

**INVOLVING INTROVERT STUDENTS
IN ACTIVE ENGLISH CLASSROOM ATMOSPHERE**

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ABSTRAK

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Pada hakekatnya pembelajaran keterampilan berbicara, memerlukan teknik tertentu, terutama bagi siswa yang pendiam yang kurang mampu berbicara walau hanya beberapa kata dalam bahasa Inggris. Biasanya ketidak mampuan berbicara, ini disebabkan oleh rasa malu, takut salah dan kurang motivasi dalam belajar bahasa Inggris.

Makalah ini bertujuan untuk membantu guru menemukan beberapa teknik bagaimana cara melibatkan siswa introvert untuk ikut berperan aktif dalam suasana pelajaran bahasa Inggris.

Makalah ini membahas tentang beberapa teknik mengajarkan keterampilan berbicara bagi siswa introvert. Beberapa hal yang dapat dilakukan di antaranya :

1. Memberikan latihan-latihan secara bertingkat dari yang mudah ke yang lebih kompleks,
2. Bekerja kelompok, yaitu dengan melibatkan siswa yang aktif untuk memotivasi temannya yang pendiam.

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Love, Peace & Respect

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The four skills of English, listening, speaking, reading, and writing, should be mastered by the English students. Among those skills, speaking is the most important skill that should be learned by all students. It can give benefit to students if they are able to speak appropriately, and it will help them to communicate with English native speakers.

Meanwhile, teaching speaking at junior high school level recently seems to be limited, while a location of time in teaching English is four hours a week and many teachers neglect it. The classroom is dominated by reading materials. The problem is complicated in English lesson, the students just kept silent and the teacher monopolized the class. Even, in the oral class, students were made to listen more than to speak. As a result the students get few opportunities to practice speaking.

Most of teachers know the level of their students in class. Some of them are introvert and others are extrovert learners. We, as English teachers, can classify personalities of the students based on their characteristics and behavior. So, the teachers should know the needs of the students. One of the weakness is in learning process commonly is that the class is dominated by the extrovert students. There only few chances for introvert students to practice their English orally in the classroom. To overcome these problems, the writer tries to discuss

some techniques in teaching speaking to motivate the introvert students in classroom activities.

Through graded questions and form based report and making use of extrovert students for developing classroom atmosphere through pair work and group work. Graded question is the technique of asking question to the students gradually from the easy questions to difficult ones. Form based report is a technique of asking students to make conversations based on the form given. By using these techniques, opportunities for practicing speaking ability for introvert students can be provided.

Identification of the Problem

Speaking plays an important role in communication. Speaking is generally considered as the most difficult skill to learn. The problem in our education today shows that most of the students at SLTP are reluctant to perform spoken English.

There are many factors which may be the source of the problem. First, the students are not accustomed to speaking English in daily life. They usually speak their mother tongue. Another factor is the students' lack of confidence in speaking. They do not want to involve in speaking English, although their teachers have tried to make the lesson as interesting as possible.

Based on the problem above, this paper is prepared to propose how to involve introvert students in an active English classroom atmosphere.

1.2 Limitation of the Problem

There are several techniques that are presumably used by the teachers in teaching English as a foreign language, yet not all those techniques are appropriately useful for teaching speaking. It means the teachers should pay careful attention for a certain technique that will be used. In this paper the writer limits the problem on how to involve introvert students in active English classroom by classifying personalities of the students based on their characteristics and behavior.

1.3 Formulation of the Problem

The problem of this paper can be formulated as follows: “How does the teacher involve introvert students to be active in English classroom atmosphere?”

1.4 The Purpose of the Paper

The purpose of this paper is to show and emphasize that having occasioned to practice and use English frequently inside the classroom will help the introvert students motivate themselves to have a good self confidence. This paper also intends to help the teacher to find the way how to involve introvert students in active English classroom atmosphere.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introvert and Extrovert Students

Several different meanings of introvert and extrovert students have been discussed by different experts. According to Manser (1991), introvert is a person who is quiet and shy, and more interested in thoughts and imagine than in things outside himself. Extrovert is a person who is more interested in what he does and what goes on about him than in what he thinks or imagines; one who finds most of his interests and satisfactions in external things.

Kalat (1990) says that introversion means a directing of interest toward other people. According to him, extraversion are talkative, sociable, fun loving, affectionate, and the introversion characteristics is shyness.

