

**AN ANALYSIS OF INTROVERT LEARNERS' NEED ANALYSIS  
IN ENGLISH SPEAKING ACTIVITY  
AT SMP-IT HIKMATUL FADHILLAH**

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**ABSTRACT**

**Haiyu, Selvy Noer. Registration Number: 2173121057. An Analysis of Introvert Learners' Need Analysis in English Speaking Activity at SMP-IT Hikmatul Fadhillah. English Education Program, Universitas Negeri Medan, 2022.**

The objective of the study was to reveal introvert learners' target needs and learning needs in English speaking activities. This study was conducted at SMP-IT Hikmatul Fadhillah, which the sample was twenty introvert learners at grade IX that had been selected by doing a personality test, which using Eysenck Personality Questionnaire (EPQ). The research method was qualitative descriptive. The data was collected by distributing the questionnaire and interviewing ten representative introvert learners and English-speaking teacher. The item questions were adapted from English for Specific Purposes – A learning Centred Approach by Hutchinson & Waters (1987) and Curriculum Development in Language Teaching by Jack Richards (2001). The results revealed that introvert learners need to learn English because they wanted to get a good career in the future, and introvert learners wanted to be able to speak English with their friends at school every day, and so that it can be used as their daily communication. As long as they study in their class, the most common problems they faced were pronunciation, grammar, and difficulty participating in discussions. Therefore, introvert learners were very interested in learning more about pronunciation. Introvert learners need a quiet atmosphere, and they like to study alone or in pairs. Introvert learners learned easier by listening to something, such as listening to English songs or podcasts, even in class they were easier to understand by listening to the teacher's explanation. With these conditions, introverted learners need teachers who can make them more active in class but still comfortable for them.

**Keywords : Introvert learners, Need analysis, English speaking activity.**

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## **I. INTRODUCTION**

### **A. Background of The Study**

Speaking is a productive skill in learning a language. Speaking is an easy method of communicating to convey information. According to Nunan (2003) that speaking is the ability that a person has in producing a language orally. One of the factors that influenced students in learning a language is students' personality. It can be seen that each student has their uniqueness or characteristics, therefore the process of student' success in learning the language will be different. Pashler & Bjork (2008) discussed that students will learn more easily and achieve their learning targets if based on their personality. Because as (Dörnyei, 2005,) stated that personality has an impact on students' ability to learn. So, it can be understood that personality has a role that influences students' behaviour in learning, especially in communication, so that it has an impact on their speaking performance in classroom activities.

According to Jung's theory cited in Medina (2014, p.1), there were two types of personalities based on dimensions of attitude, which were extrovert and introvert personality. In the English-speaking learning process, an extrovert was known as sociable and talkative, so it makes them more active and expressive in English-speaking activities. It was because as Adamopoulos (2004) stated that extrovert people have a tendency to always communicate, therefore extrovert learners can interact more with another learners each other, Omar (2015, p. 3). Unlike the case with introvert learners who rarely spend their time expressing themselves in front of many people, so that it makes them more often passively involved, rarely asked a question, and speak only

when the teacher demands them to answer the question or participate in the class discussion. Similarly, Hakim (2017, p. 24) showed that introverted learners often feel shy and as make them talk-less during the learning process in class.

Based on the interview, it was also stated that some of them had difficulty in speaking English, some of them were not confident when asked to speak in front of many people. According to Afshar & Asakereh, (2016), it can happened because introverted learners did not like spontaneous situations, it triggered them for making mistakes. Same as (Hakim, 2015, p.439) stated that most of them were afraid if they have to perform in front of a lot of people. On the other hand, teachers also got confused and have difficulty with the teaching-learning process which was appropriate for introverted learners which can involved them actively, so they can achieved the target. So, one of the solutions to overcome these problems, by analyzing the introvert learners' needs in the learning process. Need analysis was needed to identify learners' requirements or needs about which aspects that they need to develop. Kaur (2007) described needs analysis help teachers to carry out the learning process because it was based on the type of assignments, materials, and other supporting things that were appropriate to the needs of students.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of Framework**

#### **1. Introvert Personality**

Rauch (2006, p. 24) cited in Hakim (2015, p. 438) stated the number of introverted people were quarter in the world. According to Jung cited in Panth

et al. (2015, p. 43), he defined introvert was “an attitude type characterized by orientation in life through subjective physical contents.” It meant that the introverted person was focused on one's inner activity. In addition, according to Jung, cited in Sharp, D. (1987, p.69) introverts dislike large social, will feel lonely and lost if they were in a crowded situation, and they tried to avoid the crowd. Introverts known as personality who often do a lot of activities alone, but actually they can't be called anti-social, they just need time to get more energy.

