

Chapter Two

Literature Review

This chapter presents the literature review and conceptual framework. The literature review is related to the topic of research and it can support the making of interview guideline for gathering the data. The researcher collects all information from the appropriate literature with the topic to be used as references for this research. The literature review consists of four points. First, the researcher explains speaking which consists of the definition of speaking, the functions of speaking, the factors affecting speaking, the common problems in speaking, and the common strategies to solve the problems in speaking. Second, the researcher defines people's personality. This point contains the explanation about the type of personality. Third, the researcher discusses the introvert. This point consists of the definition of introverts, and the characteristics of introverts. Fourth, the researcher elaborates speaking skill on introvert students. This point consists of problems which are faced by introvert students in speaking English and the strategies to solve the problems.

Speaking Skill

In this part, the discussion is divided into five section, namely definition of speaking, the functions of speaking, factors affecting speaking skill, the common problems in speaking, and the strategies to solve the problems in speaking.

Definition of speaking. Some experts have proposed the definition of speaking. In English learning, speaking skill belongs to the productive skill that is related to the oral production (Bashir, Azeem, & Dogar, 2011). It means the

speaking skill is voice production of words to express and deliver the ideas, opinions, feelings and others. Collie and Stephen (2006, p.15) as cited in Hakim (2015) also stated that speaking is called by oral communication or word expression the mind, idea, and feeling.

The Functions of Speaking. According to Brown and Yule (1983) as cited in Richards (2008), there are three points the functions of speaking, namely:

Talking as an interaction. Talk as interaction is the social function of speaking skill. The focus of this function is on the speaker and the way to convey the message or the information. The interaction refers to a conversation which is conducted by two or more people. In the conversation, people say their messages, minds, opinions, and feelings spontaneously. Hence, people have to use speaking skill to communicate with others. Some skills involved for talk as interaction are: opening and closing conversation, choosing topics, making small talk, joking, recounting personal incidents and experience, turn taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking.

Talking as a transaction. Talk as a transaction is the function of speaking skill which focuses on the information or the message. Thus, the people understand the information or the message in their speaking. The skills involved in using talk as transaction are: explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing.

Talking as a performance. Talk as performance refers to public speaking. The examples are announcement, presentation, and speeches. This function focuses on both message and audience. It tends to use the monolog rather than the dialogue. The skills involved in using talk as performance are: using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, using an appropriate opening and closing.

Factors affecting speaking. According to Tuan and Mai (2015), there are some factors which affect speaking performance of students.

Performance condition. When the students conduct a speaking performance, they will face various conditions. Nation and Newton (2009) as cited in Tuan and Mai (2015) mentioned some type of the conditions such as time pressure, planning, the standard of speaking performance, and the amount of supports.

Affective factors. The affective side of language learners is one of important factor which determines the success of language learning. Karshen (1982) as cited in Tuan and Mai (2015) believed that the affective factor related to the success in language learning and it consists of motivation, anxiety, and self-confidence.

Listening ability. Doff (1998) as cited in Tuan and Mai (2015) stated that without improve the listening skill, the speaking skill also cannot be improved. To conduct an effective conversation, the students need to understand what the other

speakers say. Then, the students can give an appropriate response. During the conversation, the speakers will play the role of both a listener and a speaker. Hence, speaking skill is closely related to listening skill.

Topical knowledge. Topical knowledge is the knowledge of the speakers related to the topical information. The topical knowledge involves some aspect such as knowledge of the speakers about the relevant information of speaking topic, vocabulary, and grammar. Bachman and Palmer (1996) as cited in Tuan and Mai (2015) believe that topical knowledge plays an essential role in speaking performance and affects the speaking skill of students.

Feedback during speaking activities. To improve speaking skill, students need feedbacks on their speaking performance. Harmer (1991) as cited in Tuan and Mai (2015) asserted that giving feedback will depend on the lesson stages, activities, kind of mistakes, particular students who make mistakes. If the teacher always give feedbacks all the time, the conversation will not be effective and the purposes of speaking activities will be destroyed. If the students are corrected all the time, they will be afraid to participate in speaking activities. Baker and Westrup (2003) as cited in Tuan and Mai suggested that teacher should always give feedbacks positively with encouragements.

The Common Problems in Speaking. In learning English language, learners often encounter problems, especially in speaking. Ur (1996) as cited in Tuan and Mai (2015) mentioned some speaking problems faced by English learners.

