

CHAPTER II

THEORY REVIEW

2.1 Concept of Speaking

2.1.1 Definition of Speaking

Speaking is one of the skills in English that is learned by language learners in the context of a foreign language. From the statement above, Ur (2009) states that speaking is an important skill for a language learner of the other four skills learned because someone who learns the language will speak using the language. According to Spratt (2005) speaking is a productive activity because it involves the use of speech and produces words to express something meaningful. In line with this statement, Harmer (2007) explained that speaking skills are included in the category of productive skill because the speaker will produce speech and language. Speaking is an effort made by someone to convey something such as information, opinion, message or other that is conveyed directly from the mouth to the other person through interaction. Speaking is not just saying a word, but trying to convey a message through the word. Many people think that speaking is the most effective way to communicate.

Therefore, for a foreign language learner to be able have good speaking performance, he or she must be accustomed to practicing and using that language to communicate in daily activities. Someone who can implement the habit of speaking a foreign language in his activities can be called good speaking activities.

2.1.2 Types of Speaking

In speaking learning as a foreign language, many students cannot speak like native speakers before they listen and imitate what native speakers say. Foreign language learners will have a good speaking performance if they often listen to native speakers speak. Therefore, in the context of being a foreign language, speaking skill there are several types that language learners need to know. According to Brown as cited in Gustriani (2020) explained his opinion regarding five types of speaking activities, namely:

- a) Imitative, in this type of speaking the main criterion that is assessed is that the learner is required to have the ability to be able imitate a word , phrase and sentence that focuses on several language elements such as lexical grammar and pronunciation.
- b) Intensive, in this type of speaking understanding of meaning is the main criterion that is assessed, but does not put too much emphasis on pronunciation or phonological aspect. In this type of speaking, understanding the meaning is needed to be able to respond the interlocutor when interacting or having a directed dialogue.
- c) Responsive, in this type of speaking the main criteria assessed are the understanding of the speakers interaction to be able to answer short conversations, paraphrase, ask questions, answer instructions, directives and provide comments.
- d) Interactive, this type of speaking is almost the same as responsive speaking. However, what distinguishes these two types of speech is that the interactions are longer and more complex, which includes many

multiple interactions. In addition, in this type of speaking the interactions carried out can have two forms of language, namely transactional and interpersonal. Transactional language is more directed to convey and exchange information while interpersonal language is more directed towards the purpose of interaction to maintain social relationships.

- e) Extensive, in this type of speaking the speaker must produce words and sentences externally such as discussing, giving speeches, telling stories or by making oral presentations. Extensive speaking is different from other types of speaking because this type of speaking requires a strong language component compared to other types of speaking.

Based on the explanation above about the types of speaking, it can be concluded that there are five types of speaking activities that language learners need to know, namely imitative, intensive, responsive, interactive and extensive. It should also be noted that these five types of speaking activities have different ability criteria.

2.1.3 Component of Speaking

Speaking ability is a skill that can help someone convey something so that the message expressed can be conveyed to the other person so that it can be understood easily. The learners of English as a foreign language are expected to have good oral skill performance after they have studied the language for quite a long time. However, the reality is that sometimes there are still many students who do not have good speaking performance. This happens because there are many problems that challenge them to be able speak with good performance. One

of them is because it is difficult for foreign language to be able to fulfill all the components in speaking skills. Talk about the components in speaking. There are several important components that do not go unnoticed and must be known by language learners during the process of learning to speak.