Septiana, Susilawati, & Supardi, (2019) stated that in fact introverts can socialized and communicated well with other people, for example, they also have friends even though they only have a few intimate friends. And at certain times they need space for themselves, after doing social contact and many activities. They have their own quality time for themselves.

## **2. Eysenck Personality Questionnaire**

The Eysenck Personality Questionnaire (EPQ) was a personality test instrument that was based on Eysenck's theory about personality. The EPQ was developed by Hans J.Eysenck. This research used this theory of personality measurement because of some reasons as follow :

- Eysenck was a pioneer who investigated the relationship between personality types and the biological aspects (1967, as cited in Altunel, 2015).
- EPQ has excellent accuracy because it was based on the honesty of the respondents about their selves (Craighead & Nemeroff, 2004). It also explained the relationship between personality types and language learning.

- The reliability of the EPQ has been examined in multiple studies.

### **3. Need Analysis**

Dudley-Evans & St John (1998) defined needs analysis as the process of determining what and how a course should be carried out. They argued needs analysis was an assessment method for the language program learning process. Hutchinson and Waters stated two aspects needed to identify student's needs, which was target needs and learning needs. Hutchinson and Waters (1987: 54) stated target needs was about what the learner needs to do in the target situation. Target need is divided into three, which was necessities, lacks, and wants.

The necessities were determined by the demand of the target situation, that was what the learner has to know to function effectively in the target situation (Hutchinson & Waters, 1990: 55). Lacks was a gap between the knowledge that students already know and the learning process itself. From the learning process, students already know the things that were still an obstacle for them during learning. Wants mean what students want based on their personal assessment of their needs. Wants has a role to support students in learning to gain their targets, and also help to solve their lacks. Hutchinson & Waters (1987) stated that learning needs was the knowledge and ability that the learner require in learning process to help students in achieve their necessities.

### **4. Possible Reasons of Introvert Learners' Need Analysis**

Based on the theory need analysis, learning needs indicated the route how the learners learn to progress to improve their skills in learning to achieve the necessities. there were some studies that indicated as introvert learners need analysis. First,(Husna & Amalia, 2019) in their research found introvert

learners prefer to listen to the teacher's explanation in learning speaking, and learning method that help them in learning was paired with a friend. It was because related to Jung's theory Jung, cited in Sharp, D. (1987, p.69) introverts dislike large social, will feel lonely and lost if they were in a crowded situation. Second, (Naufal, 2019) in his thesis that introverted learners preferred to listen to spoken instruction, and also preferred a teacher who used demonstration, it was related to Thompson's (2012) believed that introverts are personalities who are very good at listening and planning things.

Third, (Wardani, 2019) in his thesis stated that introverted learners prefer to listen to kinds of conversation things, they also found it easier to learn by using printed words. Laney (2002), introverts spend more of their time alone to think, such as reading books. Fourth, Introverts preferred outlining or gathering information before they asked to speak in front of the class (Naufal, 2019), it was related to Eysenck (1967), introverts were explained as being private, quiet, sensitive, thinking before acting, and exhausted by groups.

## **5. Introvert Learner in Speaking Activity**

However, in some cases, some introverted students were usually difficult to speak in front of the class. This has become a gap (lack), preventing students from achieving their target to speak English properly (Rahmawati & Nurmayasari, 2016). They also stated that introverted learner tends to thinking before speaking. Similarly with Laney (2002: 37) stated that introverted students will stay away from external activities if they were working on something because they need a lot of energy when thinking. They need time, a special place for themselves. Prepare, thinking before acting or speaking in public. Therefore, most introverted students were better at writing than

speaking because of their seriousness, and they also love to read (Crow, 1958 as cited by Andriyani, p. 17).

