

EXPLORING THE CONFIDENCE-BUILDING STRATEGIES OF INTROVERTED STUDENTS IN SPEAKING ENGLISH

THESIS

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INTROVERTED STUDENTS IN SPEAKING ENGLISH**

THESIS

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Declarant,



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ABSTRACT

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Speaking proficiency is considered one of the most challenging skills for EFL learners, particularly for introverted students who often experience anxiety, fear of negative evaluation, and limited classroom participation. This study aims to explore the confidence-building strategies used by introverted students in speaking English and to identify the challenges they encounter in applying these strategies. Using a qualitative case study design, this research involved students from the English Department, batch 2022. The Eysenck Personality Inventory (EPI) was administered to identify introverted students, resulting in five participants selected through purposive sampling. Data were collected through semi-structured interviews and analyzed using Miles, Huberman, and Saldana's framework, including data reduction, data display, and conclusion drawing. The findings indicate that introverted students build confidence primarily through independent and private preparation, such as practicing alone, rehearsing in front of a mirror, reading aloud, and improving pronunciation. Additional strategies include preparing materials in advance, using English videos for imitation, participating in small group discussions, and applying positive self-talk. Supportive social environments also enhance their confidence. Despite this, students face challenges such as fear of negative evaluation, limited vocabulary, unexpected speaking tasks, mental fatigue, and unsupportive learning environments, which affect their participation. To sum up, introverted learners develop confidence through preparation-based and reflective approaches, while their challenges arise from cognitive, emotional, and environmental factors. These findings highlight the importance of supportive and low-pressure speaking environments.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	vii
CHAPTER I : INTRODUCTION	1
A. Background of Study	1
B. The Research Questions	5
C. The Research Aims	5
D. Significance of Study	5
E. Terminology	6
CHAPTER II : LITERATURE REVIEW	9
A. The Concept of Introverted Students	9
B. The Concept of Self-Confidence in Language Learning	14
C. Confidence-Building Strategies for Introverted Students	19
D. Relevant Studies	22
CHAPTER III : RESEARCH METHODOLOGY	26
A. Research Design.....	26
B. Research Participants	26
C. Data Collection Techniques	27
D. Data Analysis Techniques	28
CHAPTER IV : FINDING AND DISCUSSION	30
A. Research Findings	30
B. Discussion	43
CHAPTER V : CONCLUSION AND SUGGESTION	48
A. Conclusion	48
B. Suggestion.....	49
REFERENCES	51
APPENDICES	56

LIST OF TABLES

Table 3.1 E-Score Classification of Personality Types 27



LIST OF APPENDICES

Appendix 1. Data Participants from questionnaire	56
Appendix 2. Questions of Interview	56
Appendix 3. Data Participants of Interview	58
Appendix 4. Transcribe of Interviews	58
Appendix 5. Documentation of Interviews	Kesalahan! Bookmark tidak ditentukan.



CHAPTER I

INTRODUCTION

A. Background of Study

In the context of English as a foreign language (EFL) education, speaking ability is often regarded as a primary measure of proficiency. Speaking proficiency is universally regarded as a paramount measure of a learner's linguistic success and overall communicative competence. It is the primary skill through which learners demonstrate their ability to actively use the language for real-world communication.

Speaking is the process of creating and conveying meaning in a variety of situations by utilizing both verbal and nonverbal symbols (Houn & Em, 2022). According to Nunan (2021, as cited in Sya'diyah, 2025) stated that speaking is a productive skill that requires fluency, accuracy, and pragmatic competence in interaction. In addition to receptive abilities like reading and listening, speaking focuses on students to participate in spontaneous expression, develop language in real time, and confidently, clearly, and effectively to convey meaning (Hidayatulloh et al., 2025).

Speaking is a language skill that is always used in everyday life, enabling speakers and listeners to interact directly, both in conveying information and exchanging opinions. Because of this intricacy, the majority of language learners consider speaking with spontaneity and fluency to be the ultimate objective. The ability to communicate verbally and spontaneously is the ultimate goal that almost every learner wants to achieve.

Nevertheless, behind this primary goal lies a complex reality, the classroom is not a neutral environment, it can be a frightening place for some students, especially those who are introverted. The real-time cognitive demands of speaking and the accompanying social pressure make this skill one of the most difficult to master (Amoah & Yeboah, 2021, Nurmiati et al., 2024, Toro et al., 2018, as cited in Azis et al., 2025). Even though speaking is essential to learning a language, this very activity poses a significant challenge for many students, with introverts often being the most affected.

An introvert is an individual who tends to focus on their own thoughts and feelings rather than stimuli from the outside world. This tendency often makes them more selective in social interactions and requires time alone to recharge their energy (Suliman, 2015). This personal experience, where someone feels more comfortable alone, immersed in their own thoughts, and doubting whether to start a conversation, triggered this research.

It is a recognition that many other introverted learners are likely to experience the same struggles, which forms the basis of this research objective. This study aims to explore the strategies used by introverted students to improve their confidence in speaking English. By identifying these strategies, this study is expected to provide new insights on how to help introverted students overcome their challenges.

However, it is far from easy to reach this final aim of speaking fluently. Considering how challenging and complicated speaking is, it is generally regarded as the most difficult ability for EFL learners to acquire. Speaking, in addition to

receptive skills, required that students complete several tasks quickly under extreme time pressure.

They must formulate their ideas, quickly recall relevant terms, apply grammar rules correctly, and control pronunciation, all of which are highly cognitively demanding. Furthermore, this process is often compounded by social pressure, including the fear of making mistakes, being negatively evaluated by peers or the teacher, and the anxiety of losing face in a public setting. Many learners find it challenging to talk because of shyness, anxiety, fear of mispronunciation, and a lack of confidence in expressing themselves in English (Ramasari, 2017).

An introverted personality is defined by traits such as quietness, a preference for alone work, reflectiveness, and heightened sensitivity to social stimuli. According to Eysenck (1964, as cited in Fitri & Novriewani, 2022), extrovert students are described as cheerful, active, and enthusiastic in their communication, whereas introvert students tend to be shy, quiet, and silent. There are two personality types: extrovert and introvert.

Nonetheless each student in a class has a distinct personality that may differ from that of other students, which may have an impact on how well they learn. Conversely, introversion emphasizes subjective aspects. When a person is in a crowd, they avoid social situations, do not engage, and have a deep distaste for others. In many situations, one feels confused and alone.

A method is required to address each student's challenges in the learning process. Learning strategies are unique ways of processing information that students employ to improve their comprehension, learning, and maintenance of

knowledge. Learners use several learning approaches to help them acquire new knowledge and overcome language barriers.

In other words, existing narratives mostly focus on the weaknesses of introverted students rather than on their ability to take control and self-designed plans of action. Only a few studies have specifically investigated the conscious and self-developed confidence-building strategies used by introverted students to overcome their anxiety and navigate the demands of speaking activities. This study aims to fill this gap by shifting the focus from weakness to empowerment.

Therefore, the goal of this research is not only to understand but also to help other introverts by uncovering the strategies they use and determining the challenges they encountered when implementing those strategies. This study seeks to answer the following research question: What specific strategies do introverted students use to build their confidence in speaking English?

To address this question, the study focuses on identifying and analyzing the strategies employed by introverted students in developing their speaking confidence. By directly analyzing these strategies and their effectiveness, this study will provide important insights into the adjustment mechanisms and proactive efforts of these learners. As a result, the findings of this study will provide educators with a more comprehensive and empowering perspective, which will ultimately help in creating a more inclusive classroom environment. Based on the explanation above, this research focuses on exploring the confidence-building strategies of introverted students in speaking English.

B. The Research Questions

This study will explore some research questions as in the following:

1. What strategies do introverted students use to build confidence in speaking English?
2. What challenges do introverted students have when applying these strategies to build confidence in speaking English?

C. The Research Aims

Based on research question above, the researcher can identify some research aims as in the following:

1. To identify and explore the strategies used by introverted students to build their confidence in speaking English.
2. To identify and explore the challenges that introverted students face when applying these strategies to build confidence in speaking English.

D. Significance of Study

This research is expected to be useful for:

1. For Teachers:

This study aids English teachers in comprehending the particular difficulties introverted students encounter while participating in speaking exercises.

2. For Students:

The purpose of this study is to inspire and guide introverted students in finding suitable strategies to build their confidence when speaking English in both academic and social settings.

E. Terminology

1. Introverted Students

The term "introvert students" describes students who are often quiet, want to be alone themselves, and reflect a lot. Rather than speaking freely in front of others, they typically feel more comfortable expressing themselves in writing or in their own thoughts, dislike being the focus of attention, and prefer to work alone. According to Yusuf et al., (2021), individuals with introverted personalities tend to prefer independent learning strategies and make extensive use of metacognitive strategies such as note-taking which are very useful in language learning. Their research also found that introverts may excel in mastering certain language skills, particularly writing and sentence construction.

The phrase "introverted students" in this study refers to students who display introverted traits like preferring independent activity, experiencing nervousness when speaking in front of others, and requiring additional time to gain confidence when speaking English. These students rely on self-reflection to enhance their speaking abilities and have a tendency to internalize their ideas before expressing them.

2. Confidence-Building Strategies

Strategies for Building Self-Confidence are various methods or actions that students use to increase their self-confidence, especially when they have to speak in English. Examples include seeking support from friends, preparing mentally, giving yourself positive affirmations, practicing independently, and gradually starting to speak in situations that are not too stressful. Accordingly, these tactics might involve practicing in a supportive atmosphere, making realistic objectives,

talking to yourself positively, and progressively increasing the amount of speaking chances you have (Yusuf et al., 2021). In this study, it refers to the students' willingness to engage in speaking exercises without experiencing undue anxiety or self-doubt and their belief in their own capacity to communicate effectively in English, despite their introverted tendencies.

3. Speaking English

According to Wahyudin et al., (2024) speaking English is the interactive process of creating and sharing meaning through spoken communication, which includes using vocabulary, grammar, and pronunciation to convey ideas and emotions in a variety of settings. Through techniques like role-playing, discussions, and question-answer sessions that promote active use of the target language from the outset, it is regarded as one of the most important language skills for learners since it helps them develop confidence, fluency, and effective communication. Mastering speaking English enables individuals to interact socially, participate in academic and professional activities, and engage in intercultural communication. In this study, "speaking English" refers to the ways in which introverted students use spoken English to communicate their thoughts, ideas, and feelings during class interactions and learning exercises as they work to increase their confidence, fluency, and ability to communicate in the target language.

