AN INVESTIGATION OF ENGLISH SPEAKING SKILLS PERFORMANCE OF INTROVERT STUDENTS IN SPEAKING CLASS

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ABSTRACT

This research aims to know the personality (introvert) affects the students on their speaking English performance and influences the students in their communication, and to know the effort of the introvert students to handle the personality problem in speaking English performance. In order to collect the data, observation, questionnaire and interview was three research instrument used. The participant of this research was a 26 students in the second semester of English Education Department, Ibn Khaldun University Bogor. Finally for the result of this research revealed that for the score was 2.23 in average of students speaking performance, it means fair slightly good. This statement was strengthened with the data analysis that the most affecting factors from psychological aspects towards introvert students in speaking skill were depressed (92%). From the linguistics factors, eight of thirteen students said vocabulary and grammar was the common problem. And six of thirteen students experienced difficulties in pronunciation. Introvert students used a various strategies to overcome their public speaking problems, several students try to improving their speak ability by read a book and record it, sing an English song, have a conversation every day, by join the community outside of the university, help their brother/sister do their homework, talk with the foreigner, watch YouTube.

Keywords: *English speaking skills performances, introvert students, speaking class*

INTRODUCTION

Speaking is key to communication, producing and processing some information. People can express their idea, thoughts, feelings and opinions to others. According to Judith, Paul, and Baker (2002), speaking is as a productive skill, a purpose of many language learners learning a foreign language or learning a second language. From speaking people can express their idea, thoughts, feelings and opinions to others. It means learning English is not only learn about the structure of language itself, but also learn about how to make English as a tool to communicate with others; thus, students need more practice to speak English properly. In gaining speking skills there are many factors that can affecting students performance, one of them is come fromthe inside. Most students can't speak English properly because to speak in English is not easy for them, especially perform in front of the class, according to Harmer (2007), Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Many factors can affect their speaking performance one of factor is personality. According to Brown (1994), psychological and personality factors such as self-esteem, anxiety, and motivation are urgent

aspects in assigning the successfulness of the students' language learning.

According to Jung as cited in Mahmud (2018), he classifies several personalities one of them is Introvert. Introvert people prefer to work alone rather than working in the midst of people, they are usually pull out their self and stand apart. As the reason above, the researcher conducts this research about student's speaking performance in speaking class.

LITERATURE REVIEW
Speaking Abilities

Before some ways of teaching speaking can be discussed and practices to the students, it is important to understand what the main features of speaking are. According to Richards (2009), the mastery of speaking skills in English is a priority for many second or foreign language learners and oral skills have hardly been neglected in EFL/ESL courses though how best to approach the teaching of oral skills has long been the focus of methodological debate.

Because the study is about to know how personality (introvert) can affect students' speaking skills performance, we should focused what skills are involved in the ability to speak a second language, and how to perform in speaking class.

There are many definition of speaking according to experts Burns & Joyce (1997), speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.

Other definitions from Shiamaa (2006), Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the speak language.

According to Brown (1994), Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. One important of English skills is speaking. In line with that, Schmitt (2010) defines speaking as "Speaking is so much part of daily life what we tend to take it for granted." It means that people as social creatures require speaking to interact one another. Based on the theories above, speaking is an ability which everyone have to mastery because it involves producing, receiving and processing information.

Speaking Performance

Speaking activities are focuses more on monolog rather than dialog, the function of speaking as performance happened at speeches, public talks, public announcements, retell story, story telling and so on (Husnawati, 2017). Richards (2009) said performance is refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. Based on the theories above, it can be concluded that speaking performance is a speaking ability which delivered by someone in front of one and more people such as public talks, storytelling, speeches, public announcements, retell story, and so on.

There are five basic types of classroom speaking performance based on Brown (2004) as cited in Husnawati (2017), they are: imitative, intensive, responsive, interactive, and extensive.

