Analysis of Speaking Learning Strategies Used by Introvert Students

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Abstract
Speaking strategy is a method taken by language learners to solve problems when learning to speak. Speaking learning strategies have two types, namely direct speaking learning strategies which consist of memory strategies, cognitive strategies and compensatory strategies, while indirect speaking learning strategies consist of metacognitive strategies, affective strategies and social strategies. The use of speaking strategies is widely used by language learners, including language learners who have introverted personalities. Introverted personalities usually tend to prefer doing things themselves, focusing more on their own thoughts. The aims of this research to analyze the speaking learning strategies used by introvert students. This research uses qualitative research methods by taking five introverted based on the results of the MBTI test. Researchers used interviews and questionnaires as data collection techniques. The research results showed that introverted students used four speaking strategies, namely memory strategies, cognitive strategies, compensatory strategies and meta-cognitive strategies. The research results also show that cognitive strategies and compensatory strategies are the strategies most frequently used by introverted students from the 4th semester English education study program in Universitas Muhammadiyah Kotabumi.

Keywords
introvert students; speaking; speaking learning strategies

INTRODUCTION

Speaking is the main key to communicate, convey information and opinions and express feelings. Speaking can also be defined as a productive skill because when someone speaks it produces a lot of words and sentences in the correct order. Speaking is a practical language skill that enables oral communication between speakers and listeners for the

exchange of information and the building of enduring bonds (Aziz, 2021). Speaking is a way of expressing word, ideas and feeling through oral communication or interaction activities. Speaking is one of the four essential language abilities, and for numerous learners, achieving fluency in English conversation is a top goal (Citra & Zainil, 2021; Rahman Hz, 2022). Having good speaking skills is needed by everyone, including students majoring in language. Students are required to not only be able to speak, but also be able to understand and master important aspects of speaking skills such as grammar, fluency, vocabulary, pronunciation and accuracy (Guo, 2022). In addition to having a strong intention and determination to be able master speaking skill, one thing that can help students to master speaking skill is by using learning strategies.

Learning strategies is a form of action or special effort that aims to make a learning process easier, more fun, more affective and faster made by the learner. Language learning techniques can serve as both actions and habits that students develop, uphold, or modify while acquiring a new language (Guo, 2022). When a behaviour becomes intentional, it is likely to function in a manner akin to those activities that are purposefully chosen; for example, showing determination or taking accountability in the learning process. Then, learning strategies can be divided into two, namely direct learning strategies have three subcategories, namely memory strategies, cognitive strategies, and compensation strategies (Alfian, 2021; Citra & Zainil, 2021). Meanwhile, indirect learning strategies have three subcategories, namely meta-cognitive strategies, affective strategies and social strategies. Based on several categories of learning strategies, each student will have a different learning strategy. This can happen because the learning strategies choose depends on internal factors such as personality.

Personality is a person who has dynamic and organized characteristics that influence her or his cognition, behaviour and attitudes in certain situations (Hogan & Sherman, 2020). Personality has two categories, Expalined that introvert and extrovert are the two main personalities of a person. An introvert is a personality type characterized by traits like being reserved, bashful, and cautious (Oktriani et al., 2021). They often manage their emotions effectively, have a limited number of friendships, find it challenging to connect with others, enjoy focus and alone time, prefer completing tasks on their own, and engage less in social activities while extrovert is a person who typically exhibits qualities like being lively, confident, energetic, outgoing, approachable, social, chatty, has a large circle

of friends, is easy to relate to, constantly seeks companionship for conversation, enjoys engaging in discussions, but is often less cautious when it comes to making choices (Jumareng et al., 2021). Because this study discusses the learning strategies of introvert students, so it will only focus on introvert personality. Someone who is more interested in their own feelings and thoughts that the outside world is called an introvert person. Students with introvert personality are often considered weak, incapable and always have difficulty in language learning, especially in speaking skills (Citra & Zainil, 2021). This often happens because students with introvert personality when in class do not talk mush and will speak only as needed and considered as passive students in class. But it does not mean that all introvert students do not understand the learning being carried out. Introverted individuals, who generally prefer solitude to recharge their energy, can greatly influence social dynamics within a community (Masitoh et al., 2023). Introvert students also have strategies in language learning in their efforts to facilitate in their understanding of the learning being carried out.

