

**MOTIVATING INTROVERT STUDENTS TO SPEAK THROUGH
A PROBLEM SOLVING DISCUSSION IN A SMALL GROUP**

PAPER

Submitted as a partial fulfillment of the requirement for the Strata-1 degree



By

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ABSTRAK

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Kepribadian dapat mempengaruhi perilaku berbicara seseorang. Ada dua tipe kepribadian yang perbedaannya nampak kentara pada perilaku berbicara, yaitu *ekstrovert* dan *introvert*. Orang-orang berkepribadian *ekstrovert* berperilaku terbuka, senang berbicara, dan menyukai berada di tengah-tengah keramaian. Sementara orang-orang berkepribadian *introvert* cenderung tertutup, pendiam, dan tidak menyukai keramaian. Di dalam kelas anak-anak *ekstrovert* terlihat lebih aktif dan sering berpartisipasi dalam kegiatan berbicara. Anak-anak *introvert* seringkali diam, mereka hanya sekali-sekali berbicara, meskipun sebenarnya mereka memahami pelajaran dan memahami pertanyaan guru. Karena keahlian berbicara adalah keahlian yang penting, maka anak-anak berkepribadian *introvert* harus mengasah keahlian berbicara mereka. Mereka membutuhkan banyak kesempatan untuk melatih keahlian berbicara mereka, tetapi situasi kelas yang umumnya diwarnai kompetisi tidak mendukung mereka. Mereka membutuhkan lingkungan tertentu untuk memotivasi agar berkesempatan lebih banyak lagi berbicara.

Oleh karena itu, makalah ini membahas salah satu strategi untuk memotivasi anak-anak *introvert* untuk berbicara, yaitu dengan menggunakan *problem solving discussion* di dalam kelompok kecil. Teknik ini diharapkan dapat memotivasi dan memfasilitasi mereka karena dua alasan. Pertama, orang-orang *introvert* pada umumnya tertarik dengan pembicaraan yang mendalam daripada pembicaraan yang bersifat basa basi. Pembicaraan seperti itu dapat diterapkan dalam kegiatan menyelesaikan sebuah masalah (*problem solving*). Kedua, mereka juga merasa lebih nyaman berbicara dalam kelompok kecil dibandingkan dengan kelompok besar. Maka dari itu *problem solving discussion* di dalam kelompok kecil dapat memotivasi anak-anak *introvert* untuk berbicara. Dalam *problem solving discussion* ini siswa dibagi ke dalam kelompok-kelompok kecil kemudian diberikan sebuah masalah atau kasus, kemudian mereka berdiskusi untuk memecahkan masalah tersebut. Setelah berdiskusi dalam kelompok kecil, setiap kelompok mempresentasikan secara ringkas hasil diskusi mereka.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the goals in teaching English is to establish students' skills in using the language, particularly speaking skill. Even though it has been taught intensively, students still have difficulties in performing speaking skill. It is shown by the fact that only a few students who participate in speaking activity. For example, when the writer had her practice teaching at a vocational school, she found that many students were not able to perform their speaking skill well. When the teacher asked simple question such as "How are you?" or "What did we study last week?" the students remained silent and only a few students answered. When she did some informal observation to some classes in senior high schools, she also found that many students participated passively in speaking activity.

Based on literatures, there are some factors that cause the students' hesitance to speak English. First, they have lack of vocabulary. Because of that, they do not understand the teacher's utterance, so that they cannot give respond to it. If they want to say something in English, they are stuck because they do not know the English words. Second, they might have lack knowledge of grammar. They prefer to keep silent because they are afraid to make mistakes in grammar. Another factor is that most of them have lack self-confidence to use English. They might have idea to speak up, but they do not have courage to speak in front of their friends and teacher. They worry if they sound silly. So, they keep silent.

However, there are some students who are apparently still silent even though they are good at grammar, do not have problem with vocabulary, and confident enough to use English. Related to such case, there is another factor that can be considered by teachers, which is the personality of the students. Because, personality could affect someone's speaking performance. They might be introvert. This matter is often neglected by teachers because teachers used to think that teaching speaking is mainly related to linguistic competency and has nothing to do with personality.

If the teachers pay attention closely to their students, there are students who always talk with their friends, in the classroom, at home, or somewhere else. It seems that they always have something to say, even though sometimes it is not important. They usually talk about gossips, hot issues, or recent event that happened around them. Also, there are students who are almost always silent. It seems that they do not have a friend to talk to, they act very calmly in the classroom, even sometimes the teacher forget that they exist in the classroom. The differences are not accidental. It means something, and it lays on their personality.

