

## Chapter Four

### Finding and Discussion

This chapter presents the findings of this research based on the data which have been gathered through the interview with four participants. This chapter consists of finding and discussion of this research. The names of the participants are presented in pseudonyms. The participants are named Alice, Ben, Sam, and Ace. This research found three major findings based on the purposes of this research. Firstly, the finding reports the problems in speaking English of introvert students. Secondly, the finding reports the factors affecting problems in speaking English. Thirdly, the finding reports the strategies to solve the problems in speaking English.

#### **Problems in Speaking English of Introvert Students**

This research found several problems in speaking English which are faced by introvert students. The problems are based on the experiences of the participants. This research found five problems; those are having lack of self-confidence, feeling shy, feeling hard to get opportunities for participation in the class, finding the difficulty in learning pronunciation, and lacking motivation.

*Having lack of self-confidence.* All the participants felt lack of self-confidence, even they assumed that lack of self-confidence is the main problem for them. One of the participants, Ben, asserted that lack of self-confidence is the main problem in speaking which he faced as an introvert student. He said the following:

Actually, I am not confident when speaking in front of many people. I feel so doubtful about my ability ... I feel so hard to interact with others.

Whereas, speaking is the skill that needs interaction with the others.

This research found that lack of self-confidence can cause the fear of making mistakes in speaking and disbelieve participant's own ability. Ben stated, "I am afraid of making mistakes in vocabulary and grammar". Another participant, Sam stated that he did not trust his ability such as the following, "... When speaking in front of the class or in public, I do not trust my ability to speak in English."

This research also found that lack of self-confidence can cause the introvert students unable elaborate their ideas. Ace stated that he felt uneasy to elaborate something in details. He said the following:

I also have low speaking skill. I am the kind of person uneasy to speak too much. I cannot explain something in details, so I cannot speak English fluently. It makes me feel inferior to speak in front of many people.

Self-confidence is an important thing that needs to be highlighted. It is a tool to be successful in the learning process, especially in learning speaking. Gurler (2015) stated that speaking is the exclusive place for effective communication and self-confidence is the facilitator to start the speaking activity. It means that speaking needs a high level of self-confidence. Unfortunately, the introverts have a problem in their self-confidence. This is the main problem which is faced by introvert students in speaking.

Lack of self-confidence can cause the fear of making mistakes. It is in line with Hakim (2015) who stated that sometimes students still feel so nervous even though they know the vocabulary and the grammar, so they choose to keep silent because of their nervousness. Hence, the fear of making mistakes need to be reduced because it influences the willingness of students to speak up. Hakim (2015) stated that the introverts think that their skill is not as good as the others. They think that the other students can speak better than them. Consequently, they will feel afraid for making mistakes on their speaking. It can cause the students unwilling to speak up. Tsui in Nunan (1999), Yi Htwe (2007), and Robby (2010) as cited in Nakhalah (2016) argued that fear of making mistakes can cause the students' reluctance to speak English in the class. This research found that lack of self-confidence caused the fear of making mistakes, especially in vocabulary and grammar.

Lack of self-confidence can cause the introvert students unable elaborate their ideas. Actually, they have the ideas on mind, but they cannot convey the ideas because of their inferior feeling. It can make them think that they have low speaking skill. The problem is they just feel confuse about how to elaborate their ideas. When conducting speaking, they can produce well-formed sentences. They also have good pronunciation but with low speech rates.

Based on the data interview, this research concludes that lack of self-confidence is the main problem in speaking which needs to be solved. It is because self-confidence is the key to conduct speaking well. Without having a high level of self-confidence, the learners will find the difficulty when speaking

performance such as the fear of making mistakes and inability to elaborate the ideas.

*Feeling shy.* This research found that introvert students feel shy when speaking performance. Alice asserted that she felt shy when speaking in front of many people. She said the following:

I also feel too shy. I cannot speak in front of many people. I feel better when I speak with one person. I also still feel afraid because I think the person I spoke to has a great speaking skill...

This research also found that the shyness can cause the students feel nervous when speaking in front of many people. Ace stated, "The problem that I faced is I feel so nervous and I am not confident while conducting a presentation in the class. It makes me forget the material that I have learned." The nervousness can cause the physical reaction. Ben asserted that he felt nervous when speaking in front of many people, even it caused his heart beat loudly and his legs trembled. He said the following:

I feel so nervous. My heart beats loudly when I speak using English language in front of many people or in front of the native speakers. That is my problem. Not only that. My legs are trembling when I speak in front of the class.

This research also found that the shyness can cause the unorganized speaking performance. It is about the content and time duration in speaking performance. Ben stated, "Sometimes, I forget the important points because I

want to finish the speaking performance immediately or because of time duration. Then, I remember the important points when I have finished the speaking performance.”

