The Introvert Personality and Speaking Challenges: The Case of Indonesian EFL Student Teachers

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Abstract

Learning to speak English is not easy. This study aimed at finding out 1) the personality of students of English Education Study Program student teachers and 2) the speaking challenges faced by the introverted student teachers at an English Education Study Program. This study used a mixed-method design. For the quantitative data, the samples were 98 students chosen by using purposive sampling. Meanwhile, for the qualitative data, there were 5 participants, and homogeneous sampling was the sampling technique. The data were collected through questionnaires, observation, and interviews. The result of the study was that 14 students had introverted personalities, and 84 students had extroverted personalities. Furthermore, the speaking challenges faced by introverted students were language components, the psychology of students, and the learning environment. This study can give a positive contribution to the students, teachers, and future researchers.
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Introduction

People talk every day wherever they live. They use language as their tool to interact and communicate with other people. Amberg and Vause (2009) stated that language is an essential required for communication. There are many languages in this world. But nowadays, English is the most used in some countries. English is a famous language. It is used in every aspect. According to Brown (2001), English is an international language valued highly as a tool for upward mobility. In addition, Pattymahu (2012) stated that as a universal language, English is used in the world of technology, education, politics, trade, and so on. Therefore, it is not surprising many countries learn about English, such as Indonesia. In Indonesia, English has been taught in Elementary school, and even in kindergarten, the students have been introduced to English. According to the Ministry of Education and Culture, English has been part of the policy of the Indonesian government (Anggraini et al., 2021; Holandyah et al., 2022; Hidayat et al., 2021; Mukminin et al., 2015). Since it is government policy, English has been taught even to the young learner in kinder garden.

For Indonesian, English is not their mother tongue, so it is difficult to speak English. Indeed, Arifin (2017) pointed out that for EFL students speaking in English is an uneasy assignment and needs a lot of effort to bring out words that are acceptable and utterances in English. Then, Mukminin et al. (2015) and Erlina et al. (2021) claimed that learning English is challenging for Indonesian students. In other words, learning English needs a struggle because it is difficult for Indonesian students. When people want to learn English, there are four skills to master (Mukminin et al., 2019). According to Maxom (2009), the four cornerstone skills of English are writing, reading, speaking, and listening. People need to understand those four skills when they learn English. In addition, Harmer (2001) divided English skills into two terms, which are receptive skills and productive skills. Receptive skill is skills that receive information from outside, such as listening and reading. Meanwhile, productive skill is the term for skills that produce information from the inside, such as writing and speaking. In conclusion, the four skills (reading, listening, speaking, and writing) are skills of English that language learners must learn.

Among the four skills of English, speaking is the most important skill (Maxom,2009). Subsequently, Afshar and Asakereh (2016) believed that to make EFL/ESL students communicate effectively in different contexts, from four macro language skills, speaking is one of the skills that needs to be developed. It is one of the abilities to bring out conversation because it is used to communicate, deliver information, and make connections among people (Sayuri, 2016). That is why speaking is paramount to making people understand what others say. Learning to speak English is not easy. Thornbury (2005) stated that the real challenge to most language learners is speaking. Furthermore, Al-Roud (2016) found out that most people who learn English think that speaking skills is a difficult task. In some cases, students have problems with their speaking. Afterward, Sayuri (2016) figured out the problems faced by students in speaking English related to pronunciation, fluency, grammar, and vocabulary. Additionally, Goktepe (2014) stated most students complained about limited mechanical vocabulary and grammar structures in their language. In addition, Hadijah (2014) found out the students had three difficulties in speaking, including pronouncing English words correctly,

arranging the words in good sentences grammatically, and expressing their ideas because of limited vocabulary. Hence, speaking has some factors that make it difficult.

