Problems and Strategies of Introvert Students in Speaking English

Seva Zakiyyah Putri
English Education Study Program, Department of Language and Art
University of Bengkulu
sevazakkiyah@gmail.com

Syafryadin
English Education Study Program, Department of Language and Art
University of Bengkulu
syafryadin@unib.ac.id

Muhammad Fadhli
English Education Study Program, Department of Language and Art
University of Bengkulu
mfadhli@unib.ac.id

Corresponding email: sevazakkiyah@gmail.com

Abstract

In this research, researchers aim to find out the problems and causes of introverted students and introverted students' strategies in speaking English. Researchers used descriptive quantitative methods. In the first questionnaire researchers used a random sampling technique, in which 104 students of SMAN 4 Bengkulu in the Science majors' grades 10 and 11 became the sample. And for the second and third questionnaires researchers used a purposive sampling technique, in which 67 students were categorized as introverts. The results of the study showed that introverted students have many problems in speaking English. The problem that most introvert students face is pronunciation problems in speaking English, with a total average of 2.01; then followed by the problem of lack of vocabulary (2.02); and the problem of lack of confidence (2.07). Researchers also found several causes of introverted students' speaking problems, namely students accustomed to using their mother tongue when forced to speak English (2.02) as the dominant cause based on the total average result; feeling lost the topic when speaking English (2.11), and feeling stuck in thinking (2.16). Then the last result, there are three strategies used by introverted students to overcome speaking problems. Metacognitive as the dominant strategy used by introvert students in overcoming speaking problems, the strategy is paying attention (3.25), then followed by cognitive strategies regarding practice strategies (2.79) and the socio-affective strategy regarding cooperative strategies (2.71). The problems and causes that most introvert students face in speaking English are pronunciation problems and students are used to using their mother tongue when they feel pressured. Furthermore, introverted students used many strategies with moderate mean total.

Keywords: Introvert, Problems, Causes, Strategies, Speaking Skill

Introduction

Speaking is one of the most important skills in learning English. Every school provides English lessons as a course to help students develop language skills, especially in English speaking skills. Speaking as a form of communication for expressing ideas, feelings and transferring specific messages between individuals. Ramasari (2017) stated that speaking becomes known for learners when people learn English. The aim of teaching English speaking skills is to provide learning in using of English accurately thus that students can communicate better. This is in line with the fact that speaking is a common way of communicating.

English language skills are very important to learn and develop thus that by mastering English, people can communicate with other people from various countries. Anggreini (2020) says that humans must be prepared to interact with people from various nations to master English speaking, which is an important skill to learn and improve. The ability to speak English has a significant impact on a variety of different facets of society, such as economics, tourism, and education. In addition, there are benefits of having good English-speaking skills for students, such as students having the opportunity to convey ideas or knowledge they have actively in class, students can develop their ideas or ability to think rationally and they can have greater opportunities to get a better education and get a better job. Anggreini (2020) also argues that speaking English has various advantages for learners. Such as, speaking helps students to exchange concepts, knowledge, and experiences. Furthermore, speaking helps learners to develop their personalities and speaking helps students to explore their critical thinking.

Moreover, several previous studies have investigated learning problems and strategies for speaking English skills based on the personality types of introverted students. First, previous research was conducted by Hanifa et al. (2022) to find out the difficulties that introverted English learners face in speaking and examine possible solutions. The results of this study indicate that there are problems faced by introverted students in speaking English, such as problems in grammar, pronunciation, lack of vocabulary, feeling nervous, insecure, and feeling embarrassed. Also found six strategies for overcoming the problems of speaking English for introverted students. The other previous research conducted by Yusuf, Basalama & Bay (2021) discusses the strategies used by introverted and extroverted students in learning to speak English. The results of this study state that extroverted

students tend to use cooperative and empathetic strategies in language learning while introverted students often use note-taking strategies. The third was conducted by Hakim (2019) identifies teaching strategies for introverted students in learning to speak English. The results show that the cooperative learning method can be used as a solution to speaking English for introverted students.

Based on the previous studies above, it can be seen that most of the previous studies analyzed the problems, solutions, and difficulties of introverted students in speaking English at the university level, and only a few were investigated at the senior high school level. Thus, the difference between this study and previous research is that researchers focused on the problems faced by introverted students and the causes of problems, and introverted students' strategies in speaking English. Then, only a few previous studies have examined the problems, the causes of the problems, and the strategies that become the solution. Researchers examines student problems, the causes of problems, and strategies as solutions to deal with problems, especially for students with introverted characteristics in speaking English at the senior high school level. Therefore, researchers are interested about the problems and causes that affect introverted students and also some solutions for problems in speaking English. Thus, researchers is interested in conducting research entitled "Problems and Strategies of Introvert Students in Speaking English at Science Classes of Senior High School 4 Bengkulu".