The shyness is a serious problem which is faced by introvert students in speaking English. Basically, the introvert students tend to be reclusive, quiet, and reticent (Condon & Ruth-Sahd, 2013). Suliman (2014) stated that introvert students feel shy and unwilling to be active in English class. It means the introvert students seemed to avoid the interaction during language learning process in the class because they are afraid to join the activity which involving many people. The introvert students also are not ready with the bad impression from the other people.

The shyness can cause the unorganized speaking performance. Unorganized speaking performance is related to the contents that need to be conveyed and time duration. When the students feel shy, they might forget some important points during speaking performance.

Based on the data interview, the researcher concludes that shyness can cause the negative effects. First, the introverts will be passive in English class. Second, the shyness can cause the nervousness when speaking in front of many people. Third, the shyness causes the unorganized speaking performance. Therefore, it is important to find the strategies to reduce the shyness. Then, the introverts can be active and enjoy the speaking activities in English class.

***Feeling hard to get opportunities for participation in the class.*** This research found that the participants feel difficult to participate in the class because some of their friends dominate the speaking activities. Sometimes, the participants unable to say anything because of the fear of making mistakes. Sam stated the following:

I face the difficulty in getting opportunities to participate in the class because some of my friends dominate to speak up. Everyone wants to be active, but not everyone can get the opportunities easily. Sometimes, I also feel so confused to speak up in group discussion. I am afraid of making mistakes.

Related to the problems of low self-confidence and shyness, the introvert students 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. Therefore, the introvert students feel hard to get the opportunities for participation in the class because of their low self-confidence.

***Finding the difficulty in learning pronunciation.*** This research found that the introvert students often found the difficulty when learning about pronunciation. Ace stated, “I often face problem during learning English speaking. I find the difficulty in learning pronunciation. Sometimes, I am so confused how to pronounce the words correctly.” This statement is in line with

Marza (2014) who stated that the English learners often face the problem about pronunciation. Marza (2014) also added that it is a serious problem that needs to be solved because the students will communicate effectively when having a standardized pronunciation. The standardized pronunciation can help the listener to understand what the speaker says, so it is important to learn more about pronunciation.

***Lacking motivation.*** This research found that lacking motivation is a problem that occurs in speaking English. Ace stated, “I feel the lack of motivation in improving speaking skill because I feel so lazy in learning a difficult thing.” In the learning process, motivation is an important thing because it can influence the success of 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. If this problem is ignored, it will cause the laziness problem. Zua (2008) as cited in Nakhalah (2016) added that the motivation is the inner energy of students that can enhance their study interest. The higher motivation, the easier to reach the goals of learning. Therefore, the researcher can conclude that lacking motivation is a serious problem that needs to be solved. Without having high motivation in learning, the students will face the difficulty to reach the learning goals.

### **Factors Affecting Problems in Speaking English**

The next finding is about factors affecting problems in speaking English. This research found three factors affecting problems in speaking English. The factors are the affective factor, environment factor, and personality factor.

**Affective factor.** Based on the data interview, affective factor can affect problems in speaking. Alice stated, “The most of the factors come from myself. I am not used to speaking in front of many people. I am not ready for the perspective of people.” Affective side of language learners is one of important factor which determines the language learning will be a success or failure. Karshen (1982) as cited in Tuan and Mai (2015) believed that the affective factor is related to the success in language learning and it consists of motivation, anxiety, and self-confidence.

**Environment factor.** This research found that environment is the important factor that affect speaking problems of students. Ben stated, “... I live in an unsupportive environment for learning English. The people in my environment communicate each other using Indonesian language. Then, I just practice English speaking with my friends who study at EED too.” Then, the researcher can conclude that the students need the environment which supports them in learning English. Without it, the students will face the difficulty in practice speaking. Living in the unsupportive environment can cause the students have the lack opportunities to speak outside the classroom (Mohammadi, Gorjian, & Pazhakh, 2014).

**Personality factor.** This research showed that personality can influence speaking skill of students. Ben stated, “Type of personality also influences speaking skill. Every people have the different personality type, so they will face different problems in speaking English. As an introvert, I have the problem about low self-confidence.” Suliman (2014) stated that personality plays an essential



role in language learning. The type of personality can give the big effect on learning process, especially in speaking. The difference of personality type cause the different problems faced by learners.

### **Strategies to Solve the Problems in speaking English**

This research found seven strategies to solve some problems in speaking English which are faced by introvert students. It means one or more strategies can be used to solve more than one problems. The strategies have been applied by the participants, so those strategies based on the experiences of the participants. The strategies are conducting self-drilling to improve speaking skill, speaking in front of the mirror, having more interaction with friends, having a good preparation for speaking performance, staying focused on speaking and thinking positive, trying harder to learn pronunciation, and improving learning motivation.