4. Challenges in Speaking

The term challenges refers to the internal and external barriers that introverted students must overcome in order to gain confidence when speaking English. These challenges might include environmental elements like classroom

pressure, few speaking chances, and difficult academic assignments, as well as psychological elements like worry, fear of receiving a poor grade, and lack of confidence. Baritanya et al. (2025) state that these elements, which might impact students' confidence during speaking performances, include peer and lecturer assessment, a lack of opportunities for English-speaking practice, and the general classroom environment. Challenges are defined in this study as circumstances or events that affect students' preparation, willingness, or capacity to actively engage in speaking activities.

5. Difficulties in Speaking

The term difficulties describes the linguistic and performance-related issues that pupils have when speaking in English. These challenges include deficiencies in vocabulary, grammar, pronunciation, fluency, and the capacity to coherently arrange and communicate ideas. The technical obstacles that impact students' actual speaking performance, even when they intend to participate in speaking activities, are referred to in this study as difficulties.

CHAPTER II

LITERATURE REVIEW

This chapter covers the literature review related to this study. These sources are relevant for my research. The review includes several main concepts which cover the definition of introverted personality, the concept of self-confidence in English language learning, and various confidence-building strategies for introverted students are discussed below.

A. The Concept of Introverted Students

1. Definition of Introverted Personality

In personality studies, introversion and extroversion are known as the most researched basic dimensions. According to Jung (1921, as cited in Emirza & Sahril, 2021), one of the personality types he categorizes is introverted. People who are introverted tend to isolate themselves and stand out from the crowd, preferring to work alone.

Therefore, according to Emirza and Sahril (2021), they often prefer to work independently or in small groups and need time to think carefully before act. Introverts feel very comfortable spending time alone because they don't have much energy for social activities, their energy quickly runs out when they are in crowded environments, having time alone allows their energy to recharge (Nugraha & Zuhriah, 2023). Introverts are people who are more comfortable with stimulation from their internal world (thoughts, feelings, ideas) than stimulation from the outside world (crowds, social activities).

They recharge their energy by being alone and tend to be more selective in their social interactions, This is not merely because they are shy, but because the way they process the world around them is fundamentally different from that of extroverts. They get their energy and fulfillment from meaningful internal dialogues, solitary pursuits, and introspection rather than from outside stimuli. According to the explanation given above, students who are introverted by nature typically struggle more while learning to speak.

For introverted students, these challenges in speaking English are often exacerbated by their personality traits, such as lack of confidence, embarrassment while speaking in front of others, or difficulty expressing oneself verbally. Introverts prioritize depth of thought and intellectual exploration over surface-level social interaction, and they are known to excel at tasks requiring sustained concentration, critical analysis, and independent problem solving (Bouchareb, 2024). An introvert personality prefers solitude, exhibits limited social skills, demonstrates significant shyness, and harbors a fear of public speaking.

According to Eysenck (1985, as cited in Awelia et al., 2023), introverted people are quiet, reserved, retiring, plan ahead, and dislikes excitement. Quiet time alone is a source of energy for introverted people, their energy will be depleted if they spend too much time engaging in activities with too many people. People with introverted personalities typically have an inward-looking mindset, with primarily subjective influences influencing their thoughts, feelings, and behaviors.

As mentioned by Mustoip et al., (2024), state that they struggle with socializing, relating to others, are introverted, less suited to the outside world, and

frequently fail to catch others' attention. The study found that introverts prefer solitary learning and often experience higher anxiety. In spite of this, they are regarded as well-educated and having adjusted well to their inner lives.

2. Characteristics of Introverted Students

According to Jung's theory, introverted people have various types of traits. They are cautious, pessimistic, critical, and attempt to keep a positive attitude. They also have a tendency to withdraw in emotional or conflictual situations and prefer to think about themselves rather than speak to others (Hendraningrat & Fauziah, 2020). According Mustoip et al., (2024) said those who are introverted tend to be calm, cautious, think things through, worry a lot, live a regular life, like to think things through, are rigid, simple, pessimistic, prefer to be by themselves, are quiet, passive, cautious, considerate, peaceful, controlled, dependable, and capable of self-control. Because of this, introverted people have a hard time adjusting to their surroundings and are more impacted by their subjective world than by the objective one. The term "ambivert" was also created by Jung to describe people who possess both extroverted and introverted characteristics.

According to Taylor (1998, as cited in Awelia et al., 2023), introverted people tend to talk less, take longer to think things through before acting, have better reflective problem-solving skills, have longer-term memory, prefer working alone or with one or two other people, and struggle to build relationships. People who are introverted often look inward and think carefully in order to comprehend who they are and what their purpose in life is. From an early age, they frequently

favor solitude over active social interaction, favoring quiet areas over group activities.

Introverts appreciate having a small group of close, reliable friends with whom they can discuss personal issues, even though they are not completely alone. Despite being a minority, introverts continue to play an important role in social life, as evidenced by the fact that psychologists have recognized this natural tendency toward inward focus and that it is now a significant variable in personality tests.

The following are characteristics of introverted personalities, according to Hendraningrat and Fauziah (2020): Writing is simpler than speaking, A common source of anxiety, Offended and embarrassed, Usually radical, Enjoys reading magazines and books, Greater influence of subjective emotions, A soul that is somewhat closed, Enjoyed working by themselves, Take good care of his property and be extremely mindful of his suffering, The association is inflexible and difficult to modify. These characteristics of introverted students were redeveloped by Jung into more complex ones including: they mental focus on the outside world, acquire vitality internally, using internal filters to filter thoughts and ideas, mostly use written communication, before speaking, consider, having difficulty forming relationships with others, Closed nature, it is difficult to adapt to the new environment.

According to Hendraningrat and Fauziah (2020) stated that introverts frequently struggle to be completely accepted by others because they are more self-centered and less sensitive to their environment. They may find it difficult to express their own desires, which can occasionally make them seem out of the

ordinary, even though they usually understand them. Since interactions with introverts frequently result in deeper and more meaningful conversations, it takes time and consistent communication to develop an understanding of their thoughts.

3. Factors Influencing Introverted Students in Learning Contexts

There are many internal and external factors that affect introverted students' confidence when speaking English. Numerous studies indicate that psychological factors like anxiety when speaking, lack of confidence, and fear of receiving a poor grade are major barriers to verbal interaction (e.g., public speaking or class discussion). Anxiety is a major issue, for instance, according to Bakhtiar and Suwandi (2022) claims introverted students typically avoid speaking, give brief responses, or choose silence out of embarrassment and fear of being incorrect.

Aside from psychological factors, situational and social factors also come into play. Support from friends and teachers has a big impact on students' willingness to communicate. As mentioned by Kalsoom et al., (2020) demonstrates that while foreign language anxiety has a negative impact on students' propensity to speak, social support from teachers, close friends, and family has a positive impact.

Furthermore, synchronous and asynchronous online presentation formats can reduce stress for introverts by allowing them to prepare more thoroughly and avoiding face-to-face interactions that can cause anxiety (Mishu et al., 2023). On the other hand, external factors like the classroom environment, the people they interact with, and the surrounding environment continue to cause anxiety in students. Anxious students are more likely to be distracted, forgetful, have rapid

heartbeat, and sweat more which can result in negative habits such as avoiding tasks or procrastinating on their assignments

B. The Concept of Self-Confidence in Language Learning

1. Self-Confidence in English Language Learning

Research on acquiring a second language has extensively examined the connection between speaking performance and self-confidence. One of the most important emotional elements influencing learners' proficiency in a foreign language is their level of self-confidence. In order to be able to speak English fluently, exactly a person must have high self-confidence and be able to adapt to any situation, especially introverted students.

According to Fatmawati, et al., (2020) stated that the most crucial factor in speaking English is self-confidence. Because it allows learners to take risks, which is essential for language practice. Students with greater self-confidence were shown to typically do better on speaking assignments. According to Nazara (2011), students who possess self-confidence are able to overcome their fear of receiving a poor grade and use language more naturally and successfully.

Students' self-confidence affects both their performance and how they feel about speaking. As stated by Kanza (2016, as cited in Akbari & Sahibzada, 2020) stated that Students who possess self-confidence are dependable in their abilities, set goals for themselves, and work hard to attain them without worrying about the results. This attitude is very important to encourage students to take chances and be actively involved in learning.

It has been demonstrated that students' speaking abilities and overall participation in class activities are strongly correlated with their level of self-confidence in their ability to learn English. Pramerta (2021) discovered that students' self-efficacy had a favorable impact on their speaking abilities, with high self-efficacy students outperforming low self-efficacy students in speaking assessments. On the other hand, according to Naaziyah and Wati (2024, as cited in Setiawan et al., 2025), motivation plays a key role in shaping students' self-efficacy in speaking during hybrid classes.

Highly motivated students tend to show greater enthusiasm and active participation, as they recognize the importance of speaking skills for their personal and professional development. For instance, one participant acknowledged that improving her speaking skills was essential for her career, which demonstrates how internal motivation sustains learning enthusiasm despite challenges. Another study by Destiawati et al., (2024) found that students' speaking abilities improve with their level of self-confidence, particularly in front office settings where verbal communication and the use of English are essential.

Building self-confidence consequently is crucial for students to be able to utilize English more actively rather than just passively understanding it and to be inspired to study more, in addition to giving them the courage to try and practice speaking. Mastery experiences, encouraging feedback from peers and teachers, practicing speaking in small groups to reduce fear, and using actual or simulated encouraging interaction scenarios are all effective ways to boost self-confidence.

Conversely, a lack of self-confidence can have serious consequences. Specifically, self-confidence is essential, as individuals with low self-esteem are more likely to be disturbed by failure and to interpret events in an excessively negative manner (Bakhtiar & Suwandi, 2022). In addition, According to Palavan (2017, as cited in Akbari & Sahibzada, 2020), students who lack self-confidence run the risk of losing motivation, which ultimately makes the educational process feel like an obligation and gives rise to negative learning attitudes. Therefore, the role of the educator in this case is the language teacher, being crucial in building this confidence.

In accordance with the opinion of Tunçel (2015), it is the duty of teachers to help students become more confident and avoid those actions that can damage them. Based on this thinking, it can be concluded that in addition to teaching linguistic competence, teachers should also focus on efforts to build students' psychological readiness to communicate. This effort is especially needed by students who tend to be shy, introverted, or easily anxious, so that they can participate more optimally.