Factors Affecting Speaking Ability

Fitriani, Apriliaswati & Wardah (2015) said speaking skill in second or foreign language is a challenge for the learners,

because to speak a foreign language such as English requires more than knowing grammar but also the use of English in a real context. Fitriani, Apriliaswati & Wardah (2015) said, language problems actually serve as one of the important reasons behind poor academic performance.

From the theories above, speaking problems are some problems that make someone lacks of speaking ability. According to Fitriani, Apriliaswati & Wardah (2015) there are two reasons that can affecting students in Speak ability, they are: Linguistics problems & Psychologicals problems. The reasons why the students are having problems in their speaking ability are from linguistics problems such as poor in grammar, vocabulary, and pronunciation. Other problems that may become a barrier for the students to become a good English speakers is the psychological problems such as lack of self-confidence and anxiety.

Linguistic factors related to Richards (2009) claims, there are two aspect as problems in speaking. Those problems are: vocabulary broblems and grammar.

Then in another problems of student is related to psychological factors. Many experts point out that psychological factors give the most negative influence to the students' speaking activities (Ariyanti, 2016). Psychological factors become important and influential elements which give a great impact on how the students acquire second/foreign languages particularly in speaking area, therefore from Ariyanti (2016), there are three psychological factors based on various theories, they are; motivation, anxiety, self-esteem, and personality.

As the researcher wrote before, this research focused to personality problems related to personality tipes. Corr & Matthew (2009) said personality is usually defined as the set of habitual behaviors, cognitions and emotional patterns that evolve from biological and environmental factors. While there is no generally agreed upon definition of personality, most theories focus on motivation and psychological interactions with one environment. Trait-based personality theories, such as those defined by Cattell (1934) defines personality as the traits that predict a person's behavior. On the other hand, more behaviorally based approaches define personality through learning and habits. Cattell (1934) says, personality, as well as other psychological concepts that frequently used in daily life, but the definition of personality itself is still very diverse. The difficulty is defining personality occurs for two main reasons, first, because the differences views between the theorists, and the second one because personality are complex and variable, with the result that the personality of one person with other people is very diverse and relatively difficult to generalize because each individual is very characteristic.

According to Allport (1937), personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristics behavior and thought, while Weinberg & Gould (1999), the characteristics or blend of characteristics that make a person unique. From all definitions emphasize the uniqueness of the individual and consequently adopt an idiographic view. An idiographic describes the study of the individual, who is seen as a unique agent with a unique life history, with properties setting him/her apart from other individuals.

We can attract the conclusions that personality is every individual have a different and unique personality with have no similarity of life journey between individuals

Types of Personality

According to Jung (1921), personality type refers to the psychological classification of different types of individuals. Personality deals with a wide range of human behavior and personality also includes virtually everything about a person mental, emotional, social, and physical. For example, introverts and extraverts are two fundamentally different categories of people. According to traits theories Cattell (1934), introversion and extraversion are part of a continuous dimension with many people in the middle.

Introvert

Theories of the nature and type of personality focus on people's personal characteristics. One of the personality theories proposed Jung (1921), he classifies several personalities one of the introvert type. According to Carl Jung, Introvert people, when in an emotional or facing a conflict they are usually pull out their self and stand apart. They also prefer to work alone rather than working in the midst of people. Jung defined extroversion and introversion in terms of two central processes: directing attention and deriving personal energy. Jung used the term introversion to refer to the process of focusing on and drawing energy from inner psychic activity (inner orientation). Introverts, in contrast, are contemplative and self-reflective. Their energy is drained, rather than replenished, by the outside world.

According to Jung (1921), "attitude is a readiness of the psyche to act or react in a certain way". Attitudes very often come in pairs, one conscious and the ther unconscious. Jung defines several attitudes, one of them are introversion and extraversion. The preferences for extraversion and introversion are often called attitudes. Each of the cognitive functions can operate in the external world of behavior, action, people, and things (extraverted attitude) or the internal world of ideas and reflection (introvert attitude).

