Chapter One

Introduction

This chapter presents the introduction of this research. First, the researcher discusses the background of research that explains the reason why this research needs to be conducted. Then, the identification of the problems and limitation of the problems are added to make this research more specific. Next, the researcher puts some research questions and purposes concerning the important issue which is appropriate with the context of this research. At the end of this chapter, the researcher writes the significances of the research which explicate the benefits of this research.

Background of the Research

In English language, there are four essential skills which should be learned by English learners. The skills can be categorized into two kinds: productive skill and receptive skill. The productive skill includes speaking and writing skill, while the receptive skill includes listening and reading skill.

Goh (2007) stated that speaking is very important for language learners because it is a vital language communication skill. Goh added that speaking is an asset to be able conducting a communication. Language learners need speaking to conduct the conversations, to express their feelings, to share their ideas, to give their opinions, to exchange information, to ask for something, and to respond someone else (Lindsay & Knight, 2006). For many language learners, speaking is the central skill (Bailey & Savage, 1994). It is a benchmark to demonstrate language learners' skill.

Brown (1994) argued that the most challenging skill in language learning is speaking. He asserted that language learners need to pay much attention for many aspects such as contractions, vowel reductions, and elision; the use of slang and idioms; stress, rhythm, and intonation; the need to interact with at least one other speaker. Similarly, Nakhalah (2016) argued that in improving speaking skill, language learners face various problems, namely low self-confidence, no motive to express their feelings, mother tongue use, lack of vocabulary, lack of motivation to speak English, lack of involvement real life situations, and inadequate opportunities to speak English in the class.

Even though there are a lot of problems in speaking English, the problem that needs to be highlighted is low self-confidence. Djehiche (2017) argued that to improve English speaking skill effectively, learners need to pay much attention to their self-confidence. The importance of self-confidence is also highlighted by Gurler (2015). He mentioned that in speaking, the English learners need to have a high level of self-confidence because it contributes for the learners' willingness to communicate in English language. If students have a high self-confidence, they will be sure and be brave to do something. Furthermore, Gurler argued that self-confidence is closely related to personality.

Suliman (2014) asserted that personality plays an essential role in language learning. Suliman also argued that personality can be a feature to distinguish one student with the other students. According to MacNeil (2015), there are three types of personality: introvert, extrovert, and ambivert. People who

have those personalities also have different views in decision-making, social interaction, response to problems, verbal and nonverbal communication.

This research focuses on introvert students because of their characteristics. Basically, the introvert students tend to be reclusive, quiet, and reticent (Condon & Ruth-Sahd, 2013). Hence, they are not confident for conducting the activity which involves many people, especially speaking. According to Gurler (2015), speaking is the exclusive place for effective communication, and self-confidence is the key to start any action, mainly speaking. For conducting the good speaking, students need to have a high level of self-confidence. However, it is a big problem for introvert students because the lack of self-confidence can be a problem in speaking English. The lack self-confidence is the dangerous obstacle for effective speaking (Al-Hebaish, 2012).The introvert students also need more time to think what they want to speak. They do not like spontaneous situation because they are afraid of making mistakes (Afshar & Asakereh, 2016). Despite these facts, the introvert students also find the strategies to solve their problems such as find the way for enhancing their self-confidence, the way to deal with the fear, and other ways to improve their speaking skill.

Based on her personal experience as an introvert student, the researcher found some problems in speaking English. The problems are the lack of self-confidence, shyness feeling, and the inadequate opportunities to speak in the class. Speaking in front of many people is a difficult thing for the researcher. Even though when she has a lot of words on her mind, she feels hard to convey the words. Because of these experiences, the researcher feels curious to study

other introvert students and their problems. Moreover, research about introvert students in relation to speaking in English has not been conducted yet at English Education Department of Universitas Muhammadiyah Yogyakarta (UMY). Therefore, this research need to be conducted to explore the problems which are faced by introvert students in speaking English, the factors affecting problems in speaking, and the strategies to solve the problems.

Identification of the Problems

In speaking, one of the problems that need to be highlighted is the lack of self-confidence, while language learners need to have a high self-confidence. Referring to Gurler (2015), those who learn language need to have a high self-confidence in using the language. The level of self-confidence might relate to the personality. Based on the researcher's experience, she identified some problems which are faced by introvert students at English Education Department of UMY in speaking English. The students may have a high level of vocabulary and good pronunciation, but they encounter the big problems because of the lack of self-confidence. They may have a lot of words in mind, but they cannot convey those words or ideas because of the lack of self-confidence. Basically, the introvert students tend to reclusive, quiet, and reticent so that they are not confident and get nervous when speaking in front of many people. They need more time to prepare the words than extroverts or ambiverts because they are afraid of making mistakes. They also keep the problems for themselves. Hence, they just have the efforts for improving speaking skill with their own way. On the other hand, for

improving the speaking skill is not enough for practice alone. That needs interaction with the others.

The researcher is interested to investigate the problems which are faced by introvert students at English Department of UMY in speaking English. Then, she wants to explore the factors affecting problems in speaking. The researcher also wants to find out the strategies to solve the problems. By identifying the problems, presenting the factors, and revealing the strategies, it is expected that this research makes the significant contribution to the relevant parties. Therefore, this research needs to be conducted.

Limitation of the Problems

Referring to the problems identification on the previous section, this research focuses on introvert students only in relation to the problems in speaking English, the factors affecting problems in speaking, and the strategies to solve the problems. This research also focuses on qualitative study only and uses individual interviews as the data collection.

Research Questions

There are three questions for this research:

1. What are the problems in speaking English of introvert students at English Education Department of UMY?

2. What are the factors affecting problems in speaking English of introvert students at English Education Department of UMY?

3.   What are the strategies to solve the problems in speaking English for introvert students at English Education Department of UMY?

Purposes of the Research

This research is conducted for three purposes. Those are:

1.   To investigate the problems in speaking English of introvert students at English Education Department of UMY.

2.   To investigate the factors affecting problems in speaking English of introvert students at English Education Department of UMY.

3.   To investigate the strategies to solve the problems in speaking English for introvert students at English Education Department of UMY.

Significances of the Research

The researcher believes that this research is beneficial to be conducted. The findings of this research can contribute to the development of English language learning. This research gives some significances for the researcher, English learners, English teachers and the other researchers.

First, this research gives the great effects for the researcher. As a future English teacher, the researcher has to learn a lot of aspects related to the English learning and teaching such as how to help the students (especially introvert students) for overcoming the problems in improving their speaking skill. Therefore, the findings of this research can expand the researcher's knowledge about one of the issues in English learning, as well as can be used as a guideline when the researcher becomes an English teacher.

Second, this research can be helpful for the English learners (especially introvert students). This research defines the characteristics of introvert, extrovert, and ambivert, the problems which appear in improving speaking skill, and the strategies to solve the problems. Therefore, the students can recognize and apprehend their personality and their problems in the learning process of speaking skill. Furthermore, the findings can be a reference for the introvert students to solve their problems in speaking English.

Third, this research can be worthwhile for English teachers. Perceiving the characteristics of each personality, the teachers would have ideas in helping the students to solve the problems in enhancing their skills. The teachers also can recognize and apprehend the students' problems in the learning process of speaking skill.

Last, this research can become a reference for the other researchers. This research will show the finding with some theories related to the introvert students and speaking skill. Hence, it can give explanations and inspirations for the other researchers who are interested in exploring issues such as teaching method for introvert students, the activities that engage the introvert students, or the tasks that can help the introverts students to improve their language skill especially in speaking.