2. Factors Influencing Self-Confidence in Speaking English

Speaking English in a classroom can be extremely performative and social for introverted students, which can cause a great deal of anxiety. Activities like spontaneous role-plays or class debates frequently conflict with their innate tendency toward introspection and quiet reflection, which might unintentionally erode their self-confidence. However, Hanifa et al., (2022) contend that rather than being forced to adopt extroverted behaviors, introverted learners can build strong,

enduring self-confidence by utilizing their reflective and analytical strengths when their traits are recognized and supported through strengths-based strategies and properly organized classroom practices.

Giving introverted students planned, low-stakes speaking opportunities is one possible tactic for boosting their confidence. Allowing introverts time to reflect before speaking relieves anxiety and enhances performance because they typically favor introspection. Think-pair-share strategies, where students first consider themselves and then, if required, discuss their ideas with a friend before speaking in front of a bigger group, respect their inner workings and lessen cognitive burden when speaking impromptu. In order to help students feel more comfortable and be able to build up confidence, the scaffolding principle in speech learning breaks activities down into smaller parts. According to Ahmed et al., (2025) discovered that such structured support, which organizes expectations and preparation, can lessen speech anxiety.

They can develop confidence and familiarity in stable small groups, which makes them more inclined to contribute and take chances. When educators give constructive criticism and encourage critical thinking, introverted students will see their communication style as a strength rather than a problem. Furthermore, Mardhiyah et al., (2022) demonstrate that small group discussion strategies have been successful in encouraging students to voice their viewpoints in class with greater boldness and activity.

3. The Role of Self-Confidence in Second/Foreign Language Learning

According to recent studies, speaking abilities and general performance in learning a foreign language are significantly impacted by self-confidence. According to the study by Muqorrobin et al., (2022), students' lack of confidence when speaking English is primarily caused by their linguistic abilities. They came to the conclusion that in order for self-confidence to grow, educators must foster a positive learning atmosphere by providing encouragement and equitable speaking chances.

Aulia and Apoko study (2023) examined the connection between speaking abilities and self-confidence; the findings indicated that students with greater self-confidence were better speakers than those with less confidence. According to a different study on English for Specific Purposes (ESP) by Dewi and Subekti (2024), students still lack confidence in their ability to voice their thoughts and lead conversations in English, despite their enthusiasm in speaking in ESP sessions. Lack of proficiency in field-specific vocabulary and a lack of excellent pronunciation and grammar support are contributing causes.

In addition, Gordani et al., (2021), discovered that EFL students' self-confidence and communication anxiety may both be raised through cooperative learning in speaking sessions. With the help of their peers, students can engage in small-group interactions under this learning model, making them feel more secure and willing to speak up without worrying about unfavorable opinions. For introverted students, cooperative learning has also been shown to be advantageous

since it gives them a chance to progressively gain confidence before participating in a bigger setting.

C. Confidence-Building Strategies for Introverted Students

1. Definition and importance of Confidence-Building Strategies

In language learning, confidence-building strategies are a group of methods and techniques intended to boost students' self-esteem and make them more inclined to communicate orally. This tactic is crucial because self-confidence and communication readiness are strongly connected. As mentioned by Ghafar (2023) students who are confident are more willing to take chances when speaking, practicing their language, and taking criticism, which speeds up the development of oral skills. Increased self-confidence enhances perseverance, engagement, and language learning outcomes in EFL/ESL contexts.

According to Li et al., (2024) state that pedagogically, confidence-building techniques may include direct interventions such as structured role-play, natural pronunciation practice, and relaxation techniques, as well as modifications to the learning environment, collaborative task settings, selective error correction, and peer support. Studies on medium-term interventions have demonstrated the effectiveness of approaches that focus on affective components, such as positive self-talk and self-efficacy, as these strategies not only reduce anxiety but also enhance students' cognitive readiness to use the language. The application of these techniques is particularly essential for introverted students, as they often require a more gradual and secure approach to speaking practice.

In addition, strategies for building self-confidence each introvert student is different, of course they have their own strategies. This is reinforced by facts from Erton (2010, as cited in Yusuf et al., 2021) that it is said to be closely related between the strategy, style and personality of students in building learning success. That means the choice of strategy is also determined by the learner's personality.

2. Types of Strategies Used by Introverted Students

Given their tendency to feel uneasy in social situations, introverted students frequently struggle with confidence in English speaking activities. Therefore, tailored strategies are essential. These strategies can be implemented both individually and with pedagogical support from teachers. According to Zulfikar et al., (2024) stated students' speaking anxiety can be decreased through the use of group projects and selective error correction since they receive feedback and social support while utilizing individual strategies like preparation.

Individual strategies may include; Practicing in front of a mirror to self-observe and adjust, Using breathing exercises to regulate nervousness, Engaging with English media (e.g., songs, films with subtitles) for immersive input, Utilizing language learning applications, such as "Real Life, OmeTV, and Memrise) for structured, self-paced practice. These self-directed methods allow introverted students to build foundational confidence and fluency in a safe, low-pressure environment. In the classroom, teachers can foster a supportive atmosphere by designing group discussions that prioritize constructive feedback and self-motivation.

Additionally, the think-pair-share instructional strategy is particularly favored by introverted students, as it allows them to think critically and formulate their ideas before being asked to express their opinions spontaneously. According to Imani et al., (2019, as cited in Nasrulloh et al., 2024) assert that since all students have the chance to participate in class, think pair share can also boost self-confidence. When these individual and collaborative approaches are combined, they create a holistic system that effectively reduces anxiety and empowers introverted students to participate more freely.

3. Challenges Faced by Introverted Students in Applying These Strategies

According to Putri et al., (2024) introverted students experience psychological challenges when attempting to apply confidence-building techniques, such as speaking anxiety, fear of receiving a poor grade, and low self-confidence as a result of unpleasant speaking experiences in the past. These factors are classified as internal challenges in this study because they come from the internal psychological state of the students. Theoretically, active strategies like speaking in front of large groups or giving spontaneous presentations can boost self-confidence, but these affective barriers prevent students from attempting them. In other words, studies indicate that students' inability to use learning strategies intended to increase their self-confidence is closely linked to mental health issues, anxiety, and a lack of social support.

In addition to affective barriers, there are significant linguistic barriers when introverts implement strategies, such as limited vocabulary, grammatical uncertainty, pronunciation difficulties, and lack of fluency. When the chosen

strategy requires relatively rapid language production, such as in class discussions and spontaneous question-and-answer sessions, these limitations can lead to embarrassment and reduce students' opportunities to continue practicing the strategy. Consequently, strategies that should build confidence can become a source of frustration if basic language skills are inadequate.

According to Febrianti et al., (2025) assert that introverted students' success or failure in putting confidence-building techniques into practice is significantly influenced by the classroom environment. Introverted students may feel under pressure to participate in class due to teacher-centered learning environments, an excessive number of students, and a culture that values speaking performance. Additionally, a lack of peer support may make them feel even more anxious. In contrast to study findings, introverted students typically feel more at ease learning on their own and are under pressure to work in a group, particularly when the roles and activities are not clearly defined.

On the other hand, introverted students will find it easier to participate if the teacher gives them a clear structure and an opportunity to reflect before speaking. Thus, introverted students' individual strategies will not be able to function well in the classroom without carefully thought-out pedagogical support, such as appropriate role sharing and a phased approach.

D. Relevant Studies

Research conducted by Hanifa et al., (2022), entitled “Introverted Learners' Problems and Solving Strategies in Speaking English” this study aimed to explore both the difficulties experienced by introverted students and the specific strategies

they used to build self-confidence and improve their speaking skills. The research was carried out at the English Education Department of UIN SMH Banten, involving eight fourth-semester students who were identified as introverts using the MBTI personality test. Hanifa's research focuses on identifying the problems introverted students experience in speaking English, such as linguistic, psychological, and confidence barriers, as well as the general strategies they use to overcome them. Although the research provides a clear picture of the challenges faced, the focus still tends to be descriptive and weakness-oriented while the author adopts an empowerment approach by emphasizing how introverted students consciously design and implement specific strategies to build their self-confidence.

A study conducted by Awelia et al., (2023) entitled "An Analysis of Introverted Students Difficulties in Speaking English at Vocational High Schools" examined the difficulties of introverted students in speaking English along with factors and strategies to overcome them. This study used a qualitative method with participants five introverted students selected through the Eysenck Personality Inventory test and data collected by semi-structured interviews. The results showed five main difficulties, namely lack of confidence, shyness, limited vocabulary, pronunciation difficulties, and fear of negative judgment. Causal factors include lack of exercise, lack of motivation, a less supportive environment, and introverted personality characteristics. Strategies used by students and teachers include listening to English songs, watching movies, speaking exercises in front of a mirror, playing games, as well as personal approaches and peer tutors from teachers.

Emirza and Sahril (2021) investigated the influence of introverted personality on students' English speaking skills using qualitative methods with observations, questionnaires, and interviews of 26 students. Their findings revealed that introverted students experienced psychological barriers such as anxiety, low self-confidence, and depression, as well as linguistic difficulties related to vocabulary and grammar. To overcome these challenges, students employed strategies such as reading aloud, singing English songs, practicing speaking, and joining communities.

While this study provides valuable insights into the obstacles faced by introverted learners and the strategies they use, it does not specifically address how these strategies contribute to confidence-building. In contrast, the author focuses more deeply on the confidence-building strategies employed by introverted students and explore their challenges face when applying these strategies to build confidence in speaking English.

Despite these challenges, the students employed various strategies to improve their speaking, including reading aloud, singing, daily conversations, joining community activities, and watching YouTube. This research is relevant to the present study as both explore how introverted learners experience barriers in English speaking and the strategies they adopt to overcome them, although Emirza and Sahril (2021) emphasize a broader range of psychological and linguistic factors, while the present research focuses more specifically on confidence-building interventions.

Thus, a knowledge gap still exists regarding the difficulties introverted students face when attempting to apply and experience confidence-building techniques in English speaking. By examining not only the strategies employed but also the challenges introverted students face when putting them into practice in authentic classroom and social speaking settings, the current study aims to close this gap. The goal of this method is to give introverted English learners a more comprehensive understanding of confidence-building.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explained an explanation of research methodology which covered some points including research design, research participant, data collection techniques, and data analysis techniques.