Research Methodology

In this research, researchers used a quantitative descriptive method. Quantitative means that this research emphasizes data collection in the form of numbers. Aliaga and Gunderson in Apuke (2017) stated that in quantitative research, processes are explained by collecting numerical results and then evaluating using techniques with a mathematical foundation (in particular statistics). In addition, this study uses descriptive research to describe the results obtained from the data in the form of numbers. Gall and Borg (2007) in Khapsoh (2020) say that explaining a topic itself and its aspects is the aim of a descriptive study. In short, to identify students' problems in speaking English, the causes, and the strategies used by introverted students in overcoming the problems.

This research was conducted at SMAN 4 Bengkulu in the Science major. The subjects of this research were the grade X and XI students of Science majors academic year 2022-2023. The random sampling technique was used for the first

questionnaire, the population was taken from 1/3 of each class X MIPA and XI MIPA. Researchers only takes 1/3 of the entire population for each class because the large population allows for more time to be needed in the study. For the next questionnaire, researchers used a purposive sampling technique which was obtained based on the criteria of introverted students through the first questionnaire. There were 104 students of class X and XI of SMAN 4 Bengkulu who filled out the questionnaire. This means that 67 introverted students from the personality test results at SMAN 4 Bengkulu became the sample in this study.

This study used three questionnaires as instruments for data collection. The questionnaire was used to determine students' personality types, researchers adapted a questionnaire from Wulandari (2017) which was based on Eysenck's personality theory. And to find out the problems and causes of introverted students in speaking English, researchers adapted the questionnaire from Oktavia, Suryatiningsih & Mabaroh (2022) and Ayu (2018) which was based on the theory from Scott Thornbury and Ur in Siti Ratna Ayu's 2018 research. Then, to find out introvert students' strategies in overcoming English speaking problems, researchers adapted the questionnaire from Yusuf et al. (2021) which is based on the Strategy Inventory for Language Learning (SILL) theory by O'Malley & Chamot (1990).

The data collection method in this study used three questionnaires. Researchers used a personality type questionnaire to determine introverted personality types. The questionnaire uses a Likert Scale as a choice of answers. There are 4 answer choices which contain Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1) choices. However, the Likert Scale answer choices with Strongly Agree (SA=1), Agree (A=2), Disagree (D=3), and Strongly Disagree (SD=4) were used in the second questionnaire. And the answer choices of Never (1), Seldom (2), Often (3), and Always (4) are used in the third questionnaire. Moreover, researchers came directly to SMAN 4 Bengkulu, then researchers asked for the help of an English teacher to assist researchers in giving the questionnaire to the students. Thus, researchers gave the questionnaire that had been made via a link on the Google Form, and researchers supervised each student so that students filled out the questionnaire.

The data obtained from a questionnaire about the problems and factors that cause introverted students' problems in speaking English were analyzed using the percentage formula from Sudijono (2010).

$$P = \frac{f}{N} X\ 100\%$$

Notes:

P: Percentage (%)

F: Total response/item

N: Total respondents

Researchers used negative statements in the problems and causes questionnaire. Thus, the smaller results of the points obtained, the greater response. However, researchers used positive statements in the strategies questionnaire. Thus, the greater results of the points obtained, the greater response.

Result and Discussion

Result

This chapter presents the research results and discussion obtained through data from three questionnaires.

Problems of Introvert Students in Speaking English

This questionnaire was used as a tool to find out the problems of introverted students based on students' responses to the questionnaire. Furthermore, researchers display the percentage results in detail for each aspect, namely the knowledge aspect and the skill aspect. The percentage table of introvert students' problems in speaking English is below:

a. Aspect on Knowledge

Table 4.1 Percentage of knowledge statements

Aspect	Statement	SA (1)	A (2)	D (3)	SD (4)	Mean Total	Category
	1. I have a limited vocabulary when speaking English.	13 (19,4%)	42 (62,7%)	9 (13,4%)	3 (4,5%)	2,02	Agree
Knowledge	2. I find it difficult to use grammar when speaking English.	11 (16,4%)	39 (58,2%)	9 (13,4%)	8 (11,9%)	2,20	Agree
	3. I feel hesitant in pronouncing words when speaking English.	15 (22,4%)	38 (56,7%)	12 (17,9%)	2 (3%)	2,01	Agree