According to Duong as cited in Samad et al., (2017) explained that the important components of speaking consist of five components, namely:

a) Accuracy

The first component is accuracy. Kusnierek (2015) explained that accuracy is defined as accuracy in understanding structure, syntax and being able to understand the message or meaning of language properly without errors so that there is no doubt when interacting. In addition, accuracy in speaking can be seen from the accuracy of the use grammar, clear pronunciation of the language and the use of correctly selected vocabulary.

b) Pronunciation

The second component is pronunciation. According to Nation and Newton in Samad et al., (2017) pronunciation is defined as the sound that comes out when someone speaks which has vocal features such as intonation, voice setting, voicing, stress and good articulation. This component is often considered difficult because if someone mispronounces a word, it can be cause a misunderstanding of true meaning. This statement is supported a statement by Pawlak et al., (2011) which states that pronunciation is difficult for foreign language learners to learn because they are require to be able to imitate the pronunciation of

native speakers. This pronunciation process will involve all sound producing elements to produce sound. Everyone can have a different or accent because it is influenced by the environment in they learn.

c) Grammar

The third component is grammar. This component is certainly no stranger to English learners. Grammar is an important component when speaking. Grammar regulates the procedures for using and compiling sentence correctly and systematically structured. Ur (2009) explained that grammar is an attempt to collect words and sentences to form a structured unit of language. The grammar system is also referred to as standard rules that can be in the form of spoken or written to regulate the conventional arrangement of the relationships between words in sentences. So that speakers can develop their thoughts in order to build oral and written communication.

d) Fluency

The fourth component is fluency. A person can be called fluent in language if he or she implements the language through speaking activities without faltering. Someone who stutters when speaking usually says “*uuummm*” or “*aaaa*”. Yingjie (2014) explained that fluency is defined as the ability to speak fluently and quickly without thinking much to produce words correctly. Someone who has fluency in speaking will have a high level of confidence in speaking or when communicating.

Fluency is not only assessed based on fluency in speaking, but the ability to pay attention to the placement of pause and the length of time the pause are needed. Harmer (2007) explained that to be able to speak fluently language learners must learn the phoneme well, using emphasis on certain words and intonation when speaking.

e) Vocabulary

The last component is vocabulary. According to (Ur, 2009) Vocabulary is a word or a collection of several words learned in the context of learning a foreign language. We will have difficulty speaking and interacting without the vocabulary we know. The desire to convey a message or thought idea will be difficult. The more vocabulary mastered by a language learner, the better his speaking performance will be. Vocabulary is the main capital for someone to speak. Sometimes language learners find it difficult to speak because the lack of known vocabulary. They know what they think but language learners are confused to express it. However, on the other hand, if language learners know a lot of vocabulary but have never been trained to speak it then their speaking performance will not change for the better.

Based on the explanation above about the component of speaking, the students must know the important components in speaking. All the components have connectedness with one another. The component in speaking consists of accuracy, pronunciation, grammar, fluency, and vocabulary. Language learners need to learn all the components in speaking to support learning speaking skills.

2.2 Speaking Learning Strategies

2.2.1 Definition of Speaking Learning Strategies

Speaking learning strategies is an important component in language learning. Speaking learning strategies can be defined as a technique used to facilitate and as a tool to help improve speaking progress that is deliberately chosen by students consciously. According to López (2011) speaking learning strategies is a way taken by language learners to solve communication problems when speaking in English. According to O'malley and Chamot in López (2011) explained that speaking learning strategies are very important for foreign language learners because they are very helpful in negotiating the meaning of linguistic structures between second language learners and the target language. Based on some the explanations above, regarding the meaning of speaking learning strategies, it can be concluded that speaking learning strategies are plans made by language learners to facilitate learning, especially in speaking skills so that learning objectives can be achieved.