Besides it, Lestari, Sada, and Suhartono (2013, p.11) stated introverted learner was more often passive, and rarely gives comments or ask questions in class, they will speak if the lecture invited them to participate in the discussion. It could be happening because they feel embarrassed and talk less during classroom activities, Hakim (2017). Same as (Hakim, 2015) stated that most of them are afraid to make a mistake because it will make their friend laugh at them.

### **III. RESEARCH METHODOLOGY**

This study was conducted by using descriptive qualitative research. The data of this study was the result of questionnaire about need analysis that consist of necessities, lacks, wants, and learning needs which given to the introvert students at grade IX of SMP-IT Hikmatul Fadhillah. Then also, the transcript of interview with some of introvert students as representation and English teacher.

The questionnaire and interview questions that used was adapted from combination of *English for Specific Purposes – A learning Centered Approach* by Hutchinson & Waters (1987) and *Curriculum Development in Language Teaching* by Jack Richards (2001). For the inventory test used the questionnaire which adapted from *Extrovert and Introvert Students in Speaking Ability of English Department at Iain Palangka Raya* by Dyah Sri Wulandari (2017).

In this study, data analysis proceeds concurrently with the data collection process. As presented by Miles, Huberman and Saldana (2014), the flow of

analysis follows an interactive analysis model. In the course of this investigation, the analysis proceeded in three steps which are; data condensation, data display and drawing conclusion.

#### IV. DISCUSSION

This study aimed to find a need analysis of introverted students. Therefore, previously it was necessary to take samples who were introverted students. In this case, the researcher distributed questionnaires to the 9th graders at SMP-IT Hikmatul Fadhillah, totaling 55 students. It consists of 20 questions, and the questionnaire was based on Eysenck's theory. It was distributed on April, 22nd 2021. Then, this results had confirmed to the English speaking teacher. The result was described in table 4.1.

**Table 4.1. The Result of Introvert Students**

| <b>No</b> | <b>Student</b> | <b>Score</b> | <b>Category</b> |
|-----------|----------------|--------------|-----------------|
| 1         | Student 1      | <b>38</b>    | Introvert       |
| 2         | Student 2      | <b>35</b>    | Introvert       |
| 3         | Student 3      | <b>39</b>    | Introvert       |
| 4         | Student 14     | <b>36</b>    | Introvert       |
| 5         | Student 15     | <b>29</b>    | Introvert       |
| 6         | Student 16     | <b>30</b>    | Introvert       |
| 7         | Student 17     | <b>26</b>    | Introvert       |
| 8         | Student 18     | <b>40</b>    | Introvert       |
| 9         | Student 19     | <b>36</b>    | Introvert       |
| 10        | Student 20     | <b>35</b>    | Introvert       |
| 11        | Student 21     | <b>39</b>    | Introvert       |
| 12        | Student 23     | <b>40</b>    | Introvert       |
| 13        | Student 24     | <b>29</b>    | Introvert       |
| 14        | Student 25     | <b>28</b>    | Introvert       |
| 15        | Student 26     | <b>27</b>    | Introvert       |
| 16        | Student 40     | <b>40</b>    | Introvert       |
| 17        | Student 45     | <b>39</b>    | Introvert       |
| 18        | Student 49     | <b>37</b>    | Introvert       |
| 19        | Student 50     | <b>40</b>    | Introvert       |
| 20        | Student 55     | <b>21</b>    | Introvert       |



One of the factors that influenced the language learning process was the learners' personality. Every student who has a different character must have a difference in how students learned and acquired the knowledge. Therefore, Richards (2001) stated that each student has different language needs. Just as introverted students were known to be rarely active and participate in a class or every speaking activity, so that learning process cannot run optimally, it was necessary to analyze their needs to find out the problems or obstacles they have and help them in learning.