	SA	A	D	SD		
AVERAGE	13 (19,4%)	40 (59,2%)	10 (14,9%)	4 (6,4%)	2,07	Agree

Based on the results in the table above, in statements 1, 2 and 3. It can be seen that the average total students gave an agree response. The highest percentage for the strongly agree response is in statement 3 with 22.4% of students choosing this option. While statement 1 has the highest percentage for the agree category with 62.7% response. However, the negative responses with the highest percentage were found in statement 2. Thus, it can be concluded that the lower result of this total average indicates introverted students agree and realize that they have problems in English pronunciation, this means that the most problems faced by introvert students are statement number 3 with a total average of 2.01.

b. Aspect on Skill

Table 4.2 Percentage of skill statements

Aspect	Statement	SA (1)	A (2)	D (3)	SD (4)	Mean	Category
	4. I feel less confident when asked to speak English in front of the class.	18 (26,9%)	31 (46,3%)	13 (19,4%)	5 (7,5%)	2,07	Agree
	5. I feel anxious when speaking English.	10 (14,9%)	25 (37,3%)	28 (41,8%)	4 (6%)	2,38	Agree
	6. I am afraid of being criticized when speaking English in front of the class.	16 (23,9%)	30 (44,8%)	16 (23,9%)	5 (7,5%)	2,14	Agree
Skill	7. I feel embarrassed to be seen by my friends when I speak English in front of the class.	17 (25,4%)	24 (35,8%)	24 (35,8%)	2 (3%)	2,16	Agree
	8. I am afraid of being ridiculed by my friend when I speak English in front of the class.	12 (17,9%)	28 (41,8%)	22 (32,8%)	5 (7,5%)	2,29	Agree
	9. I am afraid of making mistakes when speaking English in front of the class.	14 (20,9%)	35 (52,2%)	16 (23,9%)	2 (3%)	2,08	Agree
	AVERAGE	15 (21,6%)	29 (43%)	20 (29,6%)	4 (5,7%)	2,18	Agree

In statement four to statement nine. It can be said that this aspect also gets a total average with an agreed response from introverted students. Where the highest percentage of 26.9% in the response strongly agree is found in statement 4. And statement number 9 becomes the highest percentage of 52.2% in the "Agree" response which is dominantly chosen by introvert students.

However, it can be seen that there are also opposite responses chosen by introvert students in statement number 5 as the highest percentage for disagreeing responses. Thus, it can be concluded that the results that are lower than the total mean show that introverted students agree and realize that they have problems in lack of self-confidence when asked to speak English. This means that the problem most introverted students face in this aspect is statement number 4 with a total average of 2.07.

Causes of introverted students speaking problems

Table 4.3 Percentage of statements in causes of speaking problems

Aspect	Statement	SA (1)	A (2)	D (3)	SD (4)	Mean Total	Category
Inhibition	10. I feel stuck in thinking when asked to speak English.	12 (17,9%)	37 (55,2%)	13 (19,4%)	5 (7,5%)	2,16	Agree
Nothing to Say	11. I feel like I lost the topic of conversation when speaking English.	9 (13,4%)	45 (67,2%)	9 (13,4%)	4 (6%)	2,11	Agree
Low or Uneven Participation	12. I am not interested in participating in learning English speaking.	4 (6%)	17 (25,4%)	31 (46,3%)	15 (22,4%)	2,85	Disagree
	13. I do not have a chance to speak English in learning English.	4 (6%)	23 (34,3%)	32 (47,8%)	8 (11,9%)	2,65	Disagree
Mother - Tongue Use	14. I often use Indonesian when I am pressed to express myself in learning English.	15 (22,4%)	38 (56,7%)	11 (16,4%)	3 (4,5%)	2,02	Agree
	AVERAGE	9 (13,1%)	32 (47,7%)	19 (28,6%)	7 (10,4%)	2,35	Agree

As shown in the table above. In statement 10 regarding the inhibition aspect, it can be seen that 17.9% of students gave a response that strongly agreed and only 7.5% of students gave a response that strongly disagreed. This means that few students reject the statement. Then in statement 11 regarding the nothing to say aspect, 13.4% of students gave many responses that strongly agreed and there was a small percentage of 6% students who answered strongly disagree. Furthermore, in statements number 12 and 13 concerning the low or uneven participation aspect, the highest percentage of students chose to answer strongly disagree.