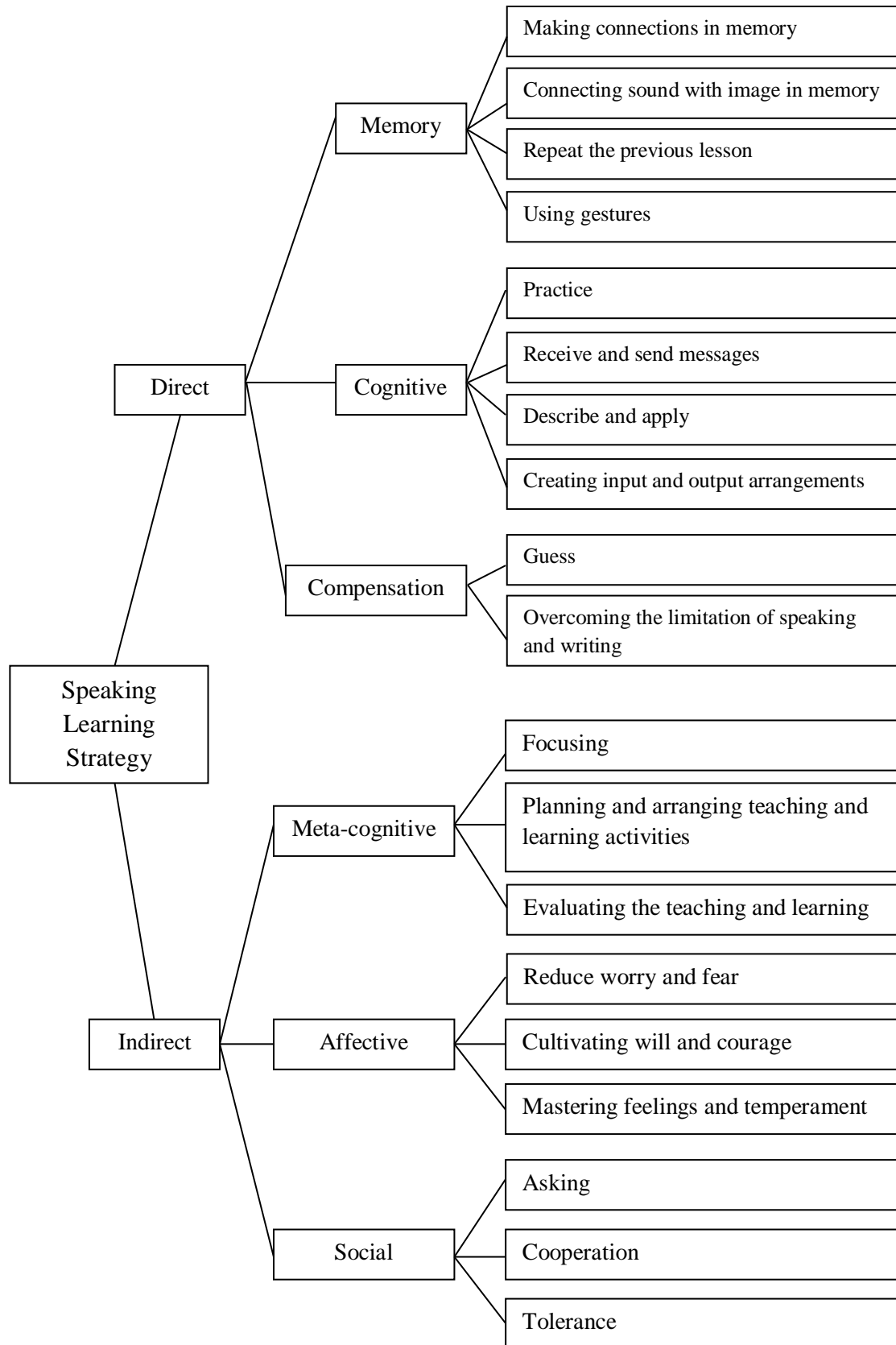
Speaking learning strategies is a series of activities such as planning, managing and achieving goals in speaking skills who taken by language learners to make learning easies, fun, effective and independent. According to Canale as cited in López (2011) states that he is supports and encourages speaking learning strategies to be implemented by foreign language learners. Students need to be taught to use speaking learning strategies so they can communicate and interact in English realistically. The speaking learning strategies have an important role and contribute to the success of the learning process because it can significantly help students. With a speaking learning strategies, this can enable students to learn

understand situations, enabling the creation of effective learning. If the use of speaking learning strategies is implemented properly, it is believed that it will help students achieve success in learning, make students more active, students can also develop their communicative abilities independently and can increase self-confidence.