In learning a language skill such as speaking, people believe that personality has a role. Dornyei and Ryan (2015) stated there is a long-standing and widespread perception of a unique personality set-up that characterizes good language learners. Then, Naiman (1996) claimed various degrees and combinations of success in language learning which are influenced by personality characteristics, learning environments, attitudinal aspects, learning strategies, and accidental circumstances. Therefore, learners must be aware of personality because it can help them to learn a language. Moreover, everyone has a different personality, especially students. Personality means behavior aspect that is relatively stable and important (Prakash, Singh, & Yadav, 2016). Meanwhile, Akhavan, Dehghani, Rajabpour, and Pezeshkan (2016) asserted that personality refers to all traits and attributes of behavior, such as feelings, self-perception, point of view, styles of thinking, and many habits. A personality trait is not the same as sex, age, nationality, or the length of language learning which can be easily measured and judged (Noprianto, 2017. Therefore, everything related to someone's behavior and identity is personality.

Furthermore, someone's personality can be divided into some parts. Jung (1954) divided personality into two parts, which are introverts and extroverts (Sharp, 1987). In addition, Marwa and Thamrin (2016), claimed that extroversion or choleric personality is commonly called for extrovert personality. On the other hand, introversion is commonly called introverted personality. Akhavan et al. (2016) defined introversion as a trait related to the subjectivity of inner vision and extraversion as a trait of behavior that is related to the objectivity of vision and focused on external perspective. In short, the characteristics of extroverts and introverts are different.

Extroverts and introverts are unlike each other. According to Khalil (2016), extroverts and introverts think differently and have different approaches to various aspects of life. Additionally, Marwa and Thamrin (2016) believed that introvert is the opposite of extrovert because extroverts work better under stressful situations. Afterward, an extrovert is more sociable than an introvert since there are advantages for extroverts in verbal information processing that support their sociability (Matthews, Deary, & Whiteman, 2009). Besides, Zafar, Khan, and Meenakshi (2017) stated that compared to introverts, extroverts were better L2 speakers. In addition, Chen, Jiang and Mu (2015) believed that extrovert learners have a high possibility to involve in oral participation than introverts. Therefore, no wonder some people believed that extroverts are good in some aspects than introverts. Based on an informal interview with two lecturers who teach speaking class at the English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang, they claimed that in the teaching and learning process, the introverted students were the most difficult to teach rather than the extrovert students. There were two reasons, 1) they needed more strategies and methods to guide introverted students in the learning and teaching process, and 2) they had to motivate the introverted students more to speak up. In short, there were difficulties in teaching introverted students, especially in speaking class.

Hence, based on the problem above, the researchers conducted a study about speaking challenges faced by introverted students. This study can give a positive contribution to the students, teachers, and following researchers. Furthermore, this study intends to 1) discover

the personality of students of the English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang 2) explore the speaking challenges faced by the introverted students at the English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang.

Literature Review

Concept of speaking

Speaking is part of daily activities. Thornbury (2005) stated speaking is a production of speech that becomes a proportion of routine life that engages an interaction. Several experts explain speaking and its definition. Harmer (2001) mentioned that in speaking, people form words and frames with personal sounds, and people also utilize changes in pitch, intonation, and stress to carry out various meanings. Speaking has several components. To speak correctly in English, people need to understand those components. Haris mentioned there are five components generally recognized in the analysis of the speech process (speaking). They are pronunciation, grammar, vocabulary, fluency, and comprehension (as cited in Helmanda & Nisa, 2019, p.79). Those five components are essential because to speak, people need to master them. It can improve someone speaking. There are several characteristics of successful speaking activity. Ur (1996) stated the successful speaking has characteristics like learners talking a lot, participating, having high motivation, and having a language of an adequate level. In summary, to make successful speaking, there are four characteristics that students have to know.

Concept of speaking challenges

There are many challenges in speaking. The difficulty of speaking is a challenge in itself. According to Brown (2001), there are spoken language characteristics that make speaking may easy or difficult, namely clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, and intonation, and then interaction. Afterward, the difficulty of speaking has several factors. Ur (1996) stated four difficult factors in speaking skills, such as inhibition, nothing to say, low or uneven participation, and mother-tongue use.