Furthermore, in statement 12 as much as 22.4% answered strongly disagree and in statement 13 as many as 11.9% of students answered strongly disagree. Only 6% of students chose the "Strongly Agree" and "Agree" responses to statements number twelve and thirteen. This means that the average introvert students reject the statement. Then for the last statement in number 14 regarding the aspect of Mother - Tongue Use, there is the highest percentage of 22.4% of students answering strongly agree, there are also 4.5% or a few students who reject the statement by selecting strongly disagree. Thus, it can be concluded that the highest average of the four aspects is found in statement 14 with a total average of 2.02.

Introvert students speaking strategies

The results can be seen through the mean total results in each statement. The data is presented in the following section.

a. Aspect on Cognitive Strategies

Table 4.4 The percentage of statements on the cognitive aspect

Statement	Never (1)	Seldom (2)	Often (3)	Always (4)	Mean Total	Category
1. I practice several times to say or write new English words.	1 (1,5%)	34 (50,7%)	24 (35,8%)	8 (11,9%)	2,58	Often
2. I practice English pronunciation.	2 (3%)	23 (34,3%)	29 (43,3%)	13 (19,4%)	2,79	Often
3. I practice pronouncing English words that I know in different ways.	3 (4,5%)	24 (35,8%)	29 (43,3%)	11 (16,4%)	2,71	Often
4. I try to find English passages in books, dictionaries, the internet, or ask my teacher to practice speaking.	3 (4,5%)	31 (46,3%)	27 (40,3%)	6 (9%)	2,53	Often
5. I watch English language TV shows spoken in English or go to movies spoken in English.	5 (7,5%)	21 (31,3%)	29 (43,3%)	12 (17,9%)	2,71	Often
6. I try to listen to the English speaker and identify the English pattern.	8 (11,9%)	23 (34,3%)	28 (41,8%)	8 (11,9%)	2,53	Often
7. I try to find the meaning of an English word by dividing it into parts	6 (9%)	24 (35,8%)	22 (32,8%)	15 (22,4%)	2,68	Often

that I understand.						
8. I make a note of information that I hear or read in English.	7 (10,4%)	34 (50,7%)	22 (32,8%)	4 (6%)	2,34	Seldom
AVERAGE	4 (6,5%)	27 (39,9%)	26 (39,1%)	10 (14,3%)	2,60	Often

It can be seen in the table above, that introvert students have varied responses. In this aspect, the total average shows that introverted students seldom use strategies or do not agree with these statements. There is 22.4% in statement 7 as the highest percentage of introverted students who choose the always response. However, there were also 11.9% of introverted students who chose the Never answer in statement 6. Furthermore, there was the highest percentage of seldom responses in statements 1 and 8 which were predominantly chosen by introvert students. Thus, it can be concluded that the highest mean total in this aspect is 2.79 which is contained in statement 2.

b. Aspect on Metacognitive Strategies

Table 4.5 The percentage of statements on the metacognitive aspect

Statement	Never (1)	Seldom (2)	Often (3)	Always (4)	Mean Total	Category
9. I try to find the opportunities to speak English with others as much as possible.	9 (13,4%)	37 (55,2%)	18 (26,9%)	3 (4,5%)	2,22	Seldom
10. I realized my mistakes in speaking English and used the information to improve my speaking skill.	3 (4,5%)	19 (28,4%)	31 (46,3%)	14 (20,9%)	2,83	Often
11. I pay attention when someone is speaking English.	1 (1,5%)	7 (10,4%)	33 (49,3%)	26 (38,8%)	3,25	Often
12. I try to find out how to be a better learner or speaker of English.	3 (4,5%)	15 (22,4%)	33 (49,3%)	16 (23,9%)	2,92	Often
13. I plan my schedule so I will have enough time to improve my speaking skill.	12 (17,9%)	39 (58,2%)	12 (17,9%)	4 (6%)	2,13	Seldom
14. I look for people I can talk to in English.	12 (17,9%)	31 (46,3%)	20 (29,9%)	4 (6%)	2,23	Seldom
15. I check my progress in speaking and try to evaluate myself.	7 (10,4%)	27 (40,3%)	27 (40,3%)	6 (9%)	2,47	Seldom
AVERAGE	16 (10%)	25 (37,3%)	25 (37,1%)	10 (15,5%)	2,57	Often