Inhibition. Speaking skill is the skill which obligates the learners to speak up, to be active, to interact with others, to confront with the audience, and to convey some messages, information, and feelings orally. When the English learners try to say something in English language, they are often inhibited. They are too afraid of making mistakes, fearful of criticism, or losing face. On the other words, inhibition is closely related to the self-confidence. When speaking English, the learners often feel nervous and afraid for making mistakes. They might have so many contents in mind, but they cannot convey the contents because of their anxiety. McIntyre (2004) as cited in Gurler (2015) stated that speaking requires a high level of self-confidence because it contributes for the willingness to communicate using English language. If the learners have high self-confidence, they will be sure in speaking activity and do not feel too shy.

Lack of topical knowledge. English learners often find the difficulty in speaking because they do not have anything to say. It is hard for them to respond when the teacher asks them to speak in English. It is because they do not have ideas or just little ideas about the topic, or they are doubtful which vocabulary to use (they have the lack of vocabulary), or they are confused how to use the grammar correctly. Related to the lack of vocabulary, Liu and Jackson (2008) as cited in Gan (2012) added that inadequate vocabulary is assumed as the main obstacle of speaking activity by English learners. Some learners agreed that the lack of vocabulary is the reason why they cannot convey or express their feelings clearly and appropriately in speaking activity.

Low or uneven participation. When the speaking activity occur in the class, every student will have very little time to speak. Then, there are some learners dominate when other learners just speak very little or not at all. This problem is closely related with the self-confidence. The students with high self-confidence will dominate the speaking activities, while the students with low self-confidence will find the difficulty to get an opportunity to speak up.

Mother tongue use. Harmer (1991) as cited in Tuan and Mai (2015) mentioned some reasons why English learners use mother tongue in the class. First, when the learners discuss the topic which they are incapable of, they will use their own language to say something. Second, the use of mother tongue is a natural thing to do, so the learners will feel comfortable when explaining something with their first language.

The common strategies to solve the problems in speaking. There are several strategies that can be used to solve the problems in speaking. Both of students and teachers have an essential role in conducting those strategies, so the students' speaking skill will be improved.

Ur (1996) suggested several strategies to solve speaking problems. First is by using group work. By conducting a group work, the students will have same opportunity to speak up. This activity can decrease the domination of some students in speaking and give an opportunity for other students. All the students will be active to speak up through group work. Second is by starting the activity on easy language. For this way, teacher have an important role. Before starting the activity, it will be better if the teacher reviews essential vocabulary. Then, the

students will use appropriate vocabulary related to the topic. Students also can speak fluently with a minimum hesitation. Third is by making a careful choice of topic and task to stimulate interest. The purpose of discussion should be clear and interesting, so the students will be more motivated to participate in the discussion. Forth is by giving clear instruction. The teacher should give clear instruction, so the students know what they have to do. Fifth, monitoring. The teacher should monitor and keep the students speak in the target language.

People's Personality

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.

The introverts are concerned with their own feelings and thoughts. They are quiet and get their most creative ideas by spending time alone. Basically, they have shy nature. Thus, they are happy when working individually. However, they are too shy and not confident when speaking in front of many people. This personality type has some good things such as they always think carefully before they want to say or do something, they can plan and analyze things carefully in decision-making, and they are also the good listener.

The extroverts are interested in the external world, so they are more open-minded. They are most energetic when they are in around the people. Therefore, they prefer to have a lot of interaction with the people and enjoying the social activity. They express their feeling through the words. They do not like to be

alone and speak more than listen. This personality type has some good things such as they have a high level of self-confidence and enthusiastic, easy going, active, and can make an interaction with a lot of people.

The ambiverts are in the middle between the two types. They have the combination characteristics of introverts and extroverts. They are flexible socially, so they enjoy being alone or around many people. This personality type has some good things such as they have a good social interaction, they feel comfortable in social activities that involved a lot of people, and they also enjoy in work individually.

Introverts

In this part, the discussion is divided into two sections, namely definition of introverts and the characteristics of introverts.

Definition of introverts. Eysenck and Eysenck (1985) as cited in Ahmadian and Yadgari (2011) described the introvert as the people who are quiet, retiring, reserved, plans ahead, and dislikes excitement. The introverts gain energy through quiet time alone. When they spend time for doing activities with too many people for long periods of time, their energy will be drained. Suliman (2014) stated that introvert is a personality that is more concern and focuses on internal feeling rather than the outside issues. It means the people who have introvert personality are shy to join social activities. Basically, the introverts tend to reclusive, quiet, and reticent (Condon & Ruth-Sahd, 2013). Hence, they are more interested in the activity that does not involve a lot of people. However, they are not anti-social. They also do not avoid the social

situation. They only involve themselves minimally in social activities because they feel shy. They are also passive in social interaction and avoid to be cynosure.