However, the challenge of speaking is various. Abrar et al. (2018) categorized some themes for speaking challenges of EFL student teachers, like the language barriers, which refer to the difficulty of speaking based on the language components such as vocabulary, pronunciation, grammar, and fluency. Psychological factors refer to anxiety, attitude, and lack of motivation. Learning environment is consistent with lecturers, peers, and speaking modules topics. In conclusion, some factors in speaking challenges faced by students are 1) language component, 2) psychological factor of students, and 3) environment in learning.

Language components such as vocabulary, pronunciation, grammar, and fluency are essential in speaking. Regarding vocabulary, Alqahtani (2015) asserted that knowledge of vocabulary is reputed to be a crucial tool for L2 students because a limited vocabulary in learning L2 delays successful communication. In other words, it is paramount in speaking.

There will be problems and difficulties in speaking if the students cannot speak without available vocabulary. Afterward, regarding pronunciation, Bailey and Nunan (2004) claimed that having good pronunciation is one of the keys to success when learning to speak a foreign language. Thus, pronouncing the words well can help people understand communication well. It leads to confusion and problems for people who pronounce words incorrectly.

Furthermore, grammar is also influential in speaking. Ur (1996) mentioned that grammar is about the words that are set together to construct proper sentences. When students speak, they should consider the grammar to make the sentence correct. In addition, grammar will help the students to speak well and fluently. Mastering grammar can smooth someone speaking. Richards (2006) stated that fluency is a natural language use appearing when the speakers employ meaningful interaction and manage understandable and continued communication even with limitations in their communicative competence. Fluency is needed to speak naturally when communicating with somebody else. In summary, vocabulary and pronunciation are essential to make people understand what other people talk about. Afterward, grammar and fluency are used to make the speaking process flow sleek. It becomes a challenge for people if they do not have those four components to speak well.

Moreover, it seems that psychological factors, such as anxiety, can be challenging for students when speaking. When students perform their speaking and feel anxious, it can be difficult and even become a problem for them to deliver their speech well. Brown (2001) stated that students' anxiety, nervousness, and unconfidence are several factors that influence the student's performance in their speaking. In short, when students feel nervous, unconfidence, and anxious, it can affect their speaking performance. Those three aspects can be problems for students, especially anxiety. Furthermore, motivation plays a part in students' speaking. It becomes the other psychological factor. Gredler stated the definition of motivation is the attribute that moves people to do or not to do something (as cited in Broussard & Garrison, 2004, p.106). Therefore, motivation is considered the reason for the students to speak. If the students are not motivated, there will be no guarantee make they speak and enjoy the learning process. Afterward, another psychological factor is attitude. Petty and Cacioppo revealed attitude is an eternal feeling of positive or negative toward several people, objects, or issues (as cited in Gross, 2010, p.366). In the language context, Crystal (2008) stated attitude is people's feelings toward a language, whether it is their own or others. Then, it may be positive or negative. Thus, there is the possibility of students' attitudes about a language, whether it is positive or negative. When the students' attitudes toward language are negative, they may have difficulty learning it. Nevertheless, learning in the environment has also to be considered. The speaking challenges indicate EFL learners' handicaps in speaking a language from internal and external factors. External factors can be the environment of the classroom and negative comments from teachers and peers (Abrar et al., 2018). In brief, the environment has the potential to be challenging for students when they speak.

Personality and language learning

Personality refers to someone's behavior and it is unique. Feist and Feist (2008) stated that personality is a model of a relatively permanent trait and the characteristics of uniqueness that bestow on a person's behavior consistently and individually. As a human being, people have personality because it is part of human themselves. Personality is characteristic of individuals that people have the most (Dornyei & Ryan, 2015). Moreover, personality influences language learning. According to Ellis (1999), students' personalities in many language teachers' eyes are a primary factor contributing to the student's success or failure when they learn a language. She also stated that one of the proofs shows that the learner of extroverts has the advantage in developing the sort of association of language using basic skills of interpersonal communication. In other words, at least personality has a role for learners when they learn a language.