A. Research Design

This study used a qualitative approach with a case study design. The case study method was chosen to enable in-depth exploration of the confidence-building strategies employed by a small group of introverted students in a real educational context. Qualitative research adopts an interpretive and naturalistic approach to understanding phenomenon.

B. Research Participants

The participants of this study were drawn from students of the English Department, batch 2022. The study focused on introverted students, identified through the Eysenck Personality Inventory (EPI) questionnaire, who were enrolled in the English Language Program. Before the main data collection, the researcher administered the EPI Questionnaire to all 187 students to assess their personality types based on Hans Eysenck's scoring model, which categorizes individuals as extrovert or introvert. The data collection then involved selecting those identified as introverts based on the test results and conducting interviews with the researcher to explore their strategies for building confidence in speaking English.

The participants of this study were selected based on the scoring scale of the Eysenck Personality Inventory (EPI), developed by Hans Eysenck and adapted

by Hasanah (2023, as cited in Febrianti et al., 2025). The scoring system categorized participants based on their total E-score:

Table 3.1 1 E-Score Classification of Personality Types

No.	E-score Range	Personality Type
1.	Above 12	Extroverts
2.	12	Ambiverts
3.	Below 12	Introverts

Source: Developed by Hans Eysenck

By choosing participants based on their perceived expertise, experience, or points of view that are significant to the study context, purposive sampling enables researchers to make effective use of their time and resources. In this case, students who demonstrated introverted personality traits according to the EPI results were considered suitable. A total of 187 students were invited to participate; however, only 20 completed the questionnaire. From these respondents, approximately 5 students who met the criteria for introversion and consented to participate were selected as the research sample. This method was employed to ensure that the selected participants possess the necessary characteristics to provide meaningful data related to the research topic.

By focusing on this group, the study aims to generate a comprehensive understanding of the confidence-building strategies of introverted students in an English as a Foreign Language (EFL) context while maintaining efficiency in terms of time and resources.

C. Data Collection Techniques

1. Interviews

Semi-structured interviews were conducted individually. The purpose of these interviews was to focus on exploring what strategies introverted students use to build their confidence in speaking English and what challenges they face when implementing those strategies.

Direct interviews were used in this interview session to gather information on the subject using a question-and-answer approach. With the participants' permission, the interviews were recorded and subsequently transcribed for examination. The researcher employed a semi-structured interview method, which allowed them to adhere to pre-planned guiding questions while maintaining the flexibility to delve deeper into material depending on participants' answers. This interviews were conducted in a conversational approach with a very specific participant chosen by the researcher with the purpose of exploring their viewpoints on a given issue.

D. Data Analysis Techniques

For data analysis, the study followed Miles, Huberman's and Saldana (2014) model of qualitative data analysis, which includes three main procedures:

1. Data Reduction

Semi-structured interviews were used to collect the data, and the interview recordings were transcribed verbatim by the researcher. To reduce raw data, relevant information related to the strategies used by introverted students to build their confidence in speaking English is selected and highlighted. This process involves identifying significant phrases, recurring themes, noteworthy patterns, and, where applicable, nonverbal cues mentioned during the interview session. The

initial selection of participants was limited to those who were identified as having introverted personalities based on the results of the EPI questionnaire. The main analysis focused on qualitative information obtained from selected students.

2. Data Display

Data display is an organized and compressed assembly of information that helps the researcher draw conclusions and understand what is happening in the research context. It allows either further analysis or the formulation of actions based on that understanding. The researcher displayed the data into table and descriptive narratives.

The descriptive narratives provided detailed explanations of each participant's strategies and experiences. This systematic arrangement enabled the researcher to classify the data, identify recurring patterns, and compare confidence-building techniques employed by introverted students.

3. Conclusion and Verification

The researcher identified and analyzed the strategies used by introverted students to build their confidence in speaking English. This analysis was an essential part of the data display process to highlight both similarities and differences in the students' approaches. The conclusions were drawn based on the results of semi-structured interviews, ensuring that the interpretations were consistently checked against the original data. In this way, the researcher ensured that the findings were reliable, accurate, and reflected the participants' actual responses and behaviors.

CHAPTER IV

FINDING AND DISCUSSION

The primary aim of this chapter is to present the results of the data analysis concerning the research questions of this study. The analysis is based on the administration of the Eysenck Personality Inventory (EPI) questionnaire to 20 students in order to identify introverted participants, followed by semi-structured interviews with five selected introverted students. The findings are organized according to the research questions: (1) What strategies do introverted students use to build confidence in speaking English? (2) What challenges do introverted students have when applying these strategies to build confidence in speaking English?.

A. Research Findings

The researcher used the Eysenck Personality Inventory (EPI) to identify introverted students before answering the research questions. The purpose of this first phase was to determine the students' personality orientation on the introversion–extroversion spectrum. The questionnaire was distributed to students of the English Department, batch 2022, but only 20 students completed it. After the results were analyzed, five students were identified as introverted because they obtained scores below 12 on the EPI scale.

The EPI has 57 questions that are broken down into three scales: the Lie Scale (L-Scale), Neuroticism (N-Scale), and Extraversion (E-Scale). However, this study only looked at the Extraversion Scale's 24 items. The N-Scale and L-Scale

were excluded from the scoring process because the goal of this study was to categorize students according to their degree of extroversion and introversion.

The overall E-Score calculated from these 24 elements served as the basis for classification. Students were classed as introverts if they scored between 0 and 11, ambiverts if they scored 12, and extroverts if they scored between 13 and 24. Only students classified as introverts were chosen as participants because the research's primary focus was on introverted learners; ambivert and extrovert students were not allowed to participate in the interview phase.

The five introverted students who had been identified were then asked to take part in semi-structured interviews. The purpose of these interviews was to learn more about their individual experiences, coping mechanisms, and difficulties in developing their confidence when speaking English. The main source of information used to address the research questions in this study was the qualitative information gathered from these interviews.

1. Strategies Used by Introverted Students to Build Confidence

The data collected revealed a variety of strategies employed by introverted students to build their confidence in speaking English. These strategies include private rehearsal, media-assisted practice, participation in small group discussions, and structured preparation before speaking tasks. Each strategy is discussed below with supporting examples to illustrate how introverted learners gradually develop their confidence in daily academic communication.

a. Self-Preparation and Rehearsal Strategy

This section presents how introverted students prepared themselves before engaging in English speaking activities. The findings show that they prefer internal and individual preparation rather than spontaneous speaking. They build confidence by rehearsing repeatedly, writing scripts, organizing key points, recording their voices, and practicing until they feel ready. Four students mentioned that:

P-1: “Sometimes I practice at home talking to myself in front of the mirror, because I want to practice how to behave and speak in front of others.”

P-2: “I just keep preparing over and over again... repeating it continuously so that I'm more prepared.”

P-3: “I prepare the material first, then write down everything I want to say, then I reread it and just remember the important points.”

P-4: “I search about the topic, write it down, check the vocabulary and pronunciation, then practice reading it aloud until I don't need the paper anymore.”

It is evident from the interview mentioned above excerpts that individuals use a variety of self-preparation techniques before to speaking in English. Speaking in front of a mirror at home helps Participant 1 become more prepared for public speaking by practicing body language and vocal expression. In order to feel more certain and ready, Participant 2 places a strong emphasis on repetition through constant practice of the subject. While Participant 4 concentrates on gathering information about the subject, verifying vocabulary and pronunciation, and repeatedly practicing out loud until they can speak without using written notes, Participant 3 prefers to arrange ideas by writing down what they want to say and then memorizing only the essential points.

b. Media-Based and Technology-Assisted Practice

This section presents how introverted students prepared themselves through media-based and technology-assisted practice before engaging in English speaking activities. The findings show that they prefer using digital platforms and online media as supportive tools rather than practicing directly in face-to-face situations. They build confidence by watching English movies or videos, using speaking applications, recording their voices, and practicing through virtual interactions. These tools provide a safer and less pressured environment, allowing them to improve gradually. Two students mentioned that:

P-1: "I like learning through media because the ideas flow better and we don't meet face-to-face and they don't know us, so I feel free to talk more without fear of making mistakes. I use two media, Real Life and Fondi. But I prefer the Fondi app because I don't have to show my face and I can use an avatar. So I feel safer."

P-3: "I like watching English movies on TV sometimes, and from those movies I learn new vocabulary. After watching a movie, I try to practice using the Real Life English app."

P-5: "When I know in advance that I will have a speaking activity in class, I usually practice beforehand by reading English texts aloud. I often use the Medium application, which contains many blog articles. I usually choose the easier articles and read them aloud so that I can hear my own voice. In my opinion, this method is more effective than practicing in front of a mirror because it helps train my tongue to pronounce English words more smoothly. If we rarely practice speaking English, our tongue becomes stiff and we tend to stumble when speaking."

The interview mentioned above snippets demonstrate how the participants prepared for speaking engagements using various digital platforms. Because speaking apps like Fondi allow participants to communicate without revealing their true faces, Participant 1 preferred using them. The individual felt safer and more

comfortable speaking without worrying about being judged as a result. According to participant 3, watching English-language films aided in their vocabulary acquisition. Following the viewing, the participant used the Real Life English app to practice speaking while utilizing the newly acquired vocabulary. Using the Medium app, Participant 5 read aloud English articles to practice speaking. By using this technique, the participant was able to speak English more fluently and with better pronunciation.

c. Peer-Based Confidence Building

This section presents how introverted students built their confidence through peer-based interactions before engaging in English speaking activities. The findings show that they prefer practicing with friends or classmates rather than speaking immediately in front of a large audience. They feel more comfortable sharing ideas, discussing topics in small groups, and receiving feedback from peers at a similar level. This supportive interaction reduces anxiety and helps them gain confidence gradually. Two students mentioned that:

P-1: “I feel more comfortable discussing things in small groups because I can exchange opinions with my groupmates, but not in large groups because I feel pressured and unable to express my opinions.”

P-4: “I like to start learning in small groups so that I feel comfortable and confident, so don't jump straight into large groups.”