Based on the explanation above, it can be concluded that speaking learning strategies is a plan that is used by language learners to make the process of learning to speak that they are doing easy so that the learning objectives they want can be achieved. With the speaking learning strategies taken by the students, it can prove that the students have a strong determination in learning

2.2.2 Type of Speaking Learning Strategies

Strategies are actions taken by learners to help them succeed during the learning process. According to Oxford as cited in Chilmy et al., (2020) states that with the existence of a strategy or action chosen by the learner, it is hoped that it will be able to make the learning situation more effective, faster, easier and more enjoyable. In different situations learners will have different strategies depending on their perspective, thinking, effectiveness and the way they process information. Talking about learning strategies, many opinions suggest that there are several types of learning strategies. The most well-known opinion is according to Oxford as cited in Chilmy et al., (2020) which states that learning strategies are divided into two, namely direct learning strategies consisting of memory strategies, cognitive strategies, compensation strategies and indirect learning strategies consisting of metacognitive strategies, social strategies and affective strategies.



Picture 1 : Division of Strategies by Type and Activity

Source : (Sugeng, 2004)

2.2.2.1 Direct Speaking Learning Strategies

The direct speaking learning strategies is a language learning strategies and the target language will be directly involved. According to Oxford as cited in Sugeng (2004) direct learning strategies consist of the three categories, namely:

a. Memory Strategies

Memory strategies is a technique that relies on brain memory to store and retrieve information and knowledge obtained in the learning process which is later needed for language use. In memory strategies, students can utilize and use their brain's memory abilities to store and remember all the new information and knowledge they get to be able to help if in the learning process they need to use this knowledge for learning understanding. There are several ways that can be categorized as a form of memory strategies, namely:

- a) Making connections in memory. In making connections in memory, students can classify, associate and describe new information so that it can be receive and remembered.
- b) Connecting sounds with images in memory. In this strategies can use visual image to make it easier to remember something, use keyword to remember new words and remember sounds to remember new languages.
- c) Repeat the previous lesson. This strategy is very useful for remembering new language material that is done in a structured way.
- d) Using gestures as a form of action strategy.

b. Cognitive Strategies

Cognitive strategies is all the actions of the learners in the teaching and learning process related to the use of the learners thinking power. There are six forms of activities that can represent this strategy namely, correcting own mistakes, using gestures, practicing word pronunciation, making and writing notebook, reading and observing teaching media. This strategy helps learners to learn language and helps manipulate language and tasks carried out with several forms of strategies such as practicing, receiving and sending message, analyzing and reasoning, creating structure for input and output.

- a) Practicing. Forms of strategies that can be said to be practicing are repeating, practicing, using sound and writing systems, using patterns and formulas, practicing naturally and imitating language.
- b) Receiving and Sending Message. In this strategy there are two forms of strategy that can be grouped as part of receiving and sending messages, namely finding and thinking of ideas quickly and using resources to be able to understand the messages received.
- c) Describe and apply, with these strategies language learners will learn to use logical thinking skills to try understands grammar rules and vocabulary, analyze, compare sound elements and transfer information and concepts from one language to another language.
- d) Creating Structure for Input and Output. This section contains three forms of strategy included in the creating structure for input and

output group, namely noting, summarizing and highlighting. This strategy will help learners to sort and organize information. This strategy also allows learners to be able to implement their understanding and thoughts in real terms regarding the use of language when speaking and writing.

c. Compensation Strategies

The compensation strategies may be called the most important strategy, especially for novice learners. This strategy can help learners overcome difficulties and limited knowledge in learning. According to Salvadores as cited in Ulfha (2021) states that the compensation strategies is a strategies that is used if someone has insufficient language information and usually the learner will compensate with body language, repeat, use synonyms, speculate or ask for support. Compensation strategy has two important points, namely:

a) Guessing Intelligently in Listening and Reading

Guessing can help learners to believe they can understand multiple languages by using systematic guessing without having to recognize and understand every word or remember all the information.

b) Overcoming Limitations in Speaking and Writing

In this strategy, students are allowed to carry out conversations and write as a form of ongoing practice. This strategy can also provide new knowledge to students in a broader way.