Extrovert and introvert

There are many definitions of extrovert and introvert according to experts. Gass and Selinker (2008) described an extrovert as a person who is more comfortable with people rather than with a book. On the contrary, an introvert is a person who is more comfortable with a book rather than with people around. Furthermore, Zhang (2008) stated that an extrovert is more interested in what is happening than in his thoughts and feelings. Meanwhile, an introvert is a person who is more interested in his thoughts and emotions than in things outside himself. In addition, he also often feels bashful and reluctant to talk or participate in an activity with someone else. In brief, extroverts, and introverts contrast each other, and they have their characteristics.

Afterward, extroverts and introverts have several characteristics. According to Gelberg (2008), the characteristics of introverts are 1) reflect before they talk or act, 2) energized by solitude, 3) prefer socializing one-on-one to group events, 4) like periods of quiet, feel depleted after a lot of activities, 5) enjoy deep relationships with just a few friends, 6) frequently turn their focus to thoughts, ideas, the inner world, 7) characterized by depth of interest. On the contrary, the characteristic of extroverts are 1) talk out loud as they think, 2) energized by being around people, 3) enjoy large group activities, 4) like a lot of activities, 5) enjoy a wide circle of friendships, 6) frequently turn their focus to people, things, the outer world, 7) are characterized by breadth of interest. In conclusion, from those seven points, introverts have contrasting characteristics to extroverts and each point is antipode.

Introvert and speaking challenges

It seems that introverts tend to avoid speaking or delivering a speech. In general, introverted people are not active, temperamental, less talkative and lack social. They prefer to do their tasks individually without asking for help from other people than they work in a group. The introverted person is an earnest type, shy person, minus of thinking about the future, and does not like to think about an initiative to solve the problem (Arip, Mohammad,

Ibrahim, & Husni, 2017). In short, it seems that introverted people have less desire when they have to perform or talk to other people, especially in public because they do not like to interact with other people. Meanwhile, speaking necessitates speaking with other people and interacting with them, so it is challenging for introverts, particularly introverted students.

In the first place, introverts restrict themselves. Laney (2002) stated that introverts are most likely typical who want to keep their energy inside, which makes other people are difficult to know them, enamored in their thought, hesitate before speaking they feel hesitation, generally, avoid crowds, and look quiet when other people are doing something, lose sight while meeting people they proceed cautiously, and then participate merely in the chosen activity, not freely offer their opinions, many other people need to be asked their ideas, get disturbed without enough time alone or untroubled, carefully when reacting and acting and do not show much their facial expression or reaction. To sum up, those reasons are enough for introverts to get challenges in speaking because several of their characteristics tend to limit communication with other people.

In most cases, in the teaching and learning process, introverts prefer listening to a lecture. According to Varela, Cater, and Michel (2012), introverted learners prefer processing information inwardly to outwardly. They like sitting quietly in classes and reflecting deeply on the lecture instead of participating in group learning activities or discussions (Hana, 2016). Therefore, even in the classroom, introverts do not want to participate in a discussion to share their opinion. It seems to count as another challenge for introverts. When introverts are asked to speak up, they cannot deliver it directly. Laney (2002) stated that to think about something, introverts need time, and they cannot speak spontaneously except when the subject is familiar to them. In addition, introverts tend to hesitate in situations with which they are not familiar. They speak after collecting, processing, and concluding their thoughts and feelings (Laney, 2005). Therefore, introverts need time to speak to understand the situation and can speak up directly if they know the subject. It is another challenge faced by introverted students.

Methodology

Research design, site, and participants

This study used mixed methods. According to Creswell (2014), a mixed method is a fusion of quantitative and qualitative approaches to gain a more complete understanding. In the quantitative method, the researchers used a questionnaire to find out the personality of students. Meanwhile, in the qualitative method, the researchers used observation and interviews to figure out the speaking challenges faced by introverted students.