Peer engagement in small groups is crucial for helping introverted students develop their speaking confidence, according to the interview replies. According to Participant 1, speaking in big groups puts pressure on participants, making it harder for them to voice their viewpoints, whereas debating in small groups allows them

to do so more easily. This implies that a more intimate and encouraging setting lowers fear and promotes involvement. In the same way, Participant 4 said that practicing in small groups first makes them feel more at ease and self-assured before taking on more public speaking engagements. Through encouraging peer engagement, this methodical technique enables introverted kids to gradually gain confidence.

d. Reflective and Analytical Strength

This section shows how introverted students prepared for English speaking tasks by demonstrating their capacity for reflection and analysis. The results demonstrate that they frequently think things through thoroughly before speaking and carefully consider the information they wish to convey. They watch others, assess language use, spot errors, and methodically arrange their thoughts rather than speaking without prompting. By choosing suitable vocabulary, anticipating potential challenges, and fully comprehending the subject matter, they develop confidence. They are able to feel more ready and confident before speaking due to this introspective process. It was mentioned by four students:

P-1: "I always prepare everything before speaking. I usually review the material that I have already studied. For example, if I have an assignment or presentation tomorrow, I will prepare it the night before, or even days in advance. I prepare the material and practice beforehand. I think this is an advantage because I can learn more deeply and feel more prepared when I have to speak."

P-2: "I feel that I have become more independent in my studies. I am used to pushing myself to understand the material without always waiting for instructions from others. For example, when I know there will be a speaking assignment, I take the initiative to study and practice on my own first."

P-3: "Yes, I think there are advantages. As someone who tends to think a lot and prepare myself, I understand the material better before speaking. When

I understand and know more, my confidence increases and my fear or insecurity decreases.”

P-4: “I think one of my strengths as an introverted person is being observant and thinking deeply. I tend to look around and pay attention carefully to what happens in class. For example, when my friends go to the front and speak about a topic, I observe how they speak, how they deliver their ideas, and how they tell the story. From that, I can learn a lot. I try to take the good things from their performance and use them to improve my own speaking ability.”

The following quotes show how introverted students prepare for speaking assignments by engaging in introspection and critical thought. Participant 1 demonstrates that a crucial tactic for boosting confidence is thorough planning. In order to improve comprehension and arrange thoughts before speaking, the participant goes over the information and exercises beforehand. By studying and doing speaking exercises on their own without waiting for guidance, Participant 2 exhibits learning on its own. The individual feels less dependent and self-assured when finishing speaking responsibilities because to this practice.

Participant 3 highlights how crucial it is to comprehend the subject matter before speaking. The participant can boost confidence and lessen nervousness by giving the subject careful thought and analysis. Participant 4 emphasizes the use of observation as a teaching method. The participant gains useful speaking skills to enhance their own performance by seeing and analyzing the performances of their peers.

2. Challenges Faced by Introverted Students

a. Fear of Language Ability (Lack of Vocabulary & Grammar)

This section discusses the difficulties introverted students encounter because they are afraid of their language skills, especially when it comes to their limited vocabulary and poor command of grammar. According to the results, they frequently worry about making grammatical errors when speaking English. They become less confident and reluctant to voice their opinions as a result of this anxiety. They are concerned about their incapacity to talk fluently, poor word choice, and grammatical mistakes. These worries make people doubt themselves and become more anxious when speaking. Three students stated that:

P-1: "I am actually more concerned about my English skills, especially when I have to speak in front of many people. This fear is not only because of the crowded situation, but also because of my limited vocabulary. This makes me less confident when speaking in public."

P-2: "I feel that my grammar skills are still limited, and that makes me feel less confident when I have to speak in class."

P-4: "I cannot speak fluently because I don't know enough vocabulary to express my ideas clearly. When I want to say something, I often get stuck because I cannot find the right words. Sometimes I understand what I want to say in my mind, but I don't know how to say it in English, so I become hesitant and lose confidence."

The interview mentioned earlier excerpts demonstrate how participants' confidence in speaking English is impacted by concern connected to language proficiency, especially because of their lack of vocabulary and grammatical skills. According to Participant 1's remark, one of the main causes of anxiety while speaking English in public is the concern of having a little vocabulary. During speaking exercises in the classroom, this restriction lowers the participant's confidence and makes them hesitant to voice their opinions.

Participant 2 demonstrates how having little command of grammar makes one feel less comfortable speaking in front of the class. The participant's desire to talk is influenced by their fear of making grammatical errors. According to participant 4, it is challenging to articulate thoughts properly when one lacks language. As a result, when speaking English, the individual frequently stumbles and loses confidence.

b. Fear of Being Judged / Negative Evaluation

This section describes the anxiety of judgment or poor evaluation that introverted students felt when participating in English-speaking events. According to the results, they frequently experience anxiety while making mistakes, especially when it comes to grammar and pronunciation, out of concern that people would see and criticize them. This anxiety lowers their self-esteem and occasionally deters them from engaging fully in class. Peer teasing, laughter, and criticism are examples of negative reactions that can have a big impact on their mental health. Three students stated that:

P-2: “What really brings me down is when friends make fun of me while I speak English. Even though they say it's just a joke, it still hurts and makes me feel embarrassed. Sometimes the teasing makes me overthink things, feel that my skills are really bad, and ultimately become afraid to try again. Situations like this lower my confidence and make me prefer to stay silent rather than take the risk of speaking up.”

P-3: “I am someone who tends to overthink what other people say. I don't just take every word that comes out of someone's mouth at face value; I digest it first.”

P-4: “When I come to class, I try to speak, but when I make a mistake in grammar, everyone notices it. Why? Because everyone knows about grammar. So, when they notice, it feels like they judge the whole person or evaluate me based on that mistake. I think one of my fears is being judged by classmates and others.”

P-2 These claims show that the participant's confidence in speaking English is greatly impacted by their fear of receiving negative reviews from their peers. The participant feels ashamed and overthinks their skills as a result of peers' taunting and ridicule, which finally deters them from actively engaging in speaking exercises. P-3 The participant's reaction demonstrates how overanalyzing contributes significantly to anxiety when people make comments about your abilities. The participant often analyzes each comment in-depth rather than taking it lightly, which can exacerbate emotions of self-doubt and anxiety about receiving a poor grade.

P-4 This remark implies that the participant experiences intense pressure when they make grammatical errors in front of their peers. The participant fears being criticized and feels less comfortable speaking in front of the class because they believe that others critique their complete performance based on a single mistake.

c. Sudden Speaking and Lack of Preparation

The difficulties introverted students encounter with unexpected speaking scenarios and a lack of preparation prior to participating in English-speaking activities are discussed in this section. The results indicate that when asked to talk spontaneously without any prior preparation, people experience anxiety and lack confidence. In contrast to circumstances where students can practice beforehand, unexpected speaking assignments frequently result in anxiety, panic, and trouble

structuring thoughts. Their performance is impacted by this condition, which diminishes their sense of control. Two students stated that:

P-1: “When suddenly asked to come to the front of the class, I usually feel a little panicked and nervous. Speaking in front of other people sometimes makes me lose my train of thought because I haven't had time to prepare myself beforehand.”

P-2: “If I am suddenly asked to come forward and speak, I usually feel unprepared. My hands start to tremble and my heart beats fast because I have not prepared anything. I find it very difficult to speak without preparation. Even if I am informed beforehand, I still feel nervous, but it is not as bad as when I am asked suddenly.”

According to the statements mentioned earlier, Participant 1 finds it difficult to organize ideas and keep confidence while speaking in front of people due to anxiousness and a brief lack of attention when compelled to talk spontaneously without previous preparation. In contrast to circumstances when preparation time is provided, Participant 2 demonstrates higher emotional and physical signs such as shaky hands and a fast heartbeat, indicating that abrupt speaking assignments exacerbate emotions of anxiety and unpreparedness.

d. Nervousness and Mental Block (Blank Mind)

This section discusses the difficulties introverted students face when communicating in English due to anxiety and mental blockages. The results demonstrate that, despite their preparation, participants nevertheless felt unexpected nervousness when speaking in front of others. They frequently experienced a blank mind as a result of this anxiety, losing their thoughts while speaking or forgetting what they had learned. They became less confident and felt

under strain in such circumstances. Despite their prior preparation, three students reported experiencing moments of blankness and trouble expressing their views.

P-1: “I feel that when I meet someone in person, I often go blank and don't know what to say in English.”

P-3: “Perhaps the first challenge is forgetfulness. For example, we have prepared everything, but suddenly when we have to speak, our minds go blank. That's usually because we're too nervous, so we forget quickly. Hmm, that could be. For me personally, the challenge is actually having too many strategies. What I mean is, I've prepared many strategies, but when the time comes, I forget and can't remember the strategic points anymore.”

P-4: “I think that even though we have implemented all the strategies, on the day we have to speak in front of our friends, it is natural to feel anxious and afraid. We may not feel confident, and it is not only our intelligence that we bring with us, but also our emotions and mental state.”

P-5: “Sometimes when I try to speak, my mind suddenly goes blank. Even though I have learned before, the ideas do not come out. Sometimes I can get an idea suddenly, but sometimes I completely forget what I want to say.”

According to the statement from P-1, the participant feels uneasy while speaking English with other people. The individual suddenly becomes blank and unsure of what to say in English due to a mental block brought on by this anxiety. Even with careful planning, worry might cause amnesia, according to P-3's reaction. Additionally, the participant notes that having a lot of prepared tactics can occasionally get confused, which leads to forgetting the important elements when it comes time to talk.

P-4 emphasizes the significance of emotional and mental states when speaking in front of peers. Even with planned methods, anxiety and worry might still surface and undermine the participant's confidence when speaking. According to the P-5 statement, anxiety might result in unexpected brain barriers

when speaking. It might be challenging to articulate concepts in English even when the person has prepared in advance.

e. Environmental and Time Constraints

This section discusses the time and environmental barriers introverted students must overcome in order to become more confident English speakers. The results demonstrate how their preparation process is impacted by outside factors, such as a difficult home environment and little practice time. They struggle to practice regularly because of their hectic schedules, lack of a quiet place, and distractions at home. In addition to limiting their speaking opportunities, these limitations also affect their motivation and attention. Two students brought up the following:

P-1: “Studying at home, the environment, and time constraints are the main factors. Because study time at home is limited, I am often interrupted or distracted by other things, so I have little time to practice and my focus is easily broken.”

P-2: “For me personally, the biggest challenge is my friends. Some friends laugh at my movements or the way I speak, and others like to tease me, even though they think it's just lighthearted banter. However, for me, this can really affect my mental state and lower my self-confidence.”