According to Hutchinson & Waters (1987) need analysis was very helpful for students in exploring their potential. In this case, they divided two important aspects in analyzing learners' needs in their book entitled *English for Specific Purposes, a Learning-centered Approach* which was targets needs and learning needs. According to Hutchinson & Waters (1987), target needs were things that students need to do in the target situation. In the target needs, it was necessary to know about what, when, and how students used English or the skills they have. Moreover, three aspects must be analyzed in the target needs, which were necessities, lacks, and wants.

Necessities served to determine the main goal of students to learn English or sub-skills. Necessities will be the endpoint in learners' language learning. In this research the end of the learners' goal in learning English specifically for speaking was introverted learners wanted to get a good career in their future. It can be understood that the role of the English language has an impact on the world of job career, considering that in the current era the used of English has spread widely in various sectors in the world. As stated by Khairunnisa (2018) speaking has a very good social impact in expanding their

relationship with the people around them, making it easier for them to get a job. So, introverted learners wanted to learn English, especially being able to communicate orally as a kind of preparation for their future.

Hutchinson & Waters (1987) defined lacks as a gap between known knowledge and learners' necessity. Lacks can be interpreted as obstacles or problems during student learning. There were 5 introverted problems when they spoke English. These 5 common problems were based on Richards' theory (2001) in his book entitled *Curriculum Development in Language Teaching*. First, some of the introvert learners sometimes got low grades in doing speaking assignments. In some articles, it was also found that introverted speaking scores tend to be lower than extroverts, such as in Wulandari (2018) the thesis found that 13 introverted learners got speaking scores under 70, while extroverts only had 2 students. However, that did not mean that all introverts have bad speaking skills. Second, introverted learners always have problems participating in large group discussions. It was related to Wallace's (2000) statement that introverted learners were difficult to involve in discussions because they felt uncomfortable. Third, introverted learners have difficulty when asked for an oral presentation in the class. Hiouani (2016, p.2) also stated that introverted learners have difficulty when performing tasks orally. It was because they need more time to think and prepare themselves to share the information or idea with their teacher or friends in the class. And Harmer also stated that lack of preparation is one of the common causes that occurred in speaking performance. Fourth, related to pronunciation, introverted learners often have difficulty and confused when pronounce the words in English. Fifth, introverted learners were worried if

they made mistakes when speaking English. If it was related with introverted learners problems in pronunciation have an impact on their fear of making mistakes when speaking in English, so that introverted learners also tend to rarely participate and be active in class. This was stated by Hakim (2015) that students in Indonesia tend to have many problems with pronunciation in the English learning process, thus making them rarely interact using English because most of them are afraid to make a mistake. Wardah (2015) cited in Sahril & Emirza (2021) that linguistic and psychological are two types of aspects that greatly affect students' speaking ability. So it was concluded that 5 common introvert learners' lacks covered linguistic aspects, as well as psychologically.

Wants were their needs based on learners' views personally (Hutchinson & Waters, 1987). Based on findings, in the used of English specifically in speaking, introvert learners wanted the language and their speaking skills to be used well in school, they wanted to practice their English skills only at school, by communicating in practice directly with their friends at school. And the implementation of these activities they wanted to do every day. Understandably, introverted learners tried to practice their English skills in school every day. In addition, although they tried to continue learning to communicate in English at school, introverted students wanted their speaking skills to be used in their daily communication. Therefore, what they most want to do is interactive activities such as conversations to help them communicate more fluently in their daily life. It was related to the purpose of language learning that to be able to use the language well communicatively which was stated by Bergil (2006) cited in Amalia (2019).

If the target needs were related to the learner needs in the target situation, then the learning needs were related to the language learning process. According to Hutchinson & Waters (1987), learning needs were the process of developing student learning from lacking to being able to achieve the necessities. It meant learning needs for introverts were aspects that introvert learners need during the learning process to help them develop their knowledge and skills.

. According to Brown (2001), there were 5 types of speaking, which were imitative, intensive, responsive, interactive, extensive. Since grade seven, introvert learners have been accustomed to speak English, because their school provided many kinds of English speaking activities. So actually all kind of speaking activities have been experienced by all introverted learners, they already have experience and knowledge in speaking English which was quite good. Those activities help students in practicing their speaking skills with different types of speaking and can improve the level of their speaking skills. However, they still felt difficulties that made them insecure and afraid to make mistakes when speaking English. In Amalia's research (2019) found that vocabulary was the biggest obstacle for introverted students, but it was different with this research which pronunciation was the most difficult aspect to learn for introverted learners.