The previous researcher's explanation, the results of interviews with two introverted students related to information describing the condition of introverted students in class, such as that they were not very active, even more silent because of their personality factor and lack of confidence to speak, often regarded as passive students in class, sometimes underestimated and not paid attention when speaking in class because speaking skill still not enough. Based on a preliminary survey using the MBTI (Mayer Briggs Type Indicator) (Ullah et al., 2024) test to determine the personality of students in the 4th semester of English Language Education at Muhammadiyah University Kotabumi, there were only 5 introverted students with the highest level of introverted dimensions. So, the aims of this research to analyze the speaking learning strategies used by introvert students.

Because of many perceptions that arise about introverted students who are considered passive in learning to speak and to find out whether introverted students also have strategies in learning to speak. The researcher is interested in performing a study name "An Analysis of Speaking Leaning Strategies Used by Introvert Students of the Fourth Semester Students of English Education Study Program at University of Muhammadiyah Kotabumi Academic Year 2024/2025". The research questions of this research are: (1) what are the speaking learning strategies of the students? and (2) what are the speaking learning strategies most frequently used by the students?

METHOD

Design this research is qualitative research method is a research procedure in the form of descriptive data such as a written and oral data obtained from the observed subjects. Explained that qualitative research is research with a scientific background with the aim of interpreting phenomena that occur by involving various methods in qualitative research such as interviews, observations and utilizing documents. This study used a qualitative descriptive design. Researcher had designed a study on an analysis of speaking leaning strategies used by introvert students of the fourth semester students of English Education Study Program at University of Muhammadiyah Kotabumi academic year 2024/2025. The participants in this study were five students consisting of two male and three female from the sixteen introvert students in this class based on the results of the MBTI (Mayer Briggs Type Indicator) test that has been carried out (Cerkez et al., 2021; Sönmezöz et al., 2020). The reason the researchers only chose the five introverted students was because five of the sixteen introverted students in the fourth semester had higher levels of introverted personality dimensions based on the MBTI test results, so that these five students could represent other introverted students.

Research instrument is important component because research instrument is the tool used by researcher to collect data. Research instrument will assist researchers in collecting data to be analysed after researchers have a clear research focus. The type of instrument in this study consists of three, the researcher will use MBTI Test Questionnaire, Interview and Questionnaire. The first is MBTI Test Questionnaire. MBTI is the instrument most widely used to measure introverted and extroverted personalities (Ashraf et al., 2024). The MBTI personality framework, created by Myers and Briggs and rooted in Carl Jung's concepts of psychological categories, is commonly utilized to evaluate a person's psychological inclinations. In this study, the MBTI test questionnaire which consists of statement A and statement B which are opposite, this questionnaire measures the dimensions of introvert vs extrovert. For each statement there is no right or wrong answer, each student must choose an answer that reflects himself/herself by providing a checklist (√) in the column provided. The topic indicator of MBTI test can be described as follow:

Table 1. The Specification of MBTI Test Questionnaire

No	Personality	Indicator
1	Introvert	- Prefer silence, calm and more independent - Prefer working alone or with people already know intensely - Have difficulty building relationship with people - Oriented towards feeling and ideas
2.	Extrovert	- Like to do the activity with another people - Like social interaction - Expressing their feeling

Interview is a conversation that aims to obtain information or as a data collection technique that is carried out by asking and answering question. An interview is a formal, organized discussion in which one side—typically an employer, educational organization, or recruiter poses questions, while you provide the responses (May et al., 2024). The questions in the form of open-ended questions to introvert students so they can explain in detail the strategies they use when speaking so that the researcher gets valid information.

Table 2. The specification of semi structure interview

Variable	Category	Aspects	Indicator
Learning Speaking Strategy	Direct	Memory	Making connection in memory Connecting sounds with images in memory Review well the previous lesson Uses physical responses
		Cognitive	Practice word pronunciation Receiving and send message Analyzing and apply Creating input and output structure
		Compensation	Guessing intelligently topic Overcoming limitations in speaking
	Indirect	Metacognitive	Concentrate on learning Arranging Planning Evaluating the learning process
		Affective	Lowering Anxiety Encouraging willingness and courage Mastering feelings and emotions
		Social	Discussion with friends Cooperating with friends Empathizing with friends

Questionnaire is one of the instruments for collecting data which contains questions and statements that are given by researcher to respondents to be answered. A questionnaire is a crucial tool for a research project that assists the investigator in gathering pertinent information about the subject of study. Questionnaire can be used to obtain respondent data related to thoughts, perceptions, personality and others.