**Conducting self-drilling to improve speaking skill.** This research found that this strategy can help introvert students to solve their problems in speaking English. This strategy can help them to enhance their self-confidence. The participants argued that when their speaking skill has been improved, their self-confidence will be enhanced. Self-drilling which have been conducted are practicing English speaking as much as possible, listening to English song, watching English movie/video, reading English book, and playing online games.

***Practicing English speaking as much as possible.*** This research found that speaking practice can help students to improve speaking skill. Alice stated, "... I need to practice English speaking as much as possible. Because I cannot

practice speaking with other people, I often practice alone ...” Alice added, “I also feel more confident when speaking performance.”

The researcher concludes that speaking practice is one of the ways to help students improve speaking skill. It can help the students feel more confident when speaking performance. It was supported by Baggour (2015) who stated that practicing English speaking as much as possible is the essential step to build up self-confidence.

***Listening to English song.*** The researcher found that listening to English song is a fun activity that can help the students to improve speaking skill. Ace stated, “I like listening English music, then search the lyric and singing the song loudly.” This research also found that listening to English song can help the students to speak fluently. Alice stated, “I can see that I can speak fluently now.” The researcher concludes that listening and singing English song can help the students to get new vocabulary and learn good pronunciation. When the students have a large number of vocabulary and have good pronunciation, they will be confident to speak English. This argument in line with Kurnianto (2016) that English songs are the effective tool to improve vocabulary and pronunciation. Both of them are the important parts in speaking. Hence, to speak English fluently, the students need to master vocabulary and pronunciation.

***Watching English movie/video.*** This research found that watching English movie/video is an interesting activity that can help the students to improve English speaking skill. Alice stated, “... I also follow the way of the characters on

the English movie speak ... I try to equalize tempo, intonation, speech speed, and pronunciation ...” By conducting this activity, the students can learn about tempo, intonation, speech speed, and pronunciation The researcher concludes that it is an effective strategy to help students improve speaking skill. This argument was supported by Zohdy (2009) as cited in Syarifudin (2016) that watching English movies can help the students to learn about new vocabulary, pronunciation, and different accents.

***Reading English book.*** This research found that reading English book is an effective effort to improve speaking skill. Alice stated, “I get new knowledge and new vocabulary by reading English book ...” By reading English book, the participants get new knowledge and new vocabulary. This statement was in line with Marza (2014) that reading book can increase the vocabulary. When the vocabularies have been increased, it will be easy for the students to elaborate their ideas.

***Playing online games.*** This research found that playing online games can help students to improve English speaking skill. Alice asserted that playing online games is an effective way. She said the following:

From this activity, I can improve my speaking skill. During playing online games, I should communicate to discuss the strategy and run it. The players need to interact each other in playing the games. The online games become the learning tool for me. When playing, the other players teach me and correct my mistakes in speaking. Through this method, I can improve my speaking skill. Therefore, my self-confidence will be improved.

The researcher believed that playing online games is an interesting and fun activity to improve speaking skill. When playing online games, the players should have interaction with the others. The players are from the different country, so they should communicate using English language. This argument was supported by Zhu (2012) that online games are the effective tool to enhance students' communicative ability. Online games also provide extensive knowledge input. Besides that, online games also can enhance cooperate ability. It is because the players need to help each other during the game.

**Speaking in front of the mirror.** This research found that speaking in front of the mirror can help the students to solve the problem in speaking, especially in improving self-confidence and reducing the shyness. The participants stated that they often did it before speaking performance. After doing it, they feel more confident to speak in front of many people. Ace stated, "I always practice speaking in front of the mirror before speaking performance. This activity can help me to improve self-confidence, so I feel comfortable when speaking English in front of many people." Ben added, "... Through this way, I will know my expression and body language. If I find something wrong, I can fix it right away. Then, I feel more confident when speaking performance." The statements are in line with Hendriani (2013) that speaking in front of the mirror is the strategy to help the students to prepare speaking performance. The researcher can conclude that speaking in front of the mirror is the effective strategy to improve self-confidence in speaking performance.

**Having more interaction with friends.** This research found that this strategy to solve the problems in speaking. Sam asserted that he need to improve interaction with friends in solving his speaking problems. He said the following:

I also improve the interaction with my friends. When I speak to my friends, I feel comfortable because I am in the low-pressure situation. I think the more I interact with my friends, my fear will be reduced when I speak in front of many people which having high-pressure.

