

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one aspect of the four aspects of language skills that rely on communication. Learn an English language not only learn about grammar but also learn how to make English as a tool for communicating with others. In order to gain this purpose, students need to practice speaking English properly and correctly as often as possible. Some students believe speaking to be a very challenging skill because it takes a lot of bravery and preparation to speak properly in a new language; hence, while learning a new language or new words, EFL learners tend to involve any method or strategies that might help them enhance their speaking abilities.

A population in a class from one student to another has a different personality, which can affect the learning process of students. There are several types of personality including extrovert and introvert. According to Carl Jung, 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. He keeps his distance from external events, does not participate, and has a strong dislike of society whenever he finds himself in a crowd. He feels lonely and lost in a large group.<sup>1</sup> Myers stated that Extroversion and introversion are two personality traits that describe how people interact with the outer world. Extroverts are more engaged in their surroundings than in their own ideas and feelings. Introverts, on the other hand, are more engaged in their own ideas and feelings than in things outside of themselves, and they are typically timid and unwilling to talk or participate in activities with others.<sup>2</sup>

Based on explanation above, it can be concluded that personalities who face more difficulties in speaking are introverted learners. As an introverted learner, the researcher discovered some difficulties in speaking English such as lack of confident or feeling shy while speak in front of other people even when she has a lot of words on her mind but she finds it difficult to express them.

Before writing this paper, the researcher carried out preliminary study by interviewing English students at 4<sup>th</sup> semester of

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<sup>1</sup> Carl Gustav Jung, *Psychological Types*, (New York: Routledge, 2017), 500-501.

<sup>2</sup> Altunel, "The Impact of Extroversion and Introversion on Language Learning in an Input-Based EFL Setting" (A Thesis, University of Kansas: 2015), 13.

UIN SMH Banten. From the preliminary study, the researcher obtained the real information about the problems that faced by the students, especially introverted students before and during speaking English. Based on interview, students revealed that the problem was caused by some factors including their self-motivation, environment and also personality factors.

Based on the experience and the preliminary study, the researcher is interested in **“Investigating Problems and Solving Strategies of Introverted Learners in Speaking English”** Furthermore, no research on this topic has been conducted at English Department of State Islamic University Sultan Maulana Hasanuddin (SMH) Banten. As a result, this study should be carried out to investigate the difficulties faced by introverted learners when speaking English, and the strategies to solve these difficulties.

## **B. Identification of Problem**

In view of all that has been mentioned so far, the problems of the study can be identified as follows:

1. Introverted learners faced some difficulties in speaking English.
2. There are some factors affecting introverteds' problem in speaking English.

### **C. Scopes and Limitations of Research**

The scope of this research is limited only to investigate the difficulties faced by introverted learners when speaking English, and the strategies to solve these difficulties. Although many students have various strategies, this study only focuses on introverted learners.

### **D. Statements of the Problem**

From the background of study above, it can be formulate into two research problems as follow:

1. What are the problems and the factors affecting the problems in speaking English of introverted learners?
2. How introverted learners solve their problems in speaking English?

### **E. The Objectives of the Study**

Based on the statement of the problem, the objectives of this study were:

1. To investigate the problems make it difficult for introverted learners and also the factors that affect the problems of introverted learners in speaking English.

2. To find out introverted learners solve their problems in speaking English.

#### **F. Significance of the Study**

Theoretically, this study hopefully can enrich the treasure of knowledge dealing with introverted learners' problems in speaking English. The contribution of this study seen obviously in terms of description how introverted learners dealing with their problems.

On the other hand, practically, this study is expected to be useful for students especially introverted learners who still feel anxious in the learning process, because based on the explanation and findings of this study, individuals may try to implement the recorded strategies to solve their problems in speaking English. The researcher also expects that the English teacher will recognize and be aware of the presence of nervous students, allowing them to help the students in reducing their worry. Last for other researchers, this study expected to be used as material consideration if the researchers will observes the same subject and make their research better than before.

## G. The Previous Research

So far, the researcher found what was related to this study and takes some of them as a reference. It can be explained as follow:

The first previous study is *“Problems Faced by Introvert Students in Speaking English at IAIN Batusangkar”*. The Author of this study was Welia Anggreini from English Teaching Department of IAIN Batusangkar.<sup>3</sup> This study reveals that there are 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.

The second previous study is *“Introvert Students’ Strategies in Learning English as A Foreign Language”*. The author of this study is Maiyasha Ulfha from English Language Education of Universitas Islam Negeri Ar-raniry Banda Aceh.<sup>4</sup> According to the study findings, the majority of participants (81.7%) use cognitive strategies and (60.3%) use meta-cognitive strategy in their learning process. The effects of using language strategies were also revealed,

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<sup>3</sup> Welia Anggreini, ‘Problems Faced By Introvert Students in Speaking English at IAIN Batusangkar’ (A Thesis, IAIN Batusangkar, 2020).

<sup>4</sup> Maiyasha Ulfha, "Introvert Students’ Strategies in Learning English as A Foreign Language", (A Thesis, Banda Aceh: UIN Ar-Raniry, 2021).

which are: feeling more comfortable in learning the language, increasing competency in language skills, and improving confidence in using the language.

The third previous study is “*Students’ Speaking Problems in Interpersonal Speaking Class*”. The author of this study is Vania Praisela Palijama from English Language Education Program Faculty of Language and Arts Universitas Kristen Satya Wacana Salatiga.<sup>5</sup> According to the findings of this study, there were two types of problems faced by students which are linguistics and non – linguistic problems and the strategies that are used by the students to overcome their problems are independent practice and peer practice. Those strategies are used by the students to cope with their problems. Learners can practice their speaking ability individually through some English aspects such as listening, writing and reading. They can also ask their friends' help and learn with them to check and improve their grammar, vocabulary, and pronunciation.

From those previous studies that have been mentioned before, it can be seen that this research is the new research with the same topic but different case. Similar to both three previous studies and

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<sup>5</sup> Vania Praisela Palijama, ‘Students’ Speaking Problems in Interpersonal Speaking Class’ (A Thesis, Universitas Kristen Satya Wacana Salatiga., 2020).

this research is the research focuses on the introverted learners. This research explains more about two topics of introverted learners and their strategies that usually used in speaking class. Meanwhile the first previous only explain about problems faced by introverted learners in speaking English. The second previous explain about introverted strategies but not in speaking class, and the third previous explain about students speaking problems but not about introverted learners. In addition, this research also has the different location and the size of participants with three of the research above.

## **H. Organization of Writing**

This study used the systematic organization of paper that contains five chapters as follow:

Chapter I Introduction, it contains of Background of Study, Identification of Problem, Scope and Limitation of Research, Statements of the Problem, The Objectives of Study, Significance of Study, Previous Study, and Organization of Writing.

Chapter II Theoretical Framework, it contains of Definition of Speaking, The Function of Speaking, Speaking Problems, Human



Personality, Characteristic of Introverted, Speaking Problems of Introverted Learners, and Problems and Solving Strategies.

Chapter III Research Methodology, it contains Research Method, The Time Line of The Study, Population and Sample, Technique of Data Collecting, and Technique of Data Analysis.

Chapter IV Research Finding and Discussion, this chapter explains about the finding on the data collection and also analyzing the data.

Chapter V Conclusion and Suggestion, it consists of the research conclusion and suggestion on the topic of research based on the research finding.