This study was conducted at the English Education Study Program of Universitas Islam Negeri Raden Fatah Palembang. In this study, the researchers used two sampling techniques. The researchers also used purposive sampling to take a sample for quantitative data. Cohen, Manion, and Marrison (2007) asserted that purposive sampling is the sample chosen for a specific purpose. In quantitative data, among 132 total third-semester students, only 107 students were available and willing to respond to the questionnaire. They were from four classes. The researchers distributed the questionnaire to those students to figure

out the students 'personalities. Therefore, the researchers chose purposive sampling because of several reasons. The researchers only chose the third-semester students from the 2018 academic year because they were taking the speaking class. Meanwhile, first-semester students did not have speaking classes and the fifth semester or above have finished speaking classes.

In qualitative data, the researchers chose five introverted students from PBI 02 class to interview. The researchers chose PBI 02 class because based on the questionnaire results, the class had many introvert students than other classes. Furthermore, the researchers did observations and interviews with introverted students. In addition, this study used homogeneous sampling. Homogeneous sampling means the researcher chooses participants depending on affiliation in a subgroup with describing characteristics (Creswell, 2012). Since the participants in this study were just introverted students so, homogeneous sampling was taken as one of the purposeful sampling strategies to choose the participant.

Data collection and analysis

In quantitative data, the researchers used the Extrovert and Introvert Personality Inventory (IPEI) questionnaire to find the students' personalities. IPEI was developed from the theory of personality by Jung (1954). It has 30 items comprising two subscales. The design of the response grant for each item was the scale of nominal by the options of 'YES' or 'NO'. The questionnaire was distributed to the students to measure the students' personalities. The researchers did several procedures along these lines, for instance, explaining the study objective to the students, distributing the questionnaire to students, receiving the questionnaire from the students, and identifying the questionnaire result.

In qualitative data, the researchers used observation and interviews to find the speaking challenges faced by introverted students. In this study, the researchers used an observation checklist. The observation checklist adopted from Abrar et al. (2018) and Laney (2002) consisted of some indicators, such as vocabulary, pronunciation, grammar, fluency, motivation, attitude, anxiety, lecturers, peers, the topic of speaking, and introvert characteristics. In the observation process, the data were collected by using a videotape. Furthermore, the researchers used one-on-one interviews with the students and Bahasa Indonesia in this study. In interviewing the participants, the researchers used semi-structured interview that was useful to answer general and specific questions. The researchers asked the students some questions related to speaking challenges faced by introverted students. In the interview process, the data were collected by using audio tape.

In analyzing the quantitative data, the researchers counted the students' questionnaire results to determine their personalities. If the students' questionnaire score on the extrovert scale was higher than the introvert scale, it meant the student had an extroverted personality. Meanwhile, if the students' questionnaire score on the introvert scale was higher than the extrovert scale, it meant the student had an introverted personality. Furthermore, after all the students had their personalities, the researchers separated the students who belonged to the extrovert and introvert personalities, and then the students of the two personalities were calculated with a definite statistical method. Regarding the qualitative data, the researchers analyzed the data by using thematic analysis.

To validate the accuracy of the findings data of qualitative, the researchers used triangulation in this study. Triangulation is a corroborated evidence process by a different data source (Creswell, 2007). Furthermore, the researchers used the methodological triangulation technique in this study. According to Cohen et al. (2007), methodological triangulation is a technique that has the same study object but uses different methods.

Findings

The findings of this study were to answer the two research questions which are 1) How is the personality of students? and 2) what are the speaking challenges faced by introverted students?

The personality of the students

The total numbers of third-semester students were 132 students. 107 students participated in this study, and the other did not attend when conducting this study. Out of 107 students who followed the test, 14 students were classified as an introvert, 84 were extroverts, and nine students were not classified because their scores of extroverts and introvert were the same. Therefore, they were not identified as introverts or extroverts. Hence, the sample of quantitative data for this study was 98 students. The result showed that 14 students (14.3%) were indicated as introverted personalities. Then, 84 students (85.7%) were indicated as having extrovert personality. In short, it was extroverts were the most perceived type of personality.