Based on the table above, it can be seen that in this aspect the total average number shows the response with the frequent category. Which means that

introvert students are more dominant in agreeing to these statements. Then there were 38.8% which was the highest percentage in the always response in statement 11. In addition, in statements 13 and 14 some students chose the never response with a percentage of 17.9%. Thus, through the table above it can be seen that the highest mean total is 3.25 in statement 11.

c. Aspect on Socio-affective Strategies

Table 4.6 The percentage of statements on the socio-affective aspect

Statement	Never (1)	Seldom (2)	Often (3)	Always (4)	Mean Total	Category
16. I ask friends to slow down or repeat when I can not understand or catch the meaning of an English sentence.	8 (11,9%)	18 (26,9%)	26 (38,8%)	15 (22,4%)	2,71	Often
17. I asked my friend to correct my mistake when I speak English.	5 (7,5%)	22 (32,8%)	30 (44,8%)	10 (14,9%)	2,67	Often
18. I practice English with other students or my friends.	6 (9%)	30 (44,8%)	23 (34,3%)	8 (11,9%)	2,49	Seldom
19. I ask some question if I do not understand with the materials.	4 (6%)	35 (52,2%)	23 (34,3%)	5 (7,5%)	2,43	Seldom
20. When I feel nervous to speak English in front of the class, some of my friends try to make me calm down.	13 (19,4%)	28 (41,8%)	18 (26,9%)	8 (11,9%)	2,31	Seldom
AVERAGE	7 (10,7%)	27 (39,7%)	24 (35,8%)	9 (13,7%)	2,52	Often

It can be seen from the data, that of the total average number of student responses to all statements in this aspect, the dominant answer is often. This means that introverted students often use problem-solving strategies. Then statements 18, 19, and 20 became the highest percentage in the seldom response, while statement 16 showed the highest percentage of 22.4% in the always statement. And the highest percentage for responses is often found in statement 17 of 44.8%. Thus, based on the table, the statement that has the highest mean total is 2.71 in statement 16.

Discussion

This study aimed to find out the problems and causes of introverted students and introverted students' strategies in speaking English. Based on the discovery of data from the questionnaire. It can be seen that introvert students have some difficulties in speaking, both in terms of knowledge and skill aspects. Viewed through

the **aspect of knowledge**, the lowest total average indicates a pronunciation problem which is a difficulty for introvert students when speaking English, this means the low result on the total average means that the problem becomes the main problem. It can be said that when teachers ask introverted students to speak English, many of the introverted students find it difficult to understand the correct pronunciation or have difficulty pronouncing several words in a sentence. In line with the opinion of Tasmia (2019) who argues that when they do not know how to pronounce English words, students have trouble.

Whereas in the **skill aspect**, the problem of lack of confidence is the main problem for introvert students when speaking English. This can be seen through the total average which shows the lowest result, which means that the problem of lack of confidence is the dominant problem chosen by introvert students. It can be said that most introverted students feel less confident to speak in front of the class which makes these students the center of attention. The problem of lack of self-confidence becomes an obstacle for introverted students in taking appropriate action when in new situations such as speaking in a foreign language. In addition, the problem of lack of self-confidence arises because of psychological barriers that can affect students' speaking English or make students feel difficult to speak. This is in line with Khapsoh (2020) said that a lack of speaking ability causes students to feel insecure when speaking English.

However, based on a comparison of the total averages of the two aspects, the problems that most often arise or are often faced by introvert students are in the aspect of knowledge, namely the pronunciation problems that students have when speaking English. Pronunciation problems that arise when they are asked to speak English make introvert students find it difficult to pronounce vocabulary fluently, it is difficult to distinguish between pronunciations in similar vocabulary or do not know the correct pronunciation. This is supported by Khapsoh (2020) who says that students still struggle with pronunciation due to a lack of ability to recognize differences between Indonesian and English pronunciation variances, mispronunciation, influence, hesitation, and confusion about the correct way to pronounce words.

The relationship between pronunciation problems and the characteristics of introverted students is found in the personality of introverted students who are always careful so they need time to prepare, take notes or compose something, introverted

students have to make sure that they are really ready or have good preparation to speak. Thompson (2012) in Jalili & Amiri (2015) argues that introverts have positive sides, such as being smart or proficient when listening, compiling or planning something, spending a lot of time thinking. Whereas in speaking, when they are asked by the teacher to speak English immediately, without giving them time to prepare properly, they have no preparation to think about the answers or ideas they want to convey, make notes for what they want to convey and translate their first language into English. So, they feel confused and doubtful in pronouncing a sentence or word. Because of that, sometimes introverted students choose not to speak in learning to speak English.