Table 3. The specification of questionnaire

Variable	Category	Aspects	Indicator
Learning Speaking Strategy	Direct	Memory	Making connection in memory
			Connecting sounds with images in memory
			Repeat the previous lesson
		Cognitive	Using gesture
			Practice word pronunciation
			Make a notebook
			Using teaching media
		Compensation	Fix your own mistake
			Define own your topic
			Overcoming difficulties
	Indirect	Metacognitive	Focusing on learning
			Planning and arranging teaching and learning activities
			Evaluating the teaching and learning process
		Affective	Reduce worry and fear
			Willingness and courage
			Mastering feelings
		Social	Discussion with friends
			Ask friends for help
			Annoying friends and harassing friends

RESULT AND DISCUSSION

The first step was determining the number of introvert and extrovert students using the MBTI test and only five students with the highest levels of the introvert dimension will be the research subjects. The second, conducted the interview in semi-structured interview with open-ended question. This interview was used to strengthen data collection and find out the strategies used by introvert students. In this interview, the researcher asked thirteen questions. The result is the five respondents have their own strategies used to help improve speaking skill. Based on the results of this interview, respondent 1, respondent 3 and respondent 4 used four speaking learning strategies namely memory strategies, cognitive strategies, compensation strategies and meta-cognitive strategies. Meanwhile, respondent 2 only used three speaking learning strategies, namely memory strategies, cognitive strategies and compensation strategies. Respondent 5 only three speaking learning strategies are used, namely cognitive strategies, compensation strategies and meta-cognitive strategies. However, based on the six speaking strategies, there are two strategies that are not used by the five respondents namely, affective strategies and social strategies.

Questionnaire was used to find out the most speaking strategies often used by introvert students. This questionnaire contains 19 statements about speaking strategies. The results are that memory strategies used by introverted students. This can be seen from

their answer, in their speaking activities they try to connect what they just learned and the sound they hear with their previous knowledge. Then the metacognitive strategies also known that four respondents used these strategies, it can be seen from the respondent needed to plan or make plans before they spoke, especially formal activities. Furthermore, the cognitive strategies and compensation strategies have similarities in the results of the questionnaire, where both of these strategies were used by all respondents. This can be seen from the answers given by respondents made notebooks to support fluency when speaking and made various efforts to overcome the difficulties experienced when speaking (Guo, 2022). Based on the presentation of the results of the questionnaire, it was found that cognitive strategies and compensation strategies are the most speaking learning strategies used by introvert students.

Based on these findings, there is an interpretation regarding the reasons why introverted students apply memory strategies in learning to speak. The main function of memory strategies is the storage and retrieval of new information. Two main roles of memory techniques are the keeping and recovering of all new information. These methods help students retain the vital details they listen to and study in the new language foundation. Introverted students this strategy makes it easier to store important things they hear in memory. This strategy combines sounds and images so that learners can more easily remember what they hear or read in a new language (AlSaqqaf et al., 2024). This strategy helps them speak English more easily.

The strategy also used by introverted students is cognitive strategy. In this regard, there is an interpretation of the reasons why students apply this strategy. Cognitive strategies refer to the particular techniques that individuals employ to address challenges and/or take advantage of possibilities, encompassing different forms of reasoning, planning, calculations, and more. It is crucial to note that a cognitive strategy doesn't have to solely reside in a person's mind; it typically engages with multiple elements of what can be termed the "execution context". This is proven by the finding that introverted students take notes before speaking, students prefer to write first and then express their ideas based on what they wrote, according to them taking notes helps them understand the material (Taherdoost, 2022). Another interpretation is that students practice speaking by listening to recordings and they imitate the way they speak, comparing the sound, style and pronunciation.

Then, there is also an interpretation of the reasons why introverted students apply compensation strategies. A compensation strategy is a framework that details how a company rewards its staff with immediate financial incentives (such as wages and bonuses) and enduring financial benefits (such as stock options) (Buchta et al., 2025). This strategy helps introverted students to overcome limited knowledge in speaking. From the results of the interview, they used this strategy when they were at a loss for words or had limitations regarding the topic they wanted to convey, they would use phrases that had almost the same meaning or gestures during the conversation to show their meaning.

Indirect strategies that are also used by introverted students are metacognitive strategies. This approach is commonly employed when the details being shared are intricate, debatable, or expected to face opposition (Seng et al., 2023). Based on the findings, there is an interpretation of the reasons why students apply metacognitive strategies. Three forms of meta-cognitive strategies, namely planning learning, focusing learning and evaluating learning. The reason introverted students use self-evaluation is because they are better at managing and controlling their emotions (Callahan, 2021; Shehni & Khezrab, 2020).