According to P-1's comment, their capacity to practice speaking English is greatly impacted by their surroundings and the amount of time they spend at home. The person finds it challenging to stay focused during learning tasks due to frequent interruptions, distractions, and insufficient time. Meanwhile, P-2 emphasizes that developing speaking confidence can be significantly limited by the social environment, especially by peers' reactions. Even when it's meant to be humorous,

friends' teasing or laughing can have a detrimental effect on a person's emotional state and lower their confidence while speaking English.

f. Increased Academic Pressure in Speaking Context

This section addresses how introverted students are under greater stress due to the growing academic demands in university speaking classes. According to the results, some students believe that speaking assignments at the university level are more difficult and serious than their prior educational experiences. As a result, rather than boosting confidence, the larger expectations might occasionally cause uneasiness. One participant mentioned that:

P-5: "For me, my confidence has actually become worse over time. I feel that there has been no improvement in my confidence when speaking English. Even when I prepare, the pressure still does not disappear. In the past, when I was in high school, speaking felt more relaxed and not too serious. But now, because I am in an English class where speaking is taken more seriously, I feel more pressured."

According to Participant 5, some introverted students may experience a detrimental impact on their confidence due to the higher academic requirements in university speaking classes. Even if the participant made an effort to prepare before speaking, the pressure of the more serious academic setting still makes speaking feel more stressful and produces anxiety compared to their prior high school learning experiences.

B. Discussion

The study's conclusions highlight a number of essential strategies and challenges introverted students have when trying to gain confidence when speaking English. These findings are discussed based on the two main research questions: (1)

the strategies used by introverted students, and (2) the challenges they face when applying those strategies.

1. Strategies Used by Introverted Students to Build Speaking Confidence

The outcomes show that introverted students typically use organized, self-motivated techniques to boost their confidence when speaking. Firstly, Strategic preparation, which includes creating a script, summarizing important topics, and rehearsing before speaking, is one of the most popular tactics. This illustrates the application of cognitive and metacognitive techniques, which assist students in controlling their nervousness and preparing their minds for performance. These results are consistent with the findings of Annisa and Ardiana (2025), who contend that by lowering uncertainty and raising familiarity with the subject, individual practice and thoughtful preparation might increase self-confidence.

Additionally, a lot of students choose to practice using digital platforms including audio-visual media and English-speaking apps. This choice implies that, especially for introverted students who often shy away from high-pressure social situations, technology offers a safer and less stressful setting for developing speaking abilities. In this situation, digital platforms serve as both educational resources and psychological support networks that lessen anxiety over being evaluated right away.

In more detail, because there is no direct audience pressure, students may concentrate on language output without worrying too much about making mistakes. As a result, students have more freedom to experiment with word usage, the structure of sentences, and pronunciation. This is consistent with the findings of Mishu et al.

(2023), who discovered that digital tools may dramatically increase vocabulary, pronunciation, and fluency while also lowering speaking anxiety.

Additionally, pupils may practice regularly at their own speed because to the freedom provided by technology. Digital platforms enable students to review information, pause, and repeat activities as required, in contrast to traditional classroom environments where speaking chances are frequently constrained and time-bound. As a result, this continuous exposure enhances language proficiency and creates a feeling of readiness prior to interacting with people in real life.

The results also show that introverted students feel more comfortable starting with small peer-based interactions rather than speaking in front of the whole class immediately. Collaborative preparation and small-group conversations offer a safe space for expression. This phenomena backs up studies that claim collaborative learning and peer support lower anxiety and help students progressively gain confidence before advancing to larger audiences (Ulpa et al., 2025).

Recent studies by Ulpa et al., 2025 have shown that teacher-directed techniques like mixed-ability grouping, peer discussion, and small-group work are successful in promoting speaking confidence because they provide a less intimidating setting and let students practice at their own speed.

Beyond these external strategies, the findings also reveal that introversion itself can be an advantage. Interestingly, the findings indicate that when applied methodically to speaking activities, introverted students' introspective and analytical strengths such as in-depth contemplation, keen observation, and

meticulous preparation can be beneficial. This supports earlier research showing that introverted learners can use their cognitive advantages to do well in communicative situations even though they are less socially outgoing, provided they are prepared and given supporting environments (Azis et al., 2025).

2. Challenges Faced by Introverted Students in Building Speaking Confidence

The study's conclusions show that while introverted students employ a variety of techniques to increase their speaking confidence, they still encounter a number of challenges when using these techniques in authentic speaking contexts.

Firstly, students rehearse and practice on their own, but limited vocabulary and grammar remain barriers. Even those who prepare still struggle to speak spontaneously. Preparation does not always translate to actual performance. This supports Kulsum and Ridwan (2025), who say language anxiety is linked to limited proficiency and fear of mistakes.

In addition, although digital platforms provide a safer space for practice, students often struggle to transfer the confidence gained from individual or technology-assisted practice into real classroom interactions. In other words, practicing alone or in a low-pressure environment does not fully prepare them for the social demands of face-to-face communication. When they are required to speak in front of others, feelings of anxiety and fear of judgment tend to reappear.

Furthermore, while small-group discussions are considered helpful, they do not completely eliminate social pressure. Some students still feel uncomfortable due to negative peer reactions, such as being laughed at or judged. This suggests

that even supportive strategies, such as peer interaction, can become challenging when the classroom environment is not fully supportive, which aligns with Darus and Saragih (2024).

Another challenge arises when students are faced with unexpected speaking tasks. Despite having preparation strategies, students often experience mental blocks when they are asked to speak spontaneously without prior notice. This indicates that their strategies are highly dependent on preparation time, and without it, their confidence tends to decrease significantly. As noted by Jannah et al. (2022), performance pressure plays a major role in creating psychological barriers in speaking.

Moreover, time and environmental constraints also affect the effectiveness of these strategies. Students may not always have sufficient time to prepare or practice, and in some classroom situations, opportunities for meaningful speaking practice are limited. Consequently, the strategies they rely on cannot be fully implemented, which hinders the development of their speaking confidence.

Overall, these findings suggest that while introverted students have developed various strategies to support their speaking confidence, the effectiveness of these strategies is often influenced by linguistic limitations, social dynamics, performance pressure, and environmental conditions. As a result, the challenges they face are not only internal but also situational, particularly when applying their strategies in real communicative contexts.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was carried out with introverted students in the English Department at UIN Ar-Raniry to investigate the methods they employ to increase their confidence while speaking English as well as the difficulties they encounter when putting those methods into practice. The Eysenck Personality Inventory (EPI) was used to identify the participants, and semi-structured interviews were used to gather data in order to gain a deeper understanding of their experiences.

The results demonstrate that introverted students employ a variety of techniques to boost their self-assurance when speaking English. Several strategies can be used to support students' speaking confidence, including peer-based confidence building, media- and technology-assisted practice, self-preparation and rehearsal, as well as reflective thinking before speaking. By using these techniques, introverted students typically plan ahead and practice progressively in more relaxed and comfortable settings.

The study did discover that introverted students still have a number of challenges while speaking English, though. These challenges include a lack of vocabulary and language skills, a fear of being judged by others, unexpected speaking circumstances without preparation, nervousness and mental blocks, time and environmental limits, and academic pressure in speaking classes. These elements frequently cause participants to feel nervous and less confident while speaking in front of others.

In conclusion, introverted students nevertheless encounter a variety of internal and external challenges even though they often rely on careful planning and encouraging surroundings to boost their confidence in speaking English. In other words, encouraging peer relationships, enough preparation time, and supportive classroom settings are crucial for helping introverted students develop greater confidence while speaking English.

B. Suggestion

Several recommendations are made for learners, educators, and future researchers based on the study's findings.

First, it is recommended that students especially those who are introverted learners continue to develop techniques that boost their confidence while speaking English, such self-preparation, using media or technology to practice, and taking part in small group conversations. By using these techniques, students may progressively increase their confidence and speaking skills in a more comfortable setting.

Second, educators are advised to make their classrooms less scary and more encouraging for introverted students. Educators should facilitate additional chances for small group discussions, give students time to prepare before speaking, and promote constructive peer relationships. These methods can reduce students' fear and encourage the growth of their speaking confidence.

Third, there are a number of limitations to this study. The minimal number of research participants is one of the main limitations. The results may not accurately reflect the experiences of all introverted learners since so few introverted

students took part in the interview procedure. Furthermore, the study only included students from a single academic batch at one institution. In addition, the data obtained from the interviews were limited, as introverted students tended to provide brief or less detailed responses, which may have restricted the depth of the findings.

As a result, it is advised that future researchers carry out comparable investigations in other educational settings and involve a larger number of participants to enhance the generalizability of the findings. In order to give a more comprehensive knowledge of how introverted students gain confidence in speaking English, future research may also examine other factors pertaining to personality characteristics, speaking anxiety, or classroom techniques.



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APPENDICES

Appendix 1. Data Participants from questionnaire

Table 1 Data Participants

No	Name	Reg. no	Batch
1.	RN	220203***	2022
2.	NE	220203***	2022
3.	AF	220203***	2022
4.	EF	220203***	2022
5.	AR	220203***	2022
6.	FRA	220203***	2022
7.	QI	220203***	2022
8.	CQS	220203***	2022
9.	SS	220203***	2022
10.	SRQ	220203***	2022
11.	RF	220203***	2022
12.	MRF	220203***	2022
13.	SM	220203***	2022
14.	PN	220203***	2022
15.	IN	220203***	2022
16.	NR	220203***	2022
17.	MA	220203***	2022
18.	UA	220203***	2022
19.	AE	220203***	2022
20.	MRA	220203***	2022

Appendix 2. . Questions of Interview

Questions for Interviews:

1. Internal Process & Characteristic Experience

Question: "In personality theory, introverts are often described as more comfortable with their internal world and needing reflection time before acting (Jung, 1921; Emirza & Sahril, 2021)." In that context, how would you describe your feelings and thought process right before you are asked to speak English in class?"

2. Core Psychological Challenge

Question: "Research shows that anxiety and lack of self-confidence are main barriers to oral participation (Bakhtiar & Suwandi, 2022)." In your view, which is a more dominant hurdle for you: the fear of being judged by others, or worry about your own language ability (e.g., grammar, vocabulary)? Could you explain?"

3. Individual (Private) Confidence-Building Strategies

Question: "Some introverted learners report using individual strategies like practicing in front of a mirror or consuming English-language media (Zulfikar et al., 2024)." Are there any specific *self-directed* preparation or practice techniques you use that make you feel more ready and confident?"