If the problem of pronunciation is related to the problem of lack of self-confidence, then the two main problems in each aspect are closely related. The problem of lack of confidence in speaking English arises because there are also problems with pronunciation which makes introverted students feel less confident when they realize there is an inability to pronounce the right word or sentence. Sometimes when some students know how to pronounce a word or sentence, they still feel insecure and feel hesitant to say it. This is in line with research from Khapsoh (2020) which argues that due to their accent or pronunciation variations, fluency problems, and mispronunciations, students lost confidence in their ability to pronounce words correctly. Thus, based on research findings related to introvert students' speaking problems in the overall average total results, the results show that introvert students agree and realize that they have pronunciation problems as the main problem when speaking English.

Based on the data that has been collected regarding the causes of introvert students' problems in speaking English. Introverted students have causes of the problems they face when speaking English. Some of the causes of these problems include that they feel they have lost the topic when speaking English. This means that introvert students feel there is a lack of opinions or things to convey that arise from a lack of knowledge of linguistics. In line with Oktavia, Suryatiningsih & Mabaroh (2022) argues that most students find it difficult to answer or respond or convey their ideas when speaking English, this is because students only have little understanding in using proper grammar and have little vocabulary.

In addition, introverted students also have causes of speaking problems such as feeling uninterested in activities or learning to speak English, feeling they do not

have the opportunity to speak English and feeling stuck when speaking English. This means that introverted students feel hampered when they think of conveying their ideas or opinions in English, such as forgetting to convey the sentences they want to convey, not having the opportunity to speak because of the limited time available, or ways of delivering learning that are less understandable so that students do not understand and do not want to convey their ideas or thoughts. This is supported by Ayu (2018) who says that students lack interest in expressing opinions using foreign languages, so that in the process of learning to speak they are only silent or act passively.

However, through a comparison of the four aspects regarding the causes of introverted students' speaking problems. It can be concluded that the dominant causes chosen by introvert students is in the aspect of mother-tongue use regarding the use of Indonesian to convey opinions or ideas when they feel pressured. This means that introvert students prefer to use Indonesian because they are used to it and find it easier when asked to convey ideas or opinions. This is in line with Ayu (2018) who said that the tendency of students to use their mother tongue is because they feel pressured when asked to speak or express opinions in a foreign language, so they choose to speak in their mother tongue. In addition, Jannah (2020) also said that the reason students chose to use their mother tongue was because it was easier and they felt less comfortable speaking in another language.

Thus, it can be connected between the causes of problems in the use of mother tongue with the personality of introverted students. Just like the discussion on the problem section, introverted students have characteristics that require good preparation before speaking English. They need time to prepare opinions or ideas to convey, starting from thinking carefully, writing or taking notes on what they want to convey, translating their first language into English, and preparing their confidence to speak. Whereas when the teacher asks them to speak immediately, they do not have good preparation so that the negative side of the aspect of using their mother tongue makes introverted students forced to speak in their mother tongue instead of English if they really feel pressured. And they only prepare answers in their mother tongue and find it easier to say something in the language they always use.

Moreover, this study uses a variety of learning strategies based on the theory of O'Malley and Chamot (1990) in Yusuf et al. (2021). There are three strategies that can be used to overcome problems speaking English, namely cognitive strategies,

metacognitive strategies, and socio-affective strategies. However, based on the results of the data that has been collected. It can be seen that introverted students use this strategy with different frequency results.

On the **cognitive aspect**, most of the introverted students used the strategy of practicing English pronunciation (2,79). This means that introverted students plan their learning process so they can achieve good results. In addition, introverted students practice pronunciation to improve their abilities and develop self-confidence through careful preparation. Thus, this strategy helps them improve their ability and confidence when appearing to speak in front of other students. This is in accordance with research conducted by Lestari (2017) that students do as much practice as possible to improve their abilities and self-confidence.

Furthermore, on the **metacognitive aspect**. It can be said that most introverted students often use attention strategies when someone speaks English (3,25). This means that students are looking for ways to improve their speaking skills and become better speakers. This is also one of the good effects of introverted characteristics where they can control and regulate themselves. So that introvert students use this strategy by self-evaluating and self-monitoring. In line with Yusuf, Basalama & Bay (2021) who said that introvert students were more adept at controlling their emotions than extrovert students were the reason why they employed self-evaluation. Therefore, introverted students are more likely to be aware of their learning process.