Referring to the elaboration above, the researcher concludes that an introvert is a person who tends to obtain their energy by spending time without involving a lot of people or just being alone, prefer to solitary activities, participate minimally in social activities, and tend to reclusive, quiet, and reticent.

Characteristics of introverts. Taylor (1998) as cited in Ahmadian and Yadgari (2011) mentioned some characteristics of introverts, namely talk less, need more time to think carefully before take an action, are better at reflective problem-solving, long-term memory, like to work individually or with one or two other people, have problems in establishing relationships with other people. Myers-Briggs (2000) as cited in Hakim (2015) classified the introverts' characteristics such as territoriality, concentration, internal, depth, intensive, limited relationship, conservation of energies, and interest in internal reaction.

Speaking Skill of Introverts

In this part, the discussion is divided into two sections, namely problems in speaking of introverts and the strategies to solve the problems in speaking English for introverts.

Problems in speaking of introverts. The first problem of introverts in improving the speaking skill is feeling shy. Suliman (2014) stated that introvert students feel shy and unwilling to be active in English class. They seemed to

avoid the interaction during language learning process in the class because their fear to join the activity which involving many people. It means the introverts are not ready with the bad impression from the other people.

The second problem is the lack of self-confidence. Gurler (2015) stated that speaking is the exclusive place for effective communication and self-confidence is the facilitator to start the speaking activity. Therefore, speaking needs a high level of self-confidence. Unfortunately, the introverts have a problem in their self-confidence. When conducting speaking, they can produce well-formed sentences. They also have good pronunciation but with low speech rates. However, on the introverts' mind is their skill is not as good as the others. They think that the other students can speak better than them (Hakim, 2015). Then, they will feel afraid for making mistakes on their speaking performance. Gurler (2015) also highlighted that introverts need more time to think what they want to speak carefully because they have a lot of consideration before they speak up.

The third problem is uneven participation in the class. Related to the problems shy nature and low self-confidence, the introverts will have low participation during speaking activities in the class. Ur (1996) as cited in Tuan and Mai (2015) stated that when practicing the speaking activity in the class, every student does not get the same chance to speak. The students with high self-confidence will dominate the speaking activities, while the students with low self-confidence will find the difficulty to get a chance to speak.

Strategies to solve the problems in speaking English for introverts.

According to the references, the researcher concludes several strategies to solve

the problems in speaking English for introvert students. First, the strategies to solve shyness problem. Second, the strategies to solve low self-confidence problem. Third, the strategies to solve problem about uneven participation in the class.

The solution for shyness problem. Saurik (2011) as cited in Nakhlah (2016) stated that learners feel shy when speaking English because they are afraid of making mistakes. Zua (2008) as cited in Nakhlah (2016) suggested two solutions for this problem. First, the learners need to believe that their teacher will help them when they make mistakes in speaking. Second, the learners need to improve their concentration when learning English, especially in speaking activity. The learners always focus on what they want to say without worrying the mistakes.

The solution for low self-confidence problem. To solve the problem, the introverts need to build up or enhance their self-confidence. Baggour (2015) mentioned several steps to build up self-confidence. First, the introverts should have the positive internal talk. To build up self-confidence, the introverts need to think in a positive way. It can affect their speaking performance. What the introverts think will give effect when they speak up. Second, the introverts need to stop for comparing with others. Comparing with others is a big mistake. It can make the introverts just focus on their weakness and forget their achievement. Third, the introverts need to write the achievement. This activity is a very helpful technique to build up self-confidence. It can make the introverts feel so grateful. It also can motivate them to reach the other achievements. Fourth, the introverts

need to conduct reading aloud and speaking up. Practicing English speaking as much as possible is the essential step to build up self-confidence.

The solution for the problem about uneven participation in the class. To solve this problem, the students need to think positive and try to be active in joining the activity during the learning process. Baggour (2015) asserted that thinking positive can make the students being brave to speak up. Then, they can be more active to join the activity during the learning process in the class. Thinking positive also can reduce the fear of making mistakes and the shyness.

Review of Related Research

In this part, the researcher will show the reviews of three previous research which have been conducted by the other researchers. The first research focussed on problems and factors affecting speaking performance. The second research focussed on how individual differences of students as being extroverts and introverts could affect the language acquisition process. The third research focus on the impact of personality traits on oral fluency.

