficulties students face in speaking. Especially for introverted students, this

limitation becomes a major factor that prevents them from actively engaging in oral communication.

4. Pronunciation Issues

Introvert students feel embarrassed and not confident to speak in front of their friends because they feel their English pronunciation is not perfect. This difficulty makes students, especially introverted students tend to be reluctant to speak in front of the class. This can happen due to a lack of practice and shyness when speaking English. This also makes them less likely to participate in speaking activities. In addition, introverted students' tendency to prefer writing over speaking makes them more comfortable expressing themselves through writing than orally. This is in line with the opinion of Hetradul (1995), who states that pronunciation problems are one of the difficulties often felt by English language learners. For introverted students, this challenge is even greater, as they tend to prefer writing over speaking, thus reinforcing their lack of confidence in pronunciation.

5. Fear of negative evaluation

In the extracts collected from all the samples, it is clear that the fear of negative judgment is a major problem for introverted students when participating in speaking activities in the classroom.

Students' responses showed that they often felt shy, trembled, and experienced physical symptoms such as cold sweat and rapid heartbeat when having to speak or present in front of their peers. They worry that the mistakes they will make will result in negative judgment from the teacher and their classmates.

For example, in extract 4, it is clear that students feel shaky and sweaty when standing in front of the class due to the fear of mispronunciation and peer judgment. This is in line with Brown (2007), who states that introverted students often experience a deep fear of negative judgment before performing. The negative judgment they may receive exacerbates their fear and becomes their main barrier to speaking in English.

CONCLUSION

Difficulties faced by introverted students during English language activities namely dialogues, presentations, and group discussions. Having identified their characteristics of being

introspective, quiet, unexpressive, closed, and difficult to adapt, the researcher was able to find related samples and offer insights into strategies that teachers can use to support their students. Providing opportunities for individualized feedback, creating a comfortable learning environment, and encouraging gradual participation are key approaches teachers can take to help them improve their speaking. The findings have significant implications for classroom practice, especially in addressing the special needs of introverted students in language activities. introverted students face several difficulties during classroom speaking activities.

First, is lack of confidence, where they have a lower level of confidence than other students when speaking. Second, feeling shy, they tend to be shy whenever they want to speak and it becomes an obstacle for them to actively participate in class. Third, Limited vocabulary, becomes an inhibiting factor for them to speak English because of their limited knowledge. Fourth, Pronunciation issue, where they prefer to write, so it is difficult to pronounce English words correctly. Last, fear of negative evaluation, they tend to feel afraid and anxious about the bad judgment they will receive even before speaking.

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