According to Randall (1995) Extroversion and introversions are used to describe where are student fosses his or her attention in the learning process.

Extraverts tend to focus their perception and judgment on the people and object; they are energized by what is going on in the other world rather than the lanner world of their mind. Extroverts usually prefer to communicate more 6 y talking than by writing and to learn by experiencing. Thru, extraverts prefer to learn through acting. Rather than reflecting. Extroverts tend to focus their attention on concepts and ideas and are more comfortable when they are expected to spend most of their time just thinking .In fact introverts prefer to reflect before acting.

Based on Carl Jung's theory of psychological types, Jung viewed extroversion as. Where we get our energy. Extraverts are energized by being with other people, while introverts are energized by being with other minds and find their energy levels rapidly depleted when interacting with other.

Based on Eysenck that he believed that the autonomic nervous system determines how one reacts. When the activity of the cortex is inhibited by the brain stem, the person needs more stimulation and becomes extroverted. When the activity of the cortex is excited, there is too much stimulation and the person becomes introverted. Thus introverts show stimulus aversion, and extraverts' stimulus hugger.

According to Blurtit (1990) introverts means. Person who tends to shrink from social contacts. Extrovert is opposite of introvert. It means being concerned with the social and physical environment. Introvert is not open to express himself and extrovert is vice versa

According to Wiki (1990) an introvert person could be any or all of the following; shy, not outgoing, quiet, solitary, in explorative an extrovert person is the opposite; outgoing, chatty, loud, social etc.

Based on the apple book club an introvert is a person who is energized by being alone and where energy is drained by being around other people. An extrovert is a person who is energized by being around other people. This is opposite of an introvert who is energized by being alone.

According to Bainbridge (1990) an extrovert is a person who is energized by being around people. This is opposite of an introvert who is energized by being

alone. In fact, extroverts tend to think as unlike introverts who are more likely to think before they speak. Extroverts enjoy social situations and even seek them out since they enjoy being around people. Their ability to small talk makes them appear to be more socially adept than introverts (although introverts may have little trouble talking to people they don't know if they can talk about concepts or issues).

From the definition above, introvert does not mean poor student and extrovert does not mean clever student only; introvert and extrovert just describe the behavior of the students.

2.2 Learning Style and Strategies in Speaking Class

Speaking is a complex skill. In speaking, it is not enough for the learners just knowing the sound, structure, and vocabulary. The learners must feel free to speak to express his idea in the language being learned. All of these are interrelated acts, mentally and physically.

Someone who wants to study the foreign language must have certain learning style and learning strategy to achieve his needs. According to Nunan (1991:168) learning style is any individual's preferred ways of going about learning. It is generally considered that one's learning style will result from personality variables, including psychological experience. Learning strategies are the mental processes which learners employ to learn and use the target language.

Moreover, the learning styles of introverted students are as follows:

- Quiet, thoughtful
- Keep emotions private
- Think before acting

- Like to spend time alone

And the learning styles of extrovert student are follows

- Talkative, open
- Show emotions
- Act before thinking
- Like to be with people

According to Eysenck the learning style of introvert student are as follows:

- Talk less and reflect more before acting
- Like to be quiet
- Better at reflective problem solving and tasks involving long-term memory
- Like to work independently or with one or two others
- Oriented toward inner world of ideas and feelings
- Prefer low sensory input and low levels of activity
- Excel at focusing attention for long periods of time in situation if there are no distractions
- Have a lot going on in their inner world

The learning styles of extrovert student are as follows:

- Talk more and tend to take action with less reflection
- Works better in groups than alone
- Good at interpreting body language and facial expressions
- Excels during classes with high levels of activity
- Respond well to praise and competition
- Prefer quicker, less accurate approach

- Good at tasks involving short- term memory
- Highly resistant to distraction in interference conditions involving divided attention
- Prefer bright colors , loud music, and excitement
- Need a lot going on in the outer world

So the introvert students have different learning style and strategy compared with extrovert students. In the writer's observation, the learning styles of introvert students are as follows: they like to study alone, they prefer to take a note, and they like to learn English by hearing. Extrovert students, have learning style as follows: They like to talk to friends, and they like to learn by talking in pairs. The learning strategy of introvert student is not willingness to practice the language in the real situation, while the extrovert student is willingness to practice the language in the real situation. Teacher can categorize their students when he has taught two or three weeks or since the students are in the first year.

