

CHAPTER I INTRODUCTION

1.1 Background of the Problem

Speaking is an ability that must be mastered by everyone who learns a language. Speaking is the main key to communicate, convey information and opinions and express feelings. Speaking can also be defined as a productive skill because when someone speaks it produces a lot of words and sentences in the correct order. According to Collie and Stephen as cited in Fariza (2022) speaking is a way of expressing word, ideas and feeling through oral communication or interaction activities.

Having good speaking skills is needed by everyone, including students majoring in language. Students are required to not only be able to speak, but also be able to understand and master important aspects of speaking skills such as grammar, fluency, vocabulary, pronunciation and accuracy. Students must realize how important this aspect in speaking skills, especially the ability to speak in a foreign language is a difficult skill for students to master because they are used their mother tongue. The students must have the courage to try and adapt to new vocabulary, have effort and study harder to try start speaking in the new language they are learning. In addition to having a strong intention and determination to be able master speaking skill, one thing that can help students to master speaking skill is by using learning strategies.

Learning strategies is the choice taken by students to use methods in the process learning. According to Oxford as cited in Chilmy et al., (2020) learning strategies is a form of action or special effort that aims to make a learning process easier, more fun, more affective and faster made by the learner. Learning strategies are plans or steps that are made by someone to help improve the achievement of the desired learning goals. The use of learning strategies makes it possible to help facilitate students in language learning if the selection and preparation of strategies to be used is appropriate and in accordance with the objectives to be achieved and if students can be more aware of using strategies during language learning then this will make language learning easier for students. In addition, the use of learning strategies for students will certainly have an impact in students. If seen, the use of this learning strategy can make students to assess the learning situation. Students can also make plans to understand, learn and remember the language lessons learned.

Learning strategies are grouped into several categories. According to Oxford as cited in Chilmy et al., (2020) learning strategies can be divided into two, namely direct learning strategies and indirect learning strategies. Then, these two types of strategies each have subcategories. Direct learning strategies have three subcategories, namely memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect learning strategies have three subcategories, namely meta-cognitive strategies, affective strategies and social strategies. While according to O'malley and Chamot as cited in Shi (2017) mention that there categories of learning strategies namely, meta-cognitive strategies, cognitive strategies, Social and affective strategies.

Based on several categories of learning strategies, each student will have a different learning strategy. This can happen because the learning strategies chosen depends on internal factors such as talent, intelligence and personality. Therefore, personality factors will be the focus of discussion because they can significantly influence the increase in success of language learning achieved by individuals is the personality factor. Talking about personality, according to Ryckman (2004) Personality is a person who has dynamic and organized characteristics that influence her or his cognition, behavior and attitudes in certain situations. Personality is an attribute of a person's personality which consists of intelligence, perception, attitudes, behavior and habits. Personality has two categories, according to Jung in Wulandari (2017) explained that introvert and extrovert are the two main personalities of a person. The two personalities are very different. Every individual or every student can be have an introvert personality or an extrovert personality. Because this study discusses the learning strategies of introvert students, so it will only focus on introvert personality.

Introvert personality is someone who has a tendency to avoid social contact when interacting with other people and is more focused on keeping himself or herself busy and prefers a quiet atmosphere. According to Zhang as cited in Gustriani (2020) Someone who is more interested in their own feelings and thoughts that the outside world is called an introvert person. Students with introvert personality will prefer to work alone rather than working in groups and they do not really like social gatherings. In addition, individual who are indicated as introvert will get energy if they spend time alone or have special time with close friends. However, students with introvert personality are often considered

weak, incapable and always have difficulty in language learning, especially in speaking skills. This often happens because students with introvert personality when in class do not talk much and will speak only as needed. Therefore, many introvert students are considered as passive students in class. Although introvert students are often considered passive students in class and prefer independent study, it does not mean that all introvert students do not understand the learning being carried out. Introvert students also have strategies in language learning in their efforts to facilitate in their understanding of the learning being carried out.

To find out more information about the speaking strategies introvert students, researchers conducted the MBTI (Mayer Briggs Type Indicator) test as a way to measure and determine students personalities and find the number of introverted students in this class. This test is in the form of a questionnaire containing ten contradictory statements A and statements B. This test was carried out directly on January 9th 2023 and was attended by all fourth semester students of the English language education study program, totaling 37 students. Then based on the results of the MBTI test there were 16 introverted students this semester. However, in this study the researcher will only involve five introverted students who have the highest dimensions or levels of introversion.

Then, to get a picture of the condition of introvert students in the speaking learning class, the researcher conducted interviews with two introvert students in the fourth semester with the initials PA on Friday 20th January 2023 and RA on Monday 20th February 2023 via WhatsApp. Based on the information obtained by the researcher, PA and RA admitted that in speaking learning class they were not very active and even more silent because of their personality factor and lack of

confidence to speak. They are often regarded as passive students in class, even RA said that he was sometimes underestimated and not paid attention when speaking in class because his speaking still not enough and because his personality which tended to be shy. However, these two introvert students have learning speaking strategies to improve their speaking skill.

Because of many perceptions that arise about introvert students who are considered passive in learning to speak and to find out whether introvert students also have strategies in learning to speak. Therefore, this research was conducted to analyze the speaking learning strategies used by introvert students and what strategies are most used by introvert student. In this study, introvert students from the fourth semester of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023 will be the research subjects. The researcher chose fourth semester students because they had already gotten a speaking class in this semester so they more and less already knew the strategy they used to support speaking learning. Based on the background of the problem above, this research has the title *“An Analysis of Speaking Learning Strategies Used by Introvert Students of the Fourth Semester Students of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.”*

1.2 Focus of the Problem

Referring to the background of the problem above, this study will focus on analyzing what speaking learning strategies are used by introvert students of the Fourth Semester Students of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.

1.3 Formulation of the Problem

Referring to the described in the focus of the problem, the researcher formulates the problems:

1. What are the speaking learning strategies used by introvert students of the fourth semester student of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.
2. What are the most speaking learning strategies used by introvert students of the fourth semester student of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.

1.4 Objective of the Research

Regarding with the description of the problem formulation above, the objective of this research:

1. To identify the speaking learning strategies used by introvert students of the fourth semester student of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.
2. To identify the most speaking learning strategies are used by introvert students of the fourth semester student of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.

1.5 Usage of the Research

The results of this study are expected to be useful theoretically and practically (lecturer, language learner and other researchers).

1 Theoretically

The results of this research are expected to be a source that provides more information about the use of speaking learning strategies. This research is also expected to strengthen existing theories. In addition, the researcher also hopes to be able to find new theories about the use of speaking learning strategies in learning English.

2 Practically

a. Lecturer

Teacher educator can understand the learning strategies of introvert students in language learning, especially in speaking skill. So that teacher educator can determine learning concepts that are in accordance with students' personality, so that students can understand them better.

b. Language learner/students

Students can find out strategies that can be used in language learning so that can help and accelerate their understanding of the mastery language learning. Students can also practice language learning strategies that suit their needs and personality.

c. Other researchers.

Other researchers can use it as a reference for writing and comparing various types of strategies used by introvert students in learning languages.