There are two kinds of personality toward speaking behavior, they are extravert and introvert. It is related to someone's interest. Myers and Myers (1980) describe that the extravert's primary focus is on the external world of people and activities; on the other hand, the introvert's main focus is within his/her head - in the internal world of ideas and concepts. Extraverts get their energy from other people and are drained by being alone; in contrast, introverts get their energy from themselves and are drained by people. So, talking can be an exciting activity for someone but exhausting for someone else.

Since extraverts have high interest in external world, they are easily being excited by the environment. Therefore, they have many subject to talk about and they socialize easily. They can talk about many things with almost anyone. They are comfortable to interact with new things and new people. For instance, they make friends easily in the first day of school, or when they wait for a bus in the bus stop they talk with strangers as if they were old friends. For extreme extraverts, they are the center of attention wherever they go. They are talkative and spontaneous, especially when they are speaking in their native language.

In contrast to extraverts, introverts are usually quite. They rarely speak out their thoughts and their feelings. Introvert people hardly be interested in small talks. They rarely spend their time to talk about the weather, how is the friend's mother doing, or how was the friend's holiday. They have low interest in the external world so that they cannot get into any conversation. Introversion does not have relationship with linguistic competency. Based on the writer's experience when she had practice teaching at SMKN 2 Pariaman, mostly the introvert students were not actively speaking in the class. They rarely volunteered to speak in the crowd. But, if the teacher asked a question personally to them, he/she knew how to answer the question. It means that, they does not have problem with linguistic competency. However, lack of practice speaking may lead them to be a bad speaker. They will get problem such as difficulties in choosing appropriate diction and producing false intonation. It leads to miscommunication. So that, they need a lot of practice in speaking in order to be a good speaker.

Rauch (2010) estimated that introvert people are about 25 percent of the population. Even though it means that introvert people are minority but they deserve

attention. Teacher should give great concern to the students. It is not a big deal for the teacher to facilitate them or to make them get involved in speaking activity if the teacher knows their characteristics and technique to make them speak up. Introvert students need facility and chances to express themselves. They need circumstances that encourage them to speak.

From a huge concern about this kind of student, this paper offers *a problem solving discussion in a small group* as an alternative way to motivate introvert students to speak. Since introvert people are interested in deep conversation rather than a small talk, and they love to explore their thought; a problem solving discussion will be an appropriate activity for them. Moreover, they do not fit to a large group activity, so that a small group can be a good circumstance for them. Small group will make them more comfortable to participate in speaking. This technique gives advantage to the other students as well. As it encourages introvert students to speak, this technique also provides meaningful activity for the other students which they can practice to have critical thinking which is useful for their future life.

B. Identification of the problem

In the background of the problem above, most students do not show good performance in speaking English in the classroom. There are some factors that cause poor speaking performance, such as vocabulary, grammar, self-confident, and personality (introversion). This paper focuses on introversion.

Introvert students have problem with tendency in speaking. They rarely speak. They remain silent and unnoticed. They rarely speak up in class and other

occasions. In general classroom's circumstance, the whole students are participated and who raise their arm first will get a chance to speak. This circumstance does not support this kind of student. They are not comfortable to gain attention in the crowd, so that they will not get any chance to speak in such circumstance. However, they have to develop their speaking skill. They need a circumstance that support them and gives them more chances to speak.

C. Formulation of the Problem

From the identification of the problem above, the writer suggests *a problem solving discussion in a small group technique* as a way to motivate introvert students to speak. Therefore, the formulation of the problem can be stated as follow: How to conduct a problem solving discussion in a small group in order to motivate introvert students to speak?

D. The Purpose of the Paper

The purpose of this paper is to explain how to manage *a problem solving discussion in a small group* in order to motivate introvert students to speak. This paper is expected to give teachers an alternative way to motivate introvert students to speak. Then, it is also expected that this paper helps introvert students in improving their speaking skill.

E. Significance of the Paper

This paper can be used as an input for teachers in English teaching and learning process in Senior High School, especially for teaching speaking. It is

expected that teachers can facilitate and motivate their introvert students to speak by using this technique. This paper aims to give contribution to the introvert students so that they can practice to speak more often, especially in speaking English.