Table 1. *Distribution of students' personality*

Category	Frequency	Percentage
Introvert	14	14.3%
Extrovert	84	85.7%
Total	98	100%

Speaking challenges faced by the introverted students

In the classroom observation and interview process, there were five introverted students. The researchers used the initial name of those five participants, such as MHR, D, NL, BK, and I. In the classroom observation, the researchers only focus on those five students and their activities. After classroom observation finished, the researchers interviewed those students. Based on the data gained from classroom observation and interviews, the researchers found some speaking challenges faced by introverted students. The speaking challenges were language components, the psychology of students, and the learning environment.

Language components

Based on data obtained from classroom observation and interview, the researchers found the speaking challenges faced by an introverted student were language components. In this case, language components are related to vocabulary, grammar, pronunciation, and fluency.

In the classroom observation, students were stuck in delivering the word. Afterward, from the interview results, most students were aware of their vocabulary. They thought that vocabulary was the factor or the difficulty in speaking. One of the students, such as BK, said she has difficulty translating some sentences in English, because of the less mastered vocabulary. *"The difficulty in speaking.. That are. For example, I feel difficulty to translate some words in English. Em perhaps, it is factor of.. Because I have less mastery some vocabularies."* (personal communication, October 28, 2019). In addition, MHR said the factor that makes him difficult in speaking is vocabulary. *"The difficulty in speaking, that's clear from vocabulary aspect, because my vocabulary aspect is still less and low. So, when I want to talk in English. That's still stuttered and think twice about what I say for the next sentence."* (personal communication, October 25, 2019). In addition, D, NL, and I also mentioned that vocabulary is one of the difficulties in speaking.

Besides vocabulary, grammar becomes a challenge for introverted students. In classroom observation, students often made mistakes in grammar. They cannot use grammatical structures correctly in speaking. Afterward, from the interview result, data showed that students believed that grammar is one of the difficulties in speaking. In line with D, she said that her speaking difficulty is because she memorizes less vocabulary and has grammar problems. *"Sometimes, I still think about the grammar, whether it is correct or incorrect"* (personal communication, October 25, 2019). Therefore, it showed that she worried about her grammar. Furthermore, the other student also explained their difficulty in speaking, such as NL and I. NL said she felt her vocabulary and grammar were low. *"The difficulty, perhaps because of.. Vocabulary, then the grammar too."* (personal communication, October 28, 2019). I also said she has a problem with grammar.

Furthermore, from the classroom observation, the researchers found that pronunciation became a speaking challenge for introverted students. It showed that students often mispronounced some words in speaking. Additionally, from the result of the interview, pronunciation also became difficult in speaking for the student. NL said besides vocabulary and grammar, she also had difficulty with pronunciation. *"The difficulty, perhaps because of lack of vocabulary then the grammar... then, pronunciation."* (Personal communication, October 28, 2019). In line with I, she said that besides vocabulary, the pronunciation was another reason for the difficulty in speaking.

In addition, from the classroom observation, the researcher found that fluency also became one of the speaking challenges for introverted students. They often paused when speaking in class. It seemed they were thinking something before delivering their speech. The interview result showed the student, such as MHR, perceived that he could not speak fluently because he had to think about how to translate the words into English. *"I still think how to translate in English, because I can't really speak fluently in English."* (personal communication,

October 25, 2019). The other students, such as D, NL, and I, said that they paused because they need time to think when speaking.

Psychology of students

Based on data obtained from classroom observation and interviews, the researchers found the speaking challenge faced by an introverted student was the student's psychology. In this case, the student's psychology is related to self-confidence and nervousness of the student.

In the classroom observation, the students preferred sitting in the back row or staying away from the lecturer. In other cases, the students kept silent in class. Afterward, from the interview result, the students recognized that she had low self-confidence. I said she wanted to express what was in her mind but her confidence was low, so she had to study hard. In addition, she also felt afraid when she made mistakes. *"First of all, I need time to think about, to convey something. Because of I am afraid when I make mistake and of course that will make me ashamed."* (personal communication, October 28, 2019).