4. Classroom-Supported Strategies & Safe Formats

Question: "There are techniques like think-pair-share that provide reflection time before speaking (Hanifa et al., 2022). From all the speaking activities in class, what format or moment is *most likely* to eventually make you speak up? What makes that format feel safer?"

5. The Teacher's Supportive Role

Question: "According to Tunçel (2015), teachers play a key role in building student confidence. What specific action or attitude from an English teacher has *actually helped* you feel braver to try speaking?"

6. Challenges in Implementing Strategies

Question: "Studies mention that even with strategies, there are challenges in applying them, like high anxiety or an unsupportive environment (Putri et al., 2024; Febrianti et al., 2025). In your journey of trying to become more confident, what is the *biggest persistent obstacle* you still face when you want to practice speaking English, even when you have the intention and preparation?"

7. Perceived Strengths (Strength-Based Perspective)

Question: "Beyond the challenges, introverts are often said to have strengths like analytical and deep reflective abilities (Bouchareb, 2024). In your opinion, is there any *advantage or strength* from your introverted way of thinking or learning that could actually be an asset in mastering English speaking skills?"

8. Contextual Recommendation for Classroom Practice

Question: "If you had the chance to redesign *one* speaking activity in your class to be more 'friendly' for introverted students like yourself, what would that activity look like? What are its key elements?"

9. Closing: Reflection on Development

Question: "From when you started learning until now, have there been any *small shifts* in how you view or approach English-speaking situations? Or in your level of self-confidence?"

Appendix 3. Data Participants of Interview

Table 2 Data Participants of Interviews

No	Name	Reg. no	Batch
1	RN	220203***	2022
2	NE	220203***	2022
3	FRA	220203***	2022
4	RF	220203***	2022
5.	MRA	220203***	2022

Appendix 4. Transcribe of Interviews

Audio 1 : NE

Transcribe of Interview NE

Question 1

Interviewer: In personality theory, introverts are often described as more comfortable with their internal world and needing reflection time before acting (Jung, 1921; Emirza & Sahril, 2021). In that context, how would you describe your feelings and thought process right before you are asked to speak English in class?

P1: for my feelings when I am asked to come to the front, for example when the teacher suddenly calls me, I definitely feel a little panicked and nervous of course, because speaking in front sometimes makes me lose ideas about what to say because there is no preparation yet. so it is like that, so that is the feeling that i feel when i perform in front, nervous, a little shy, but I will still go forward, it is just that I will only say what I know

Interviewer: so your shyness is usually because of lack of preparation or because you are being seen by your friends?

P1: maybe for me it is more because of feeling shy and nervous due to lack of preparation, because if it is just speaking in front of friends, I do not have a problem as long as I can handle it

Question 2

Interviewer: Research shows that anxiety and lack of self-confidence are main barriers to oral participation (Bakhtiar & Suwandi, 2022). In your view, which is a more dominant hurdle for you: the fear of being judged by others, or worry about your own language ability (e.g., grammar, vocabulary)? Could you explain?

P1: for that, I am more worried about my English ability rather than because of many people, so I am afraid to speak in front not because of the crowd but because of the lack of vocabulary that I have

Interviewer: oh so the point is it is your own language ability, meaning it is a problem from yourself that makes you feel not confident to speak in front, right

P1: because it feels like indeed our ability to speak English is limited

Question 3

Interviewer: Some introverted learners report using individual strategies like practicing in front of a mirror or consuming English-language media (Zulfikar et al., 2024). Are there any specific self-directed preparation or practice techniques you use that make you feel more ready and confident?

P1: for the practice itself, I focus more on practicing at home, in front of the mirror, like training how to behave when speaking in front how our gaze should be forward, how we speak, things like that, then I also use several applications where I can communicate with foreigners so that makes me more confident to speak face to face with people, for example the application is like Real Life where in Real Life we can do video calls face to face, we can talk with people from abroad and we can also get feedback from them because they can be considered native English speakers so it is more comfortable for us to speak compared to speaking with friends, sometimes friends are still learning, so the feedback is lacking.

Interviewer: but do you not feel nervous or afraid to speak with native speakers, especially since you are introverted. You are categorized as introvert who should feel anxious, afraid, nervous, so that anxiety comes from the limitation of English ability but it means you can still be said to be brave enough to speak with natives but through media and that media really helps you improve your English, right

P1: yes, like that, because I feel if we meet directly it is like suddenly blank, like we do not know what to say in English, but if through media the ideas flow more because we do not meet directly and they also do not know us, we also do not know them, we just talk and they will not judge us whether it is wrong or not because they will correct it, and when we talk with natives, we are forced to speak their language but if at school or campus or with friends, we can still switch to Indonesian, our mother tongue, so the desire to speak English sometimes when we do not know, we immediately switch to Indonesian without trying to find out what we want to say, but with natives we try hard to get the words it feels freer because we do not know them

Interviewer: Okay, how recommended are the strategies that you use such as specific strategies and using media? I am interested in the media you mentioned, Real Life, I also recommend Real Life. Besides Real Life, what other applications do you use?

P1: besides Real Life, because I like trying online applications, I also use an application called Fondi, in Fondi we do not show our real face, it is like a cartoon with avatars, but we can hear their voices and they can hear ours, most people there are learning, so we can speak freely without seeing the person and they do not know if we make mistakes, but they will not blame us because we do not know each other

Interviewer: So how recommended are the applications like Real Life and Fondi for introverts out there?

P1: for Fondi, I recommend it because some people may not feel confident to meet face to face like in Real Life which is direct video call, but in Fondi we use avatars so we can speak freely, and there are many people from different countries like India, Pakistan, China, Bangladesh, and Indonesia, so we can practice speaking without fear of making mistakes because they cannot see our real identity

Interviewer: so in conclusion you recommend Fondi more than Real Life

P1: because there we do not meet live, because video call can sometimes meet the wrong people so it can be a bit dangerous

Question 4

Interviewer: There are techniques like think-pair-share that provide reflection time before speaking (Hanifa et al., 2022). From all the speaking activities in class, what format or moment is most likely to make you speak up? What makes that format feel safer?

P1: the moment where I feel safe, maybe when there are friends, in class, yes, when doing group work or discussion in pairs or small groups, so we can discuss first, then if there are mistakes and we are asked to present, we can present the discussion results confidently, sometimes there are other members who are brave so I do not need to speak

Interviewer: so how about the Think-Pair-Share method, do you like it?

P1: I think it is good because we can discuss first, so before presenting we already have ideas, and if we need to speak we are ready, but if not, we can rely on friends

Question 5

Interviewer: According to Tunçel (2015), teachers play a key role in building student confidence. What specific action or attitude from an English teacher has helped you feel braver to speak?

P1: teachers have never really helped me, because I feel they corner me

Interviewer: so you feel the lecturer does not help you and instead makes you feel pressured

P1: because when we are paying attention, suddenly they point at us, we panic because there is no preparation, so that technique is not really suitable, because students may have ideas but lose them when suddenly pointed at

Interviewer: so there has been no teacher who makes you feel comfortable

P1: personally, not yet

Question 6

Interviewer: what is the biggest persistent obstacle you still face when practicing speaking?

P1: the challenge is time and environment, when studying at home I get easily distracted, so study time is limited, and I tend to think about other things instead of focusing, because I also have other responsibilities

Interviewer: so even with preparation, the challenge is lack of time and environment

P1: yes, especially at home

Interviewer: what about anxiety?

P1: it is still there but not too much, I just think positively and try not to be nervous because it can make me forget

Question 7

Interviewer: what is your strength as an introvert?

P1: the advantage is I always prepare before speaking, so I study more, especially when there is a task, I prepare in advance and practice

Question 8

Interviewer: how would you design a class that is friendly for introverts?

P1: teachers should identify introvert and extrovert students, then mix them in groups, so introverts are not alone, they can discuss and share ideas, and others can help them so they feel comfortable

Interviewer: what group size?

P1: maybe 4 people

Interviewer: what method?

P1: jigsaw method, where students share information between groups

Question 9

Interviewer: have there been changes in your confidence?

P1: yes, since junior high school I started learning English, at first I could not speak fluently, but I tried learning with online friends, then I liked English more, and in university I became more confident because we are required to speak English, so I improved, although I still feel nervous sometimes when starting conversations.

Audio 2 : RN

Transcribe of Interview RN

Question 1:

Interviewer: In personality theory, introverts are often described as more comfortable with their internal world and needing reflection time before acting (Jung, 1921; Emirza & Sahril, 2021). In that context, how would you describe your feelings and thought process right before you are asked to speak English in class?

P2: Feelings? If it's sudden like that, if I'm suddenly told to come forward like that, I'm definitely not ready. I would tremble. Tremble, you know, definitely nervous. Trembling. Because there is no preparation. I really can't do it if there is no preparation. Even if I was told beforehand, I would still tremble, but not as much as that. And go blank, so the result is not optimal. Sometimes there is inspiration from Allah, sometimes I don't know, I just go blank. It depends on the luck of the day.

Question 2:

P2: Definitely afraid because of my own ability. Because I'm told to speak, to talk, right? I'm more afraid of my grammar ability and others. If the grammar is correct, then speaking will be fluent. So later people will judge it as good.

Question 3:

P2: For speaking, usually if I've been told beforehand that I will practice speaking and be asked to speak in class, I usually practice by reading. I practice reading out loud. So there is an application, Medium. Medium is like, what is it called, like a blog. It has heavy texts, difficult texts, but there are also light topics. So I usually read the lighter ones, and I read them out loud. Speaking in front of a mirror doesn't seem effective. It's more effective like

this because it trains the tongue so it's not stiff in English pronunciation. So I practice out loud, yeah, until I can hear myself. So that method is effective. Proven effective? Quite. It increases flexibility in speaking, flexibility of the tongue, pronunciation. Because if we don't practice English, if we don't speak, it becomes stuttering.

Question 4:

P2: I think Think-Pair-Share. Because it's in pairs. If it's in a group, there are more individuals. So it's more comfortable. I prefer not too many people. If there are many, it depends on the people. One or two or three is enough. If more than that, maybe the chance to speak is less, right? For example, me, if there are other people who are more dominant, then I just let them speak.

Question 5:

P2: Don't be spontaneous, there should be prior information first. Like being told beforehand, next week we will discuss what topic, so we have preparation. From the teacher, giving information first. Actions from the teacher, if that, I think it's because it's spontaneous. Yes, because it's spontaneous. But if Think-Pair-Share is applied, instead of being told to come forward, I think for introverts, for me, it's more effective if it's small groups or pairs rather than going to the front. If going to the front, it directly gets everyone's attention. Everyone's attention is on us, and people are waiting for what we will say. People also have expectations about what we will say. Maybe in English class, there is no action from the teacher that helps me to be brave to speak in front.