However, the findings show that indirect strategies, namely affective strategies and social strategies are not used by introverted students. Based on this, there are several interpretations of the reasons why introverted students do not apply these two strategies. Affective strategies are used to reduce anxiety, encourage oneself, and raise emotional temperature. However, in speaking classes, introverted students said they tended to have high anxiety because of their limited speaking skills, which caused introverted students to feel embarrassed when speaking directly to their friends in class (Annas Alkhowarizmi et al., 2024; Jumareng et al., 2021). So, introvert students as a whole tend to participate less in speaking class activities. Therefore, this causes introverted students not to use this strategy.

Another strategy that is also not used by introverted students is social strategy. Social strategies are strategies related to activities related to relationships with other people, speaking activities, working together with peers. Based on the findings, there are several interpretations of the reasons why introverted students do not apply this strategy. The reason introvert students do not apply cooperation and empathize with other people is because they have difficulty socializing (Godfrey & Koutsouris, 2024). They stated that

typical introverts are people who have difficulty getting along, do not have many friends, and prefer to study alone. So, if you look at these conditions, this strategy is clearly best suited to introverted personalities. Therefore, it can be said that it makes no sense if introverted students apply social strategies in speaking learning.

From the explanation above regarding speaking learning strategies for introverted student, it can be concluded that due to differences in personality and perspective, introverted students appear to apply more direct speaking learning strategies, namely memory strategies, cognitive strategies and compensation strategy (Citra & Zainil, 2021; Guo, 2022). These variations stem from the distinct settings of online versus traditional learning. In-person learning enhances the emotional strategies of extroverts, whereas online learning environments bolster the cognitive and metacognitive methods utilized by introverts (Manuhutu et al., 2025). Based on the explanation of the findings obtained based on interviews and questionnaires, the conclusions of the results can be seen in the table below.

Table 4. Interview and Questionnaire Students

No	Speaking Strategies	Five Respondents with Introvert Personality				
		RA Respondent 1	AMR Respondent 2	MF Respondent 3	IL Respondent 4	RRO Respondent 5
1	Memory	√	√	√	√	×
2	Cognitive	√	√	√	√	√
3	Compensation	√	√	√	√	√
4	Metacognitive	√	×	√	√	√
5	Affective	×	×	×	×	×
6	Social	×	×	×	×	×

Based on Table 4, which presents the data from interviews and questionnaires involving five students with introverted personalities, it is evident that all respondents consistently applied cognitive and compensation strategies as the primary speaking learning strategies. This indicates that although introverts tend to experience anxiety and limitations in social interactions, they still adopt active approaches to developing their speaking skills through internally driven and reflective strategies (Citra & Zainil, 2021). Memory and metacognitive strategies were also used by most respondents, reinforcing the finding that introverted students tend to prepare thoroughly before speaking, whether through repetition, planning, or self-evaluation. The complete absence of affective and

social strategies among all respondents reflects the fundamental characteristics of introverts, who tend to avoid direct interaction and experience high levels of anxiety in social contexts (Ashraf et al., 2024; Callahan, 2021). Therefore, the results in this table confirm that the selection of learning strategies is closely related to personality tendencies and that individual-centered approaches need to be considered in designing effective speaking instruction for introverted students.

CONCLUSION

This research was conducted with the aim of analyzing the speaking learning strategies used by introverted students in the fourth semester of the English Education Study Program at Universitas Muhammadiyah Kotabumi for the 2024/2025 academic year, in response to the issue regarding the perception that introverted students tend to be passive and less effective in mastering speaking skills. The findings show that introverted students applied four speaking learning strategies: memory strategies, cognitive strategies, compensation strategies, and metacognitive strategies, with cognitive and compensation strategies being the most dominantly used. These findings significantly contribute to a new understanding that, despite their tendency to be quiet and reserved, introverted students adopt structured and efficient learning approaches that meaningfully support the improvement of their speaking abilities. The impact of this research indicates that personality traits alone should not be used as the sole basis for assessing one's speaking ability; instead, it must be examined more deeply through the learning strategies employed. The advantage of this research compared to previous studies lies in its specific focus on speaking strategies within the context of introverted students based on MBTI test results and its use of a combination of interviews and questionnaires as a method of data triangulation, resulting in more in-depth and valid findings. This study aligns with the findings of Citra & Zainil (2021), who also noted that cognitive and compensation strategies are frequently used by language learners with introverted personalities; however, this research goes further by identifying that metacognitive strategies also play an important role in the preparation and self-evaluation processes during speaking activities. It is hoped that future research can expand the number of participants, compare with extroverted students, and further examine the impact of these strategies on both academic and non-academic performance. The implication of this research is the need to develop

adaptive and personalized speaking learning models that take student personality into account as a foundation for choosing appropriate learning strategies, so that the teaching and learning process becomes more effective, inclusive, and meaningful.

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