The trait of extrovert and introvert is a central dimension of human personality theories. The terms introversion and extraversion were explanation by Jung (1921). But it doesn't mean an introversion cannot spend their time with happiness. Jung (1921) said, introvert people usually getting their energy from dealing with the ideas, pictures, memories, and reactions that are inside their head, in their inner world. They are often prefer doing things alone or with one or two people that they feel more comfortable or happy with. They take time to reflect so that they have a clear idea of what they'll be doing when they decide to act.

Sometimes, they like the idea of something better than the real thing. We cannot deny that sometimes we feel like we are an extrovert or introvert people, it is different with multiple personality. It is more like what we feel and through at the time, or we usually called it as mood. If we are in the upper of social or we already feel familiar and comfortable with the inner circle we will feel more active and too much talk because we feel confident at the time. But, if we are in the lower of social or we found new place and people we will little bit quiet and more careful to what we will going to say. This kind of personality are very regularly will happened with people, it depends with how we faced it are we going to stay introvert or moving on and be more open with our environment.

Characteristics of Introvert Students

According to Jean (2000), based on the theorists, practioners, and researchers Introverts have a several characteristics. Synopses of many findings are listed below. In general, Introvert most typically have the following traits in common:

- Prefer to be quiet, calm and self-contained;
- Introverts are better at reflective problem solving and tasks involving long-term memory;
- Prefer to work independently or with one or with one or two people;
- May have trouble establishing rapport with others;
- Oriented toward inner world of ideas and feelings;
- Have an active inner world (introspective);
- Intense and passionate; and
- Idea-oriented (i.e. enjoys the process of becoming).

In the classroom, introvert students as like Varela, Cater & Michel (2012) said that they prefer to process information inwardly, which means they would rather sit quietly in classes and take in and ponder lecture contents as opposed to participating in discussions or group learning activities. Introvert benefit from in-class and assigned exercises that link interconnecting material. Introverts are less attracted to new knowledge and need to fit elements of new learning into the big picture. Introverts benefit from exercises such as summarizing, writing critiques, constructing concepts maps, similarity/difference tables, etc., and tracking progress on projects.

From other theories Delaney, Johnson, Johnson, et al. (2010), Participating in full-class discussions tends to be unpleasant for introverts, because even they are familiar with the material to be addressed, discussion involves contributing on the fly, with no time for inner editing. Also, topics can change quickly during discussion and introverts cannot switch their attention from one thing to another as fluidly and easily as extroverts. Small group discussion is preferable for bone up on the topic to be addressed and are acquainted with group –mates. Introvert

students also do better in groups when they have an assigned task, such as taking notes, keeping track of time, etc.

Personality (introvert) affectness in speaking performance according to Harmer (2007), getting students to speak in class can sometimes be extremely easy. In a good class atmosphere, students who get on with each other, and whose English is at an appropriate level will often participate freely and enthusiastically if we give them a suitable topic and task. But in some case, students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. Introverted students are typically feel uncomfortable with being called upon to answer questions in class by their teacher. For introvert students they are feel enough for only listen to their teacher rather than have to speaking, discuss and perform in front of the class. Harmer (2007) says, often times, there is a worry about speaking badly and therefore losing face in front of their classmates. The impact is enough to make them feel not confident to talk in front of the class and they will start shaking or losing words. Common causes that often occur in speaking performance are lack of vocabulary, lack of preparation, fear of making mistakes and fear of being attention. In such situations there are a number of things we can do to help, there are preparation, the value of repetition and big groups, small groups (Harmer, 2007).

- Preparation: The value of planning and rehearsal for speaking success, and students too, will perform much better if they have the chance to think about what they are going to say and how to say it.
- The value of repetition: Repetition has many beneficial effects. Each new encounter with a word or phrase

helps to fix it in the student's memory. It allows students to improve on what they did before, they can think about how to re-word things or just get a feel for how it sounds.