Then, on the **socio-affective aspect**. It can be seen that introvert students are more dominant in using strategies of working together or interacting with a few students (2.71). That is, introverted students work with other people or friends in the process of learning to speak English. This is in line with Yusuf, Basalama & Bay (2021) which says that students use empathy for others and ask for corrections. It can be said that introverted students use strategies of practicing with friends, asking other people or practicing to involve a lot of interaction with other people or friends. This can help students become more comfortable, not feel pressured, not feel afraid or insecure, and find it easier to improve their speaking skills.

Thus, it can be concluded that through a comparison of each statement from the three aspects of introverted students' strategies in overcoming speaking problems. The strategy that gets the highest mean total is the strategy of paying attention when someone speaks English which is contained in metacognitive

aspects. This means that introvert students are more likely to pay attention to their learning process in improving speaking skills. And they use self-evaluation to measure and improve their knowledge or speaking skills. This is also related to the characteristics of an introvert who can regulate or monitor themselves. Therefore, introverted students are more likely to use metacognitive strategies. This is supported by Yusuf, Basalama & Bay (2021) who said that the reason introvert students use self-evaluation as a way to improve their speaking skills is because they are better at managing or controlling their emotions.

Based on the results of this research. In the problems and causes, and the strategies are related to each other. And also, very closely related to the personality or characteristics of the introvert himself. It can be said that introvert students have some problems in speaking English. In the problem of English pronunciation, introverted students find it difficult to pronounce words fluently and they feel confused or hesitant to pronounce a word or sentence, this problem arises because of a cause. The thing that causes this problem is the negative side of the habit of speaking using their mother tongue, they become unfamiliar with English and there is a negative side influence from the dialect or accent of the language they usually use, so that they have difficulty pronouncing words or sentences from foreign languages.

However, some introvert students have ways or strategies used to deal with these problems by self-monitoring or self-regulating and self-evaluating. For example, like paying more attention when other people speak English and using that as a reference, realized their own mistake and practicing pronunciation to improve their English-speaking skills. Thus, it can be concluded that the problems of introverted students in speaking English, such as having little vocabulary, lack of understanding of grammar, lack of knowledge in pronunciation, feeling afraid when making mistakes, not confident, anxious, afraid, embarrassed. Problems in speaking English for introvert students arise because of the influence of the negative side of something that causes it, such as a lack of knowledge about linguistics, obstacles when speaking, not knowing what to say, and getting used to using the mother tongue. Then, these problems can be overcome by introvert students by using several English-speaking strategies. Such as practicing speaking, taking notes and making study plans or self-monitoring, self-evaluating or realizing mistakes and correcting or trying to improve skills in speaking English.

Conclusion and Suggestion

Conclusion

Based on the results of research studies, analysis, and discussion in the previous chapter. Researchers concludes that:

First, introvert students have some problems in speaking English. Based on the findings, the problems that often arises or dominant is the problem of pronunciation when speaking English in terms of skills, with a total average of 2.01. Then followed by the problem of lack of vocabulary (2.02), the problem of lack of confidence (2.07), feeling afraid of making mistakes (2.08), feeling afraid of being criticized (2.14), the problem of feeling embarrassed (2.16), have difficulty with grammar (2.20), feel afraid of being ridiculed by friends (2.29), and the lowest problem is feeling anxious when speaking English (2.38).

Second, based on the findings in this study. The most dominant causes of the problems based on the total average results is that students are used to using their mother tongue when forced to speak English (2.02). Followed by feeling lost on the topic when speaking English (2.11), feeling stuck in thinking (2.16), feeling like you do not have the opportunity to speak (2.65). And the cause of the problem with the least result is feeling disinterested in learning to speak English (2.85).

And finally, research findings show that introverted students use multiple strategies with a moderate mean total. There are three main strategies that introvert students use to overcome speaking problems. The three strategies are cognitive strategies, metacognitive strategies and socio-affective strategies. However, of the three strategies, metacognitive is the dominant strategy used by introvert students in overcoming speaking problems. The strategy that often appears or is dominant is the paying attention strategy (3.25). Then followed by cognitive strategies regarding pronunciation practice strategies (2.79) and socio-affective strategies regarding cooperative strategies (2.71).

Suggestion

Based on the conclusions above, researchers propose the following suggestions:

1. Suggestions for the Teacher

It is recommended for English teachers to pay attention to the characteristics of students so teachers can teach using the right strategy or method.