To establish the students' fluency in speaking, teachers should give some communicative activities. Little wood in Richard and Rogers (1986: 76) mentions two major types of activities; they are functional communication activities and social interaction activities. Functional communication activities include such tasks as learner comparing and sets of pictures and noting similarities and differences; or working out a likely sequence of events in a set of picture. Social interaction activities include conversation and discussion sessions, dialogues and role plays, simulation, improvisations, debates, interviewing and storytelling. In social interaction activities, teacher may use graded question technique and form

based report. Graded question technique is a technique of asking question to the students gradually from the easy questions to difficult ones. Form based report is a technique of asking students to make conversations based on the form given.

2.3 Teaching Strategies

In teaching English at SLTP in Padang, based on writer's experience, it is difficult to achieve the participation that to determine speaking ability. There are two approaches in teaching; Control speaking and free speaking. In control speaking the teacher controls speaking activities and the materials should be based on curriculum, while in free speaking, the students are free to express their ideas freely and spontaneously. Between two approaches, control speaking is considered to be suitable for SLTP students since they are still at the beginning level. Savignon (1983) says that letting the learners say something before they are first taught how to say it, not only result in ungrammatical utterances which are later difficult to eradicate but also serves to discourage beginning learners. Moreover, Eggers (1987:3) says that instructors may find that a more guided approach to a discourse lead to better result, especially during the early stage of developing students speaking ability.

Moreover, Murcia (1984) says that there are four areas affecting classroom interaction that the teacher should attend to; 1) Social climate, 2) Variety in learning activities, 3 Opportunity for students participation and 4) Feedback and correction. Among those four aspects social climate is the most basic and fundamental area. Without social climate, everything that we discuss becomes meaningless. Good social climate will support students to be active in English

speaking class. Varieties in learning activities are needed because the students will be bored if the same activities are done repeatedly. Opportunity for students' participation should be created. There must be no teacher domination in class. Feedback and correction should be given after the activity being done.

In speaking class, group work is an appropriate technique to use to activate the introvert students to speak English, because extrovert students can help the introvert students what to do in group discussion. Nation (1989) says that group work gives learner exposure to arrange and provide more opportunities for using new items compared to the opportunities in term of individualization, motivation, depth of processing and affective climate motivation.

Kessler (1992:8) in Ermita (1998) says that group work is also called cooperative learning. He defines that cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners. This activity, according to him, can increase students' learning motivation.

It is also expected that English teacher can provide their students occasions to use English in real communication by creating group discussion in their classroom. Kehler (1993) in Desmarita (1996) states that in order to make the students become more effective in communicating the target language, teachers must provide them with opportunities to develop in the classroom, the types of interactive skills through language learning activities that promote conversations and discussion skills.

CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

In the real class not all students are able to speak English spontaneously. So, the teacher should know what the level of their students is, and the types their students whether they are introvert or extrovert. From that, the teacher can find the suitable treatment for the introvert students in order to involve them to speak English, beside selecting the appropriate materials and good atmosphere.

This paper has discussed how to develop speaking skill by activating introvert students through graded questions and form baser report, and making use of extrovert students for developing classroom atmosphere through pair work and group work. By using these techniques, opportunities for practicing speaking ability can be provided. The introvert students are forced to speak in the situation given.

4.2 Suggestion

We realize that we should pay more attention to our students to create the communicative approach. The writer suggests that the teacher can use the techniques above to involve introvert students in active English classroom atmosphere. Through graded questions, the teacher gives direct questions to the Introvert students in order to make them accustomed to speak English and the students especially the introvert students will be motivated to speak English , and

they have prepare themselves to answers the teachers question through form based report , indirectly the introvert.

Students have a will to speak English through making use of extrovert students for developing. Classroom atmosphere, in order to activate classroom atmosphere through pair work and group work. give students the opportunity to learn community based on this method the writer suggest that the teacher should know the personality and the students.

The learning style and the learning strategy of the students the teacher should know the needs of the students. The teacher should have the ability to manage classes, match tasks to different groups and circumstances, provide variety in lessons and offer students clear learning outcomes and if method did not works, the teacher should be patients and try it again with making the lesson as interesting as possible don't blame our students if they make mistake in English. Motivate them that English is interesting and important.

In teaching learning process, don't forget that we are teachers, we are a facilitator. Be an interesting teacher and smiling teacher. These, make the students enjoy their English class.

Finally, the writer hopes that the reader can apply these activities as an alternative in teaching speaking.

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