Tuan and Mai (2015) investigated the factors affecting students' speaking performance. The aim of this research was to investigate the speaking problems of the students at Le Thanh Hien High School and the factors affecting their speaking performance. The participants of this research were 203 grade 11 students and 10 teachers of English. This research used questionnaires and class observation to collect the data. The result of this study showed that the students faced many problems such as speaking very little or not at all, nothing to say, using first language instead of English when discussing in groups, low

participation in speaking activities, lack of motivation, fearful of criticism or losing face, and habit to translate the information in the textbook into first language before speak up. This research also revealed several factors affecting students speaking performance such as topical knowledge, listening ability, motivation to speak, teachers' feedback during speaking activities, confidence, pressure to perform well, and time for preparation.

Suliman (2014) investigated the role of extrovert and introvert personality in second language acquisition. The aim of this research is to investigate how individual differences of students as being extroverts and introverts could affect the language acquisition process. The participants are 20 students of English Department, Faculty of Arts, Misurata University, Libya. The researcher used questionnaires and classroom observation to collect the data. The result of this research showed that the extrovert students could use the second language to interact without inhibition, talk more fluently, tend to take actions with less reflection, and work better in groups. On the other hand, the introvert students tend to be passive, talk less and reflect more before acting, like to be quiet, and like to work individually.

Abdallah, El-Hilaly, and Sheir (2011) investigated personality types as predictors of oral fluency. This research had two aims. First, to Identify the differences between extroverts and introverts' self-reports of the importance of using communication strategies. Second, to explore the possible correlation between extrovert and introvert students and their use of communication strategies, the amount of talk and rate of speech. The participants of this research

were 36 fourth year EFL undergraduates. All of the participants were required to respond Eysneck Personality Questionnaire to measure the degree of extrovert-introvert. Participants were divided into two groups according to their personality, namely extrovert and introvert. As a result, the final number was 21 extroverts and 15 introverts. To collect the data, this research used a strategy questionnaire, Eysneck Personality Questionnaire and an oral fluency test. This research reached three findings. Firstly, the extroverts have the better achievement in oral fluency and oral language performance. Secondly, extroverts' group considered the role of communication strategies in improving oral fluency strategies more important than introverts did. Thirdly, extroverts are better than introverts in using the communication strategies, the amount of talk and rate of speech.

There are some similarities and differences between this research and three research above. The similarity of this research with the research that was conducted by Tuan and Mai (2015) is English language is placed as a foreign language. The other similarity, asking for problems in speaking. However, Tuan and Mai (2015) investigated the common problems in speaking, while this research focus on problems in speaking of introvert students. Then, the similarity of this research with the research that was conducted by Suliman (2014) is one of the things which he investigated is the problems of introvert students in language learning. The second research targeted both of introverts and extroverts, while this research only focussed on introverts. With the third research, it had the same topic in personality and speaking skill. Besides the location and the size of participants, this research also has the different methodology with three of the research above.

This research uses qualitative research method with the interview as a tool to collect the data, while first research and second research used quantitative research method with questionnaires and classroom observation as the tools to collect the data. The third research also used quantitative research method with questionnaires. This research use interview because the researcher wants to explore in more depth and accurate about the problems faced by introverts in improving their speaking skill.

Conceptual Framework

In this section, the researcher presents the related concepts summarized from chapter two. The purposes of this research are to investigate the problems in speaking English which are faced by introvert students, the factors affecting problems in speaking, and the strategies to solve the problems. The introvert students are the students who tend to gain their energy by spending time alone, prefer to solitary activities, have shy nature, and participate minimally in social activities. Actually, they are not anti-social. They also do not avoid the social situation. They only involve themselves minimally in social activities because of their shy nature. They are also passive in social interaction and avoid to be cynosure.

Speaking is one of four macro skill that is important. That is because speaking is an asset to communicate with the others directly. Speaking occurs in the real-time so that the speakers cannot edit and revise what they have spoken. Speaking has three functions, namely speaking as interaction, speaking as a transaction, and speaking as performance. Hence, it is

important to master the speaking skill. Ur (1996) as cited in Tuan and Mai (2015) stated that in general, the language learners find problems on speaking such as inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use. Nakhalah (2016) added language learners face various problems in speaking English, 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. However, the big problem for the introvert learners is low self-confidence because of their shy nature. While speaking is the activity which involved the interaction with the others. Therefore, the learners should have a high level of self-confidence in conducting the speaking activity.