Question 6:

P2: The challenge is, when we study by ourselves, there is no instruction from others. We just speak. No one interrupts us while we are speaking. But if there is a partner, someone interrupts. Actually, that person might want to add something, to add information. But sometimes when people give additional input, I forget what I was going to say next. Sometimes it's like that. So I don't know what to say anymore after that.

Question 7:

P2: For me, in speaking, maybe I don't really pay attention to detailed grammar. But in writing, can I talk about writing? But in writing, because it's visual, I can analyze the content. So maybe as an introvert, I am stronger in writing skills than speaking skills. I think what helps in speaking is making points first beforehand. That helps more. Because if suddenly I forget what to say, I already have the points. So it's still helped by writing. Maybe that is also influenced by memory. It could be. Maybe because I forget quickly. So in speaking, there is no... it's just spontaneous, right? Whatever comes out of the mouth, that's it. So before we speak randomly, we have to, like, control it, guide it. There has to be, you know, a backup. There still needs to be support from our strengths. So it means preparing more quickly beforehand before performing in class.

Question 8:

P2: For sure, prevent spontaneous speaking. Because that triggers introverts. This one will prevent having spontaneous speaking activities. Because at least, like, say beforehand, tomorrow we will have speaking. I would not design a class with spontaneous speaking. At least give a disclaimer first. Next week we will have speaking, and what the topic is.

Question 9:

P2: It's getting worse. It's getting worse, because before... there was no improvement. There is still no confidence. Even though I have prepared, the pressure cannot disappear. Now speaking is more serious. Before, it was just like, just speak. Back then it was only in high school, just studying casually. It wasn't as serious as this in learning speaking.

Audio 3 : RF

Transcribe of Interview RF

Question 1:

P3: So what I do is I try and practice a lot before going or entering the class. I do that to make myself feel confident and feel good and better and has prepared. So I prepare myself, what should I speak, what the topic is about, and I try to speak before entering the class to make myself feel confident and feel prepared.

Question 2:

P3: I think these two things are connected. Why? Because judging by others also cause by making mistake when I have less ability in English. I give an example. This is English class, so everyone would learn about grammar and everyone try to speak English with correct grammar. And then I as a student also come in front of the class and have try practice in home. When come to the class, I try to speak and when I make mistake about grammar in a sentence that would notice by everyone. Why? Because everyone know about grammar. So, because they know, so we cut to a limit, we cut to a whole person or their judge to ask. So, I think, yes, one of my fear is because when I make mistake would judged by classmates and others. But I think if we live in this world, we will always have judged by others. So, I think when I try my best and I do my best, I just let their judging as critic and to improve myself again.

Question 3:

P3: I'm not like everyone, I always listen everyone, try or practice speak in front of mirror but I never do that. I just look what the topic about and I search in internet, in google or any sources what the topic about and I write down it in a piece of paper. Then I read it and I search what word or vocabulary that I don't know the meaning and how to read what is the pronunciation. Then I try to read it, read it loud and try to practice until I don't need again a piece of paper.

Question 4:

P3: I just know think picture that my friend will ask any question, I will answer, then they know what should I answer and what mistake that I make. So, I think that feel better and safer.

Question 5:

P3: Teacher can give a topic to student and say to search about the topic or can just say to search by themselves and prepare in one week. Then next week say I should speak in front of the class about my topic choice. So, I think that can make me search the topic, what the

topic is, what happen and other stories about the topic and prepare in home one week, then next week try to speak in front of classroom.

Question 6:

P3: I think after I do all the strategies, in that day, when I go to the front and speak in front of my friend, obviously I have anxiety, obviously I feel scare, fear, I'm not confident and I not just bring my intelligence but also my emotional and my mental. So, I just try, just try, the first try, the second try, the third try, go to in front until I feel safe in the classroom and I feel more confident.

Question 7:

P3: I think instrument is looking around, deeper thinking. So, I learn from others, when my friend go to the front and speak about one topic and how they speak, how they do, how they deliver, how they tell the story, I can learn from that and I can take the good thing from those.

Question 8:

P3: I think we can make a group, like small group, then in one small group, the teacher give the topic and ask to discuss that topic, then ask one of us to tell the story in that small group. So, in the first, the second week, the third week, we do that whole thing. Then, in the next week, when I feel confident in a small group, then we make a bigger group until I go in front of classroom.

Question 9:

P3: When I enter English department, first, I'm not confident in speaking English because I can't speak English fluently. I just know some vocabulary and cannot speak fast, I cannot speak directly because I don't know the vocabulary. But, day by day, time by time, I learn a lot, I learn grammar, I learn how to speak, I learn about any topic, I learn about many things. Then I feel speaking is not scare, it's not fear, it's obvious. So, I think everyone can try to speak and just try.

Audio 4 : FRA

Transcribe of Interview FRA

Question 1:

Interviewer: In personality theory, introverts are often described as more comfortable with their internal world and needing reflection time before acting (Jung, 1921; Emirza & Sahril, 2021). In that context, how would you describe your feelings and thought process right before you are asked to speak English in class?

P4: When I am asked for the first time, it feels like fear. But if I am given time, there will be a desire to be able to come forward like my friends who have already gone.

Interviewer: So it can be said, for example, if the lecturer says next week we will have speaking, what kind of preparation would you do?

P4: Preparation... mental preparation to be able to speak in front. Because if it is sudden, it can be because of fear of making mistakes or because of other things, so it becomes scary.

Interviewer: But what kind of preparation? What is the method? Is it by repeating or speaking in front of a mirror? Or no method at all?

P4: Just repeating, repeating again and again.

Question 2:

Interviewer: Research shows that anxiety and lack of self-confidence are main barriers to oral participation (Bakhtiar & Suwandi, 2022). In your view, which is a more dominant hurdle for you: the fear of being judged by others, or worry about your own language ability (e.g., grammar, vocabulary)? Could you explain?

P4: For me personally, the fear is not about being judged, but more about being looked down on by others. For example, if I make a mistake, a mistake, maybe they look at me differently. Maybe that person is smarter, and I am more stupid.

Interviewer: So it feels like pressure, right? For grammar and vocabulary, is your grammar already good or is your vocabulary lacking or how?

P4: I think my grammar is lacking, but my vocabulary has increased, it is already enough, already full for basic conversation.

Question 3:

Interviewer: Some introverted learners report using individual strategies like practicing in front of a mirror or consuming English-language media (Zulfikar et al., 2024). Are there any specific self-directed preparation or practice techniques you use that make you feel more ready and confident?

P4: For preparation, like before, I repeat again and again. But when there is anxiety, I ask a friend who I think is at the same level as me. Turns out they cannot do it. So confidence grows in me. Because my friend cannot, it is okay for me. Even though I also cannot.

Interviewer: But if you have a friend who can speak English, do you feel pressured or helped? A close friend maybe.

P4: If it is a close friend, it helps. The pressure comes when everyone in the class can do it, except me.

Interviewer: So that is what makes you feel pressured in class, so you are not brave enough to speak English in front, afraid of being laughed at, or being looked down on like you said before.

Question 4:

Interviewer: There are techniques like think-pair-share that provide reflection time before speaking (Hanifa et al., 2022). From all the speaking activities in class, what format or moment is most likely to eventually make you speak up? What makes that format feel safer?

P4: It depends on the partner, sometimes if I meet a partner who is more introverted than me, it is difficult.

Interviewer: So does the Think-Pair-Share method make you brave to speak English in class?

P4: In my opinion, it does not have an effect. What really affects it is the ability. For example, if someone has already studied, already has more vocabulary or better grammar, or more accurate pronunciation, that makes them more confident.

Interviewer: I understand that if grammar is good and vocabulary is enough, and confident, whatever the method is, it will work. But for introverts, there is still pressure, right?

P4: For introverts, confidence is more influenced by their ability. They feel their ability is not enough, not enough to speak in front of people. Maybe because of fear of being judged or other reasons that make them afraid.

Question 5:

Interviewer: According to Tunçel (2015), teachers play a key role in building student confidence. What specific action or attitude from an English teacher has actually helped you feel braver to try speaking?

P4: It is not really about technique, more about the lecturer's personality. There are lecturers who are gentle, they do not like unnecessary small talk. Even if students make mistakes, they do not judge.

Interviewer: So teachers and lecturers influence students' confidence in class?

P4: Yes, it has an influence, especially if the teacher knows which students are introverted and helps to build their confidence and does not judge them.

Question 6:

P4: I do not know about other introverts, but for me personally, the biggest challenge is friends. There are friends who laugh at our actions. Some also mock, even though they think it is just a joke, a light joke. But for us, it makes our mental condition go down.

Question 7:

Interviewer: Beyond the challenges, introverts are often said to have strengths like analytical and deep reflective abilities (Bouchareb, 2024). In your opinion, is there any advantage or strength from your introverted way of thinking or learning that could actually be an asset in mastering English speaking skills?

P4: In my opinion, the advantage is more about being independent. Not needing someone to push us. Because of being introverted, we push ourselves to build our ability.

Question 8:

Interviewer: If you had the chance to redesign one speaking activity in your class to be more friendly for introverted students like yourself, what would that activity look like? What are its key elements?

P4: In my opinion, there are two ways. First is reducing the number of students in the class. So if we reduce it, introverted people are not forced, but because of the situation, they have to start being active. Like it or not, they must be active because there are not many people. The second way is using technology like VR, virtual reality. So learning is inside a game. So introverted people, maybe they are introverted because of their physical appearance or other issues, not because of their ability. In VR, they can use an avatar, not their real body.

Interviewer: So that is your suggestion to use VR?

P4: Yes. But it needs a very big budget to provide VR in class.

Question 9:

Interviewer: From when you started learning until now, have there been any small shifts in how you view or approach English-speaking situations? Or in your level of self-confidence?

P4: The most visible was during the Covid-19 period. At that time, we could not go outside, we could not do anything. It made me bored, so I looked for entertainment at home, in my

room. If only using one language, the entertainment felt limited. During that time, I looked for content, because Covid-19 was long. In one day, the content would run out if only using one language. So I learned English to find more content.

Interviewer: Okay thank you.

Audio 5 : MRA

Transcribe of Interview MRