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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking skills are essential in learning English. According to Akhter & Ouahidi (2021:2), speaking skill is a very important skill, because when students master speaking skills, they can communicate with native English speakers and other international people. In addition to being a tool for communication, mastering speaking skill in ELT (English Language Teaching) also becomes the foundation for developing language skills and reflects the students' overall communication development or competence. However, improving speaking skill is not an easy thing, because speaking skill is the biggest challenge in language learning. It requires the ability to listen, to understand the communication partner's speech, and to respond correctly in the target language (Brown & Yule, in Benlaghrissi et al., 2024:2). Therefore, many students have difficulties when they must speak in English, especially in front of many people. These difficulties are not only related to limited vocabulary or insufficient understanding of grammar, but are also influenced by students' psychological conditions that make them feel uncomfortable and hesitant when they have to speak English.

Although speaking skills play a very important role in English language learning, in reality many students still experience difficulties in developing these skills. Students often show anxiety when they are required to speak English, especially during classroom presentations or when they

are directly asked by the lecturer to answer questions. This anxiety commonly appears because students are afraid of making grammatical and pronunciation mistakes, have limited vocabulary, and feel less prepared to deliver the material. In addition, classroom environmental factors, such as concern about lecturers' responses that are perceived as strict and feelings of embarrassment in front of classmates, further strengthen the emergence of speaking anxiety. This condition is reflected in various physical and psychological reactions, such as nervousness, trembling voice, blank mind, shaking hands, cold sweat, rapid heartbeat, and difficulty concentrating. These difficulties indicate that there are psychological factors that influence students' speaking ability, one of which is speaking anxiety.

Speaking anxiety is a form of anxiety that is the most dominant and most frequently experienced by students in English language learning. According to Virgonita (2020:4), anxiety is a feeling of worry and fear about something that happens. The feeling of anxiety, nervousness, and uneasiness that appears when speaking in a foreign language, especially when students have to speak spontaneously or in front of their classmates, is called speaking anxiety (Mousavi, 2025:18). Such feelings certainly hinder students from actively participating in English learning activities in the classroom, as they make students afraid to speak, prefer to remain silent, avoid communication, and even rejected the teacher's request to speak in class. This condition affects the development of students' speaking ability, making it less optimal. The process of learning English is a complex





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experience influenced by various aspects not only by the factor of speaking anxiety mentioned earlier, but also by individual learner differences, such as personality characteristics. Bakhtiyarzhanovna (2024:449) stated that academic success is influenced by factors that can be divided into three main categories: internal factors, external factors, and students' personality characteristics. From this statement, it is clear that personality characteristics play an important role in learning English. Generally, these characteristics are classified into two types: extrovert and introvert (Noviana & Oktaviani., 2022:54).

Introverts are personality types who focus more on their internal thoughts and feelings. They tend to feel anxious easily and require a calm environment to function optimally. Introverts prefer working independently and communicating in written form rather than verbally (Hz, 2022:110). Based on this statement, students with introverted personalities usually appear calm and reserved. They prefer listening to the lecturer's explanation rather than speaking in front of others. During discussions, introverted students think carefully before expressing their opinions and focus more on understanding the material. In addition, they tend to work independently and demonstrate good discipline and concentration, although they do not always stand out in activities that require intensive social interaction.

Meanwhile, extroverts are more interested in their surrounding environment. According to Shiddiq & Oktaviani (2022:43), they tend to be communicative, social, and impulsive in solving problems, which can be



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beneficial in stressful situations but risky in complex cognitive tasks. They sometimes experience difficulty concentrating and may pay less attention to detail during the learning process. Students with extroverted personalities are usually active in class discussions, unafraid to ask questions, and enjoy interacting with classmates and lecturers. They adapt more easily and feel comfortable working in groups. However, due to their dynamic and expressive nature, they may become impatient when completing tasks that require deep thinking. Nevertheless, their enthusiasm and confidence become strengths in creating an engaging and interactive classroom atmosphere.

In the learning process at the English Study Program of the Islamic University of Indragiri, it can be seen that some students tend to remain silent during speaking activities, feel afraid when asked to speak, and appear hesitant to express their opinions. On the other hand, some students actively participate in discussions and show confidence when presenting their ideas and questions. These differences in behavior indicate the presence of different personality tendencies in the classroom, particularly between students with introverted and extroverted characteristics.