Based on the explanation above regarding direct speaking learning strategies, it can be concluded that there are three categories namely, memory strategies that involve a lot of memory by utilizing previous knowledge and learning experience, cognitive strategies that involve more use of the learners thinking power and compensation strategies that are often used by learners with skills that are already high enough and this strategies is also used to reduce limitations in speaking.

2.2.2.2 Indirect Speaking Learning Strategies

Indirect Speaking learning strategies is a strategies that supports language learning but the target language is not directly involved. This strategy is the opposite of the direct learning strategies which involves the target language being studied. In indirect learning strategies, language learners will learn to plan, focus, seek opportunities, evaluate, controlling anxiety and increase cooperation and empathy. In this strategy there are three main points that can be categorized as part of an indirect learning strategy, namely:

a. **Meta-cognitive Strategies**

Meta-cognitive strategies are strategies that use tactics or ways of learning to manage teaching materials. This strategy can help learners to be in control of their own learning. In addition, by implementing this strategy students can coordinate the learning process by planning, deciding, organizing and evaluating learning. In these learning strategies, there are three forms of strategies that are part of the meta-cognitive strategies, namely:

a) Focusing

In this strategy the learner tries to focus and concentrate on learning. Forms of centering your learning such as paying attention, focusing on listening and delaying speaking and associating material with is already known.

b) Planning and arranging teaching and learning activities.

This form of strategy is useful for organizing and planning students learning processes by finding out how language works and setting learning conditions. This strategy focuses on determining the nature of language learning, organizing, setting goals, remembering goals, planning tasks and looking for practice opportunities.

c) Evaluating the teaching and learning process.

This form of strategy focuses on monitoring the learning process and correcting mistakes, evaluating one's progress.

b. Affective Strategies

Affective strategies are all related to the learners' attitude in dealing with the learning process. Affective strategies is a strategies that allows to process feelings, help control emotions and attitudes, reduce anxiety and encourage self and motivation towards the learning process. This strategies is further divided into two namely, positive affective which show that the learner accepts and appreciates the learning process while negative affective shows that the learner rejects and does not appreciate the learning process. However, both of them do not show any good or bad

values but are seen as a neutral attitude. There are three forms of strategy included in the affective strategies, namely:

a) Reduce worry or anxiety and fear

Anxiety is one of the biggest problems that can affect learning potential. Most people feel anxious when speaking a foreign language. Therefore, this strategy exists to help students reduce their anxiety levels. In this strategy there are several ways to reduce anxiety a little, namely by slow breathing techniques or meditation, using music and laughing.

b) Cultivating will and courage

Language learners need to be able to maintain enthusiasm and try to survive to understand a new language. Therefore there learners need strategies to push themselves. There are several ways you can do this, such as making positive statements about yourself, taking risks wisely and giving gifts to yourself and others.

c) Mastering feelings and temperament

For students it is very important to be able to control their emotions so they can get focus during the learning process. But sometimes there are conditions that make students angry and maybe this can happen with teachers, friends, family and even yourself. Therefore, to be able to control emotions, students should understand their own condition, carry out various positive activities such as writing diaries or being able to discuss feelings with others.

c. Social Strategies

The use of social strategies will be very helpful in language learning especially for speaking and listening skills. Social strategies will be very influential in language learning because they involve other people so that learners have the opportunity to be able to practice directly in the environments in the form of social behavior. According to Oxford as cited in Ulfha (2021) states that social strategies is language learning that is carried out through interaction with other people relatively easily. In social strategies realized there are 6 activities, namely talking to a friend, helping friends, asking for help, giving praise, cheering on friends and disturbing friends. In this regard, there are several forms of social strategies, namely:

a) Asking question

In this strategy students can ask questions as a form of clarification or verification and ask for corrections. These two strategies are used in language learning skills for listening and reading skills to ask questions more often to ask for clarification or verification while for speaking and writing skills ask questions to ask for correction.