Furthermore, in the psychology of students, such nervousness seemed to affect students' speaking. In the classroom observation, the students felt nervous when speaking in class. They often stuttered in delivering a speech. Afterward, on the interview result, the students felt nervous. For example, NL said she was nervous because she seldom spoke and used English. *"Nervous.... because seldom speak...... then, I am not used to. So, nervous."* (personal communication, October 28, 2019). Additionally, BK said she felt nervous when speaking in class. *"The reason, perhaps because nervousness factor. Actually, I already have learned about tenses in English but when I practice in the class, perhaps because of nervousness factor so when I speak in front of many people so that I often do wrong thing in construct the words in English."* (personal communication, October 28, 2019). The other students, such as MHR, felt nervous when he wanted to answer the teacher's question. I also felt nervous at the beginning of speaking.

Learning environment

Based on data obtained from classroom observation and interviews, the researchers found the speaking challenge faced by an introverted student was the learning environment. In this case, the learning environment is related to students feeling afraid to talk to the lecturer.

From the result of classroom observation, students needed time when the lecturer asked them a question, and sometimes it made them nervous. The interview result showed students felt scared of the lecturer. NL said when she talked to a lecturer, she felt scared *"...It is just when ee I try to speak with someone or lecturer for example.... That is little scare."* (personal communication, October 28, 2019). Besides, some students feel nervous when talking to the lecturer, especially if the lecturer asked them a question. It was shown by BK, D, and I. BK said she felt nervous if the lecturer suddenly asked her a question without any preparation. Additionally, D said she felt nervous if the lecturer asked her suddenly. Meanwhile, another student felt panic if the lecturer asks a question. I said she felt panic if the lecturer asked a question. In addition, I mentioned that she preferred talking to the other students to the

lecturer. *"When I speak with friends in the class. In my opinion, I more relax because if I made mistake, my friends fix it and I feel just so-so."* (personal communication, October 28, 2019).

Table 2. *Themes and sub-themes*

Themes	Sub-themes
Language Components	Students believe vocabulary is not enough.
	Students admit they have problems with grammar.
	Students sometimes mispronounce the words.
	Students perceive they cannot speak fluently.
Psychology of students	Students have low self-confidence
	Students are nervous when they speak
Learning environment	Students feel afraid to talk to the lecturer

Discussion

The first research question aimed to find out the personality of students of the English Education Study Program at Universitas Islam Negeri Raden Fatah Palembang. There were 98 participants in this study. Based on the questionnaire result, there were 14 introverted students (14.3%) and 84 extroverted students (85.7%). The total of introverted students was a little more than extroverted students. Some studies showed that introverted students were less than extroverted in learning language. Sukinah (2016) and Azzuhria (2017) showed the total of introverted students was less than extroverted students. Detailed information, according to Sukinah (2016), the 70 samples consisted of 22 introverted students and 48 extroverted students. According to Azzuhria (2017), 78 samples consisted of 22 introverted students and 56 extroverted students. To sum up, in this study based on the result of the questionnaire, the total number of extroverted students was more than introverte students.

The second research question aimed to find out the speaking challenges faced by introverted students in English Education Study Program in Universitas Islam Negeri Raden Fatah Palembang. Based on the finding above, the speaking challenges faced by introverted students are a) language components, b) the psychology of students, and c) the learning environment. The first challenge faced by introverted students was language components such as vocabulary, grammar, pronunciation, and fluency. Those four components were essential in speaking. Vocabulary was paramount to fulfilling an utterance through the words that students wanted to say. Furthermore, grammar was crucial because if people want to speak or write something, it must be based on the ruler of the structure of language. In addition, fluency can make speaking goes smoothly. Hence, if students have a problem with their vocabulary and grammar, it can influence their speaking. Al Hosni (2014) found students cannot speak in English because they lack the necessary vocabulary items and grammar structures. Additionally, Noprival (2016) and Abda (2017) also showed students lack grammar and vocabulary, so most of them feel speaking difficulty.