Students with introverted and extroverted personality traits may exhibit distinct patterns and levels of speaking anxiety in English learning. Understanding the characteristics of speaking anxiety within these two groups is essential, as students with different personality tendencies may experience and cope with speaking anxiety in different ways. However,



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there is still limited research that specifically describes speaking anxiety among introverted and extroverted students in the English Study Program at Islamic University of Indragiri. Therefore, exploring speaking anxiety within these two personality categories provides educators with clearer insights into how anxiety manifests across different student profiles.

Based on the explanation above, the researcher is interested in conducting a research under the title “A Study of English Speaking Anxiety Among Extroverted and Introverted Students of English Study Program at Islamic University of Indragiri”.

B. Identification of the Problem

Based on the research background above, the following problems were identified :

1. Some students of the English Study Program at Islamic University of Indragiri experience speaking anxiety in English classes.
2. Some students of the English Study Program at Islamic University of Indragiri feel anxious to speak English due to fear of mistakes and lack of preparation.
3. Some students of the English Study Program at Islamic University of Indragiri are less active in speaking activities because of nervousness and low confidence.
4. Some students of the English Study Program at Islamic University of Indragiri feel anxious to speak English because of fear of classroom responses.



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5. There is limited understanding of the differences in speaking anxiety between introverted and extroverted students of the English Study Program at Islamic University of Indragiri.
6. There has been no specific research that investigates speaking anxiety among introverted and extroverted students of the English Study Program at Islamic University of Indragiri.

C. Limitation of the Problem

Due to the limited number of previous studies that examine speaking anxiety among introverted and extroverted students in the English Study Program at Islamic University of Indragiri, this research focuses on analyzing speaking anxiety in English language learning. The subjects of this research are the 2nd, 4th, and 6th semester students of the English Language Education Study Program at Islamic University of Indragiri.

D. Research Questions

Based on the background of the research that has been explained above, the research questions is formulated as follows:

1. How is introverted students speaking anxiety of English Study Program at Islamic University of Indragiri?
2. How is extroverted students speaking anxiety of English Study Program at Islamic University of Indragiri?

E. Objective of the Research

Base on the research questions above the researcher determine objective of the research, which are :



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1. To analyze how speaking anxiety of introverted students of English Study Program at Islamic University of Indragiri.
2. To analyze how speaking anxiety of extroverted students of English Study Program at Islamic University of Indragiri.

F. Significances of the Research

1. For students, the researcher hopes that this research will help students understand how speaking anxiety is experienced differently by individuals with introverted and extroverted personalities. Through this understanding, students can become more aware of their own characteristics and find suitable ways to manage anxiety when speaking in English.
2. For future researcher, this research is expected to serve as a reference or source for further studies related to the relationship between personality types and speaking anxiety in English language learning contexts.

G. Definition of the Key Term

1. Speaking Anxiety

According to McCroskey in Setyanto & Sarajar (2024:14), speaking anxiety is the feeling of nervousness or fear experienced by an individual in relation to communicative interactions, whether personal or impersonal, within the context of interpersonal relationships. This form of anxiety may arise both during ordinary conversations in daily life and when speaking in public settings. In other words, speaking



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anxiety is a type of anxiety that is directly related to a person's ability to communicate and interact effectively with others.

2. Introverted Personality

According to Jumareng et al. (2021:141), introverted personality types tend to be superior to extroverted types in terms of thinking and acting, receiving and processing information more effectively, being more active in learning activities, and completing tasks more quickly. It can be concluded that individuals with introverted personalities have advantages in information processing and making well-considered decisions. They tend to think deeply before taking action, resulting in more focused and accurate outcomes. With their high level of concentration and self-reflection, introverted students often demonstrate good academic performance even though they do not stand out much in social interactions.

3. Extroverted Personality

According to Wahyuni et al. (2022:74), extroverts are personality types who enjoy spending time with other people. This personality type differs from introverts, who prefer solitude to recharge their energy. Extroverted personality is associated with human behavior that thrives on social interaction. Extroverted individuals tend to adapt more easily and feel more enthusiastic when they are in social environments. They gain energy from interacting with others and often display open, friendly, and expressive attitudes.