b) Cooperating with others

One form of social strategies can be collaborating with other people such as peers, working together and interacting directly with native speakers to test language skills.

c) Tolerance

Tolerance with other people is also a way to understand and produce a new language, the attitude of empathy in question is like developing cultural understanding, understanding the thoughts and feelings of other people.

Based on the explanation above about the indirect speaking strategies, it can be concluded that the three categories included in this strategies are meta-cognitive strategies related to tactics for dealing with and managing learning materials, affective strategies related to attitudes and feelings in dealing with the learning process and social strategies related to the behavior of learners who cooperate with their peers to achieve learning goals.

2.2.3 The Important of Speaking Strategies

Having a strategy in speaking learning is important to be known and realized by learners. Speaking strategies in language learning is also an important aspect of learning a language that is still not realized by many language learners, most of the learners only rely on teacher's instructions, even though they can make language learning more effective by using strategies. According to Oxford as cited in Lestari (2015) students effectively use strategies to regret the problems they face. Without many students realizing that the existence of learning strategies can enable their language skills to progress. According to Hismanoglu in Lestari (2015) explained that by using strategies teachers and students can better understand their situation when learning to process, select and learn skills and remember information in language classes.

Therefore, it can be concluded that speaking learning strategies can be an intermediary for developing communicative competence and helping learners improve their speaking learning performance.

2.3 Personality

2.3.1 Definition of Personality

Personality is something that is closely related to the nature and behavior of a person. Personality is a concept of one's feelings, behavior and thoughts. 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. Meanwhile, According to Leigh (2015) explained that personality is an attribute of a person's personality which consists of intelligence, perception, behavior and habits.

Talking about personality, someone can look different from other people because of the uniqueness that comes from their personality. Everyone has a different personality and this will affect the way they interact with their social environment. Personality is also a correspondence between thoughts, feelings and behavior. Personality has an important role in learning a foreign language for learners to be able to create a willingness to learn. These learners can create and determine their own learning style that is tailored to the learners personality.

Therefore, recognizing one's own personality is the gate or the initial stage which is carried out as a learning manipulation process. In addition, learners will have the opportunity to master a second language. Although many think that

students with extrovert personalities tend to have better language skills, easy to socialize, easily join and easily engage in conversation with other people. So they look more successful than students with introvert personalities who are more closed, but if introvert can be more organized in learning it will be very possible if introvert have good studies too. This is so important for language learners because between students' personalities and learning styles have a close relationship and linkage with the learning strategies made by students in order to achieve learning achievement.

Based on the explanation above, it can be concluded that personality is something related to one's attitudes and habits in daily life. Personality is one of the factors that determines a person's learning style, such as someone with an introvert and extrovert personality who has a different learning style.

2.3.2 Type of Personality

Personality is related to the characteristics of a person. Personality has several types with different interpretations. In this regard, several researchers formulate their opinions about personality types. According to Jung as cited in Ulfha (2021) formulated that there are two main categories of personality, namely:

- a) Introvert, someone with this personality is characterized by having a deep way of thinking and only focusing on what they think, understanding the situation before they do something, taking time to receive new knowledge.
- b) Extrovert, someone with this personality tends to prefer activities that involve many people.

In addition, According to Eysenck in Ulfha (2021) it states that personality has two types, namely introverted personality which is categorized into stable introvert and unstable introvert, extrovert personality is also categorized as stable extrovert and unstable extrovert. The four characteristics are divided based in the emotional stability and instability of each personality.