Eysenck (1967) stated that introverted was known as private and quiet. Introvert learners have their way of learning to keep them comfortable and focused. A comfortable, quiet, and not too noisy atmosphere will help them in understanding the material, therefore introverted learners preferred to study by studying alone, or in pairs with friends rather than discussing in large groups.

(Amalia, 2019) also stated learning method that helps introvert in learning was paired with a friend. This was because as Jung, cited in Sharp, D. (1987, p.69) that introverts dislike large social, will feel lonely and lost if they were in a crowded situation. Several things supported their learning process, which were listening to English songs, and podcasts. As Thompson (2012) stated that introverts were personalities were very good at listening.

Although introvert learners have weaknesses in pronunciation, pronunciation was the sub-skill they most wanted to learn. It was also found in Amalia's (2019) research that introverted students have an interest in pronunciation, therefore they also learn through English songs, and Youtube to get them used to listen the right pronunciations. And actually it was contrary to the Wardani's (2019) research which introverted students preferred using books or another printed book.

Prayitno (2018) cited in Husain, et.al (2020) stated that several factors affect students' speaking performance, such as learning environment, materials, teaching-learning methods, etc. In terms of environment and materials, it has supported students to be able to speak English, which their school environment obligated students and teachers to speak English each other, and there were special materials provided related to speaking skills. Moreover, based on findings, introvert learners need teachers who explained the material being studied in detail and directly to them. Introvert learners were easier to understand by listening to the teacher's explanation directly. It was related to (Naufal, 2019) in his research found that introverted learners preferred to listen to spoken instructions, and also preferred a teacher who used demonstration, and practical sessions teaching techniques. This was

related to introvert learners' auditory learning style, which they were easier to understand and processed the information by listening.

From the overall information about introvert learners' need analysis, introvert learners at SMP-IT Hikmatul Fadhillah have been well facilitated to develop students' speaking skills, but the main problem of introvert students' was on their performance who often lack confidence because of their weaknesses. The lacks and an environment effected them feel uncomfortable to expressed and learned. Hakim (2015) stated that students' confidence in speaking performance greatly impacts the development of students' oral communication skills. Therefore, teachers have a big role to play in carrying out learning that can supported the development of introverted learners in speaking activity, but introverted learners also need to learn to build up their confidence and their knowledge in speaking.

## **V. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the research's findings, it is obtained some conclusions as follows:

1. The first problem was the target needs for introvert learners in English speaking activities. The researcher concluded that introvert learners' goal to learn speaking was to get a good career job in their future, which gained the knowledge and skill by studying in the school. They have a problems in participating in large groups and performing in front of a lot of people, also the pronunciation. Moreover, introverted learners wanted their speaking skills and the knowledge that could be

used in their school by communicating with friends every day, and also in their daily communication.

2. The second problem was the learning needs for introverted learners in English speaking activities. The research concluded that grammar and pronunciation were the biggest obstacles. In learning, introverted learners like to study in a quiet atmosphere and learned alone or pair. Introvert learners' learning style was auditory, so they listened to the English songs or podcasts and also need a teacher who directly explained to them.

## **B. Suggestion**

There are some contribution points suggested as follows:

1. For students. Introverted students need to more socialize to increase the self-confidence to speak English. In addition, introverted students can study practice independently at home to speak English, or can invite friends who can be invited to help each other. For another students can more explore their speaking skills.
2. For English teachers. English teachers can analyze and understand more about students' personality in the class. Specifically, teachers must have a high spirit of enthusiasm to invite students to be bolder to speak in class or outside the classroom.
3. For Institutions. The institution can suggest the teachers to analyze and understand more about students' personality in the class. And also can carry out learning evaluation activities that involve the relationship between personality and language learning.

4. For other researchers. The researchers need to learn more about students' personality and another language learning, also the using of need analysis in language learning development. It will help the researchers to get better results for the research later.



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