- Big groups, small groups: A major reason for the reluctance of some students to take part in speaking activities is that they find themselves having to talk in front of the a big group. A way of counteracting this is by making sure that they get chances to speak and interact in smaller groups too. This can be preparation for dialogue-making or discussion.

METHOD

The researcher used a qualitative method and used case study as a design according to Baxter and Jack (2008) This qualitative case study is an approach to research that facilitates exploration of a phenomenon within its context using a variety of data sources.

The participant of this research were the 2nd semester students or sophomore students of English Education at the one of the private universities in Bogor which had taken a Speaking Class. The researcher were selected two classes which consists twenty six students as a participants considered to be most fitting to give an objective answer and was appropriate to this research. There are twenty two women and four men, who took a Public Speaking class in second semester.

This research used questionnaire and observation to gain the information about introvert students' speaking skills performance. According to Kawulich (2012) Observation is used in the social sciences as a method for collecting data about people, processes, and cultures. A questionnaire, is a set of questions to be asked from respondents in an interview with appropriate instructions indicating which questions are to be asked, and in what order (Mohapatra, 2014).

RESULT AND DISCUSSION

Based on observation result, There are several categories being assessed during the observation process. The categories are: speak fluently, vocabulary, posture and eye contact, volume, stay on topic, and time limit. For the average of students speaking, the scores was 2.23 which means it was fair slightly good.

First, 11 of 26 students got score 3 (good) in volume and this categories was the highest scores with the average was 2.80 which means fair tend to be good. Second, 13 of 26 students got score 2 (fair) in mastery the topic or stay on topic and the average was 2.53 which means fair tend to be good.

Third, 14 of 26 students got score 2 (fair) in speak fluently and the average was 2.42 which means fair tend to bad. Fourth, 17 of 26 students got score 2 (fair) in vocabulary and the average was 2.11 which means fair tend to bad. Fifth, 13 of 26 students got score 2 (fair) in posture and eye contact and the average was 2.11 which means fair tend to bad. And the last, 20 of 26 students got score 1 (bad) in managing the time limit and got the lowest scores in the average was 1.30 which means bad tend to fair.

This observation result supported by questionnaire result, the introvert students also had a problem in psychological problems such as motivation, anxiety, and self-esteem, psychological factors are an important point which give a big impact on how the students learn English language espacially in speaking skill. They were 92% in feel depressed, 77% in feel irrational, 73% in feel anxious, 69% in feel moody and emotional, and 62% in feel tense and shy.

The data analysis showed that the most affecting factors in speaking skill were depressed (92%). The factors might happen because they have a pressure

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during the presentation or speech in front of the class and an anxious for see the audience. It is supported by Ariyanti (2016) that Anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled.

CONCLUSION

Students speaking performance still far from the standard for the average of students speaking, the scores was 2.23 it means fair slightly good with and the average was 1.30 which means bad tend to fair in managing the time limit. This statement was strengthened with the data of analysis that the most affecting factors towards introvert students in speaking skill were depressed (92%).

Based on the result, the researcher would like to give somesuggestions related to this study. For Students, in order to make their speaking better, the first thing students need to do is speak more, if they can not find a friends to make a conversation, just speak in front of the mirror. Even though it sounds strange but believe it or not it would be effective to improve their speaking skill. And for for the teacher, regarding to the result, it shown that students realize the importance of learning English espacially speaking, but still they are had a problem neither from the psychology factors nor linguistics problem factors. Video Based Learning and Audio Based Learning might can enrich vocabulary, pronunciation, grammar, and even probably will be able to motivate them. For further research For the further researcher of the similar subject are expected to conduct a better study with a better research methodology and more data collection. Furthermore, the investigation of language problem in other skill such as reading, listening, and writing are expected to be conducted in the future research in order to give more

pictures about language problem especially in psychological problem.

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