2. Suggestions for Future Researchers

The results contained in this study can be used as a reference or study for further research. And it is hoped that future researchers can apply different instruments, this study only uses a questionnaire so it is hoped that future research can use interviews. It is hoped that future researchers can take all tenth, eleventh, and twelfth graders in the science department as a population. In addition, this research only focuses on one speaking skill, it is hoped that future researchers will not focus on one skill. Then this research only focuses on the use of three strategies, it is hoped that future researchers can use more speaking strategies. And finally, this research only focuses on introverted students, it is hoped that future researchers will not only focus on one personality, but on three personalities (Extrovert, Ambivert and Introvert).

3. Suggestions for the Students

The students are expected to improve their basic knowledge of English-speaking skills. Furthermore, it is hoped that students can practice speaking English more actively. Especially for introverted students, it is hoped that they can overcome problems by practicing or increasing interaction with friends.

References

Anggreini, W. (2020). *Problems faced by introvert students in speaking english at IAIN Batusangkar.* Repository IAIN Batusangkar. Unpublish Undergraduate thesis.

Apuke, O. D. (2017). Quantitative research methods a synopsis approach. *Arabian Journal of Business and Management Review (Kuwait Chapter), 6*(10), 40-47. https://doi.org/10.12816/0040336

Ayu, S. R. (2018). *An analysis of the students' problem in learning speaking at the first semester of the eleventh-grade students of SMKN 6 Bandar Lampung in the academic year 2018. Repository* UIN Raden Intan Lampung. Unpublish Undergraduate thesis.

Hakim, M. A. (2019). Strategi pengajaran speaking bagi para pembelajar bahasa inggris berkarakteristik introvert (Strategies for teaching speaking to English language learners with introverted characteristics). *Jurnal Pendidikan, 4*(1), 49-58. https://doi.org/10.26740/jp.v4n1.p49-58

Hanifa, N., Anita, & Suaidi, A. (2022). Introverted learners' problems and solving strategies in speaking English. *English Education: Jurnal Tadris Bahasa Inggris, 15*(2), 282-295. https://doi.org/10.24042/ee-jtbi.v15i2.13449

Jalili, S., & Amiri, B. M. (2015). The difference between extrovert and introvert EFL teachers' classroom management. *Theory and Practice in Language Studies, 5*(4), 826-836. http://dx.doi.org/10.17507/tpls.0504.19

Jannah, M. (2020). *Analysis of students' personality in their speaking ability at second grade of SMPN 2 Parepare.* Repository IAIN Parepare. Unpublish undergraduate thesis.

Khapsoh, S. (2020). *Students' psychological speaking problems at the eleventh grade of linguistic major of senior high school 2 Purwokerto Banyumas Regency.* Repository IAIN Purwokerto. Unpublish undergraduate thesis.

Lestari, I. B. (2017). *Problems in speaking English of introvert students and strategies to solve the problems at English education department of universitas Muhammadiyah Yogyakarta.* Repository Muhammadiyah Yogyakarta University. Unpublish undergraduate thesis.

Oktavia, F., Suryatiningsih, N., & Mabaroh, B. (2022). The students' problems in learning english speaking at SMAN 1 Grati Pasuruan. *Enreal: English Research and Literacy Journal, 2*(2), 1-17. https://ojs.uniwara.ac.id/index.php/epj/article/view/293

Ramasari, M. (2017). Students' pronunciation error made in speaking for general communication. *Linguistic, English Education and Art (Leea) Journal, 1*(1), 37-48. https://doi.org/10.31539/leea.v1i1.32

Sudijono, A. (2010). *Pengantar statistik pendidikan (Introduction to educational statistics).* Jakarta: Rajawali Press.

Tasmia. (2019). *Students' problems in speaking English at eight grades of riyadhul amien islamic boarding junior high school Muaro Jambi.* Repository the State Islamic University of Sulthan Thaha Saifuddin Jambi. Unpublish undergraduate thesis.

Wulandari, D. S. (2017). *Extrovert and introvert students in speaking ability of English Department at IAIN Palangka Raya.* Repository State Islamic Institute of Palangka Raya. Unpublish undergraduate thesis.

Yusuf, A., Basalama, N., & Bay, I. W. (2021). Language learning strategies used by extrovert and introvert students in English as a foreign language speaking classes. *Jambura Journal of English Teaching and Literature, 2*(2), 97-112. https://doi.org/10.37905/jetl.v2i2.11540