Based on the explanation above, it can be concluded that personality is divided into two type, namely introvert and extrovert. An introvert is someone with personality who is more introvert and more self focused while an extrovert is someone with a personality who is more open to others. However, in this study researchers will only discuss introvert personality because it accordance with the title in this study.

2.4 Introvert Personality

2.4.1 Definition of Introvert Personality

Introvert personality is a personality type that is defined as someone who has more interest in their own feelings and thoughts, not much to say, and difficulty socializing with other people. This personality is usually more calm and introspective. A person with this personality does not like to be the center of attention. According to Jung in Ferizka Emirza ; Mohamad Sahril (2021) explained that an introvert is someone who has a personality that prefers to do things alone or with people who are very close to them, focuses more on their thoughts and themselves and likes to explore themselves. According to Richard and Schmidt (2002) introvert personality is a person who has a tendency to avoid

social contact when interacting with other people and focuses more on being preoccupied with his own feelings and thoughts and prefers quietness. Someone with an introvert personality will be more introverted and will hide their character, but if they already have an intense relationship introverts will reveal their character slowly. This introvert personality is not a negative thing from a person but has become a characteristic that exists in a person so that it influences their behavior.

According to Isabel Briggs Myers in Daft and Lane (2008) suggest that introvert personality is divided into eight different personality types, namely:

- a. Introvert-Sensing-Thinking-Judging (ISTJ)
- b. Introvert-Sensing-Feeling-Judging (ISFJ)
- c. Introvert-Sensing Thinking-Perceiving (ISTP)
- d. Introvert-Sensing-Feeling-Perceiving (ISFP)
- e. Introvert-Intuition- Thinking-Judging (INTJ)
- f. Introvert-Intuition-Feeling-Judging (INFJ)
- g. Introvert-Intuition-Feeling-Perceiving (INFP)
- h. Introvert-Intuition-Thinking-Perceiving (INTP)

Based on some of the above opinions about introvert personality, it can be concluded that introverts are the opposite of extroverts, introvert personalities feel more comfortable spending time alone, talk less, care more about their own feelings. Introvert are able to control their feelings and not show their feelings too much to other. Introverted also do not tend to be aggressive and don not change moods quickly.

2.4.2 Characteristics of Introvert Personality

In general, introvert personality have several characteristics that can differentiate them from extrovert personality. According to Jean in Ferizka Emirza ; Mohamad Sahril (2021) introvert personality has several characteristics based on theorists, researchers and practitioners, namely:

- a) Introvert prefer silence, calm and more independent
- b) Introvert prefer working alone or with people they already know intensely
- c) Introvert have difficulty building relationships with other people
- d) Oriented towards feelings and ideas

Based on the description of the characteristics above, it can be concluded that someone who has these characteristics is said to be an introvert. Introvert characteristics tend to be more closed to other people, difficult to socialize with others, prefer to spend time alone and prioritize or focus on their own feelings and thoughts.

2.5 Measuring Introvert Personality

Personality can be measured using various instruments. One of the tests to measure personality is the MBTI (Mayer Briggs Type Indicator) test. The MBTI (Mayer Briggs Type Indicator) is an instrument used to measure personality and explore the most widely used personality differences. This MBTI test was developed by a person named Katherine Cook Briggs and Isabel Briggs Mayer. This test is a development of the personality theory expressed by Carl Gustav Jung. According to Daft and Lane (2008) states that in order to determine

respondents' preferences the MBTI test devises four pairs of opposites to classify different personality types, namely:

- a. Introvert – Extrovert, this dimension categorizes interpersonal respondents into two personalities, namely introverts personalities who are more focused on their own thoughts and are more comfortable spending time alone, while extroverts are personalities who prefer to do activities with other people, easily get along with others and enjoy interacting with other people.
- b. Sensing – Intuition, this dimension categorizes the way of thinking and the way respondents absorb information. Sensing is someone who uses the five senses to absorb information, while intuition is someone who absorbs information holistically and relies on perception or hunch and imagination oriented.
- c. Thinking – Feeling, This dimension categorizes the way respondents make decisions. Thinking type is someone who is objective and relies on logic in making decisions, while feeling type is someone who considers the feelings of others and their empathy in making decisions.
- d. Judging – Perceiving, this dimension categorizes the lifestyle and ambiguity of the respondents. The judging type is someone who likes certainty and acts regularly, while perceiving type is someone who is more flexible.