Moreover, pronunciation also became a problem for students to speak. Sayuri (2016) figured out that one speaking problem is pronunciation. According to Rahmaniah, Asbah, and

Nurmasitah (2018), lack of grammatical mastery, difficulty in remembering vocabulary, and difficulty in pronouncing words were some factors of speaking difficulty. Thus, pronunciation also caused difficulty in speaking.

According to Riyaz and Mullick (2016), vocabulary, grammar, and pronunciation are the essential components of speaking, and most students make mistakes in those points. In addition, they note that the lack of vocabulary has a crucial effect on speaking fluency. In line with this, Ihsan and Wahidah (2019) mentioned three elements of speaking difficulty faced by the students, which are vocabulary, pronunciation, and fluency. In summary, introverted students are the same as other students whose problems with language components such as vocabulary, grammar, pronunciation, and fluency.

The second challenge faced by introverted students was the psychology of students, such as self-confidence and nervousness. Self-confidence affects student's speaking performance. If they do not have self-confidence, they will feel nervous and hesitate when speaking. Arifin (2017) found that low self-confidence is one of the psychological factors and challenges that concern students when performing a speech. According to Al Nakhalah (2016), there is some difficulty in speaking and one of the reasons is a lack of confidence. In addition, Tuan and Mai (2015) stated confidence is one of many factors that affect students' speaking performance. In addition, Thornbury (2005) asserted that besides students' lack of vocabulary and grammar, lack of confidence is one of the factors that can contribute to speaking failure. Besides self-confidence, the students' nervousness can affect their speaking performance. According to Ratnasari (2020), one of the students' challenges in learning speaking skills is nervousness. Furthermore, Hasibuan and Irzawati (2020) mentioned that oral language performace is affected by fear and nervousness produced by speaking anxiety. In short, self-confidence and nervousness seemed to consider challenges for introverted students when they conveyed speech, reminded the other students also had that problem.

The last challenge faced by introverted students was the learning environment such students felt afraid to talk to the lecturer. The lecturer had a paramount role in teaching speaking. If the lecturer makes students afraid of speaking, it can inhibit them. Sometimes students worry when they make mistakes while talking to a lecturer or answering the lecturer's question. Hence, the lecturer had to be patient when facing this student. Hagenauer, Hascher, and Volet (2015) found that negative emotions of lecturers, like anger, influence the students' participation in the classroom. Furthermore, according to Adityas (2008), feedback from a that teacher has a significant influence on their students. If students get negative feedback too much, they will make the students embarrass and have other negative experiences in learning. In summary, when introverted students feel uncomfortable with the lecturer, it can influence their learning process. There was potential to make the students not want to get involved in the activities in the class.

Conclusion

Based on the findings and discussions, there are 14 introverted students and 84 extroverted students. Afterward, some speaking challenges faced by introverted students are 1) language components, which refer to students who believe their vocabulary is not moderate. They admit that they have a problem with grammar, sometimes mispronouncing

the words, and perceive that they cannot speak fluently, 2) the psychology of students, which means that the students have low self-confidence, and they are nervous when speaking, and 3) the learning environment. It refers to the student feeling afraid to talk to the lecturer.

There are more than three aspects that are investigated in this study but only three aspects are discovered. Furthermore, the researchers also hope that the next researcher who wants to continue a similar topic, to improve the range of domains in the language barrier. In this study, language barrier refers to language components such as vocabulary, pronunciation, grammar, and fluency. This study only discusses four areas. Finally, due to the limitation, further investigation is necessary to enrich knowledge about introverted personalities. The researchers have a big expectation about that because it will be beneficial and give a much better understanding of the issues of an introverted personality. As a note, the study of personality, especially in the independent variable of an introvert is limited. Therefore, the next researcher can investigate more about it. The researchers personally think it is helpful.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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