As the introverts, the participants feel hard to speak in front of many people. The introverts feel hard to join the activity involving many people because they have shy nature (Suliman, 2014). They just participate minimally in a social situation. Actually, they need a comfortable situation to practice speaking. Improving the interaction with friends is the effective way to help them. When speaking with friends, they faced low-pressure. If they often do it, they will feel comfortable to speak with others. Then, they will not afraid anymore when speaking performance which is in high-pressure.

**Having a good preparation for speaking performance.** This research found that good preparation can help them solve the problems in speaking. Sam asserted that he needs a good preparation before speaking performance. He said the following:

Before conducting the speaking performance, I need to do preparation as good as possible. I need to know and understand what I want to say in the speaking performance. I memorize and grasp the content, then practice the

speaking for many times. Therefore, I feel confident when speaking in front of many people. I am not afraid anymore because I have known what I want to convey.

Good preparation is a must for everyone before speaking in front of many people. This activity can influence self-confidence. When the introvert students have good preparation, they will feel confident to speak up in front of many people. Hendriani (2013) argued that good preparation before speaking performance will help the speakers to feel more confident about what they are going to say and how to say. The researcher can conclude that having a good preparation before speaking performance will help the introvert students be more confident when speaking in front of many people.

**Staying focused on speaking and thinking positive.** The researcher found that this strategy can reduce the shyness when speaking English. Alice stated, “To solve the problem about shyness, I try to be more focus when speaking ... I try to reduce the fear when speaking in front of many people by thinking positive because I have prepared my speaking as well as I can.” She added, “... Now, I am not too shy when speaking English.”

This research also found that the students need to think positive and try to be active in joining the activity during the learning process. Sam asserted that he need to think positive, so he can be more active in the class. He said the following:

I try to take the opportunities for participation in the class. I try to ignore my fear and think positive because I still in learning phase. It does not matter if I make mistake. but I have to learn from the mistake and avoid to repeat it in the next time.

Staying focused on speaking and thinking positive can reduce the shyness when speaking English. It is in line with Zua (2008) as cited in Nakhlah (2016) that suggested two solutions for the shyness 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 need to always focus on what they want to say without worrying the mistakes.

Thinking positive also can help the students to be more active during learning process in the class. It is in line with Baggour (2015) that self-confidence can be enhanced by thinking in a positive way. It means when the introverts thinking positive, they will relax in understanding the context and the situation which they are going to face in speaking performance (Hendriani, 2013).

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.

Then, it can cause their speaking performance will be better.

**Trying harder to learn pronunciation.** This research found that students need to try harder in learning pronunciation. Ace stated, “I try harder to learn pronunciation, so my confusedness will be reduced.” He also added that

sometimes he asks his close friends to help him when he find the difficulty in pronunciation. He thought that pronunciation is a difficult thing, but he needs to learn more about it. That is because pronunciation plays an essential role in speaking. Without having good pronunciation, the students will face the difficulty to understand each other when speaking. This is in line with Marza (2014) that pronunciation has an important role in the development of students' communication competence. Marza also mentioned some activities that can improve pronunciation skill such as listening to English song, watching English movie, and reading English book.

The researcher can see that learning more about pronunciation is the effective way to solve the problem in speaking. It also can improve English speaking skill and improve the vocabulary. When the speaking skill has been improved, the lack of self-confidence problem can be solved.

**Improving learning motivation.** This research found that improving learning motivation can help solve the problem in speaking which is related to the lack of motivation. The motivation comes from the external factor. Ace stated, "My motivation is my friends. ... I try to enhance my motivation to learn speaking English fluently. As EED's student, I cannot lose from student other major."

Motivation is an important thing that can influence the success of learning. It is supported by Liu (2010) that motivation is very important in English speaking because it is a key aspect to improve speaking skill. When students are



motivated to learn, they will try harder to understand what they should be learned. Then, it can help the students to achieve learning goals easily.

This research found five problems in speaking English which are faced by introvert students at English Education Department of UMY. The problems are having lack of self-confidence, feeling shy, feeling hard to get opportunities for participation in the class, finding the difficulty in learning pronunciation, and lacking motivation. This research also found some factors affecting problems in speaking English, namely affective factor, environment factor, and personality factor.

This research also found seven strategies to solve the problems in speaking English which are used by four participants. The first strategy is conducting self-drilling to improve speaking skill such as practicing English speaking as much as possible, listening to English song, watching English movie/video, reading English book, and playing online games. The second strategy is speaking in front of the mirror. The third strategy is having more interaction with friends. The fourth strategy is having a good preparation for speaking performance. The fifth strategy is staying focused on speaking and thinking positive. The sixth strategy is trying harder to learn pronunciation. The seventh strategy is improving learning motivation.