Based on the explanation above, it can be concluded that the MBTI is a way to measure personality that is often used in research. This MBTI test has several classifications of opposite such as introvert and extrovert, sensing and

intuition, thinking and feeling, judging and perceiving. The four types of opposite categories will show the type of person's personality being measured.

2.6 Previous Related Research

Research on strategies in language learning has been carried out by researcher. In this discussion, the researcher will explain the relationship between this research and previous research.

The first study entitled *Introvert Students' Strategies in Learning English as a Foreign Language* was written by Maiyasha Ulfha. The purpose of this research is to investigate language learning strategies and the impact of the strategies used by introvert students. The participants in this study were 30 fourth semester students at UIN Ar-Raniry Banda Aceh, but only used five students to conduct in-depth interviews. Explanatory Sequential Mixed Methods is the research design used in this study. The Strategy Inventory for Language Learning (SILL) with 50 statements items and in-depth interviews methods for collecting data. The results of this study is that most students use cognitive strategies (81,7%) and meta-cognitive strategies (60,3%) in their learning process. While the impact of using strategies in language learning is that students feel more comfortable in learning languages, increase competence in student' language skills and increase students confidence in using language.

The second study entitled *Students Learning Strategies for Developing Speaking Ability* written by Sofyan A. Gani, Dian Fajrina and Rizaldy Hanifa. This research aims to study the learning strategies used by students with low speaking performance and students with high speaking performance in developing

speaking skills and to find out the differences between the speaking learning strategies used by students. Participants in this study involved 16 eleventh grade students at High School No 3 in Banda Aceh who had low and high speaking performance. This study used qualitative research methods and instruments to collect the data used in this study using the Strategy Inventory for Language Learning (SILL) questionnaire with 50 statements, interview with a total 5 questions asked and documentation in the form of students achievement records obtained from the teacher. The research results obtained in this study show that students with high speaking performance have a better balance in using all types of learning strategies to improve their speaking skills. In addition, students with high achievement will be more aware, precise and intentional in using speaking strategies in their learning. Meanwhile, students with low speaking performance do not have good balance in using existing learning strategies and students do not consciously and intentionally use speaking strategies in their language learning. The researcher also suggests students with low speaking performance to be more aware of their use of speaking strategies in language learning.

The latest researcher entitled *The Use of Indicate Strategies in Speaking: Scanning the MDAB (Mengubah Destinasi Anak Bangsa) students* written by Norimah Mohammad Yunus and Kuldip Kaur. The purpose of this study was conducted to determine the use of indirect Language Learning Strategy (LLS) in speaking skills and the reasons for using certain strategies. Participants in this study were 80 students were eighty pre-diploma MDAB students at UTM Melaka. The methods used in this research are quantitative and qualitative. The instrument for collecting data in this study used the Strategy Inventory for Language

Learning (SILL) questionnaire which contained 21 statements items, observations and interviews. The results obtained from this study are the use of social strategies is higher and more significant than the use of affective and meta-cognitive strategies. This is because the use of social strategies is strongly encouraged for academic, social and personal reason, while the other two strategies such as meta-cognitive and affective are seen as inconsistent due to low self-confidence and difficulty getting good help from speakers.

From some the research above, it can be seen that there are differences in the results of speaking strategies used in language learning. From the three studies above the method used is also different. The research above focuses on general students and students who have low and high speaking performance. However, the different between this study and previous research is the method used and the research subject which only focuses on the speaking used by introvert students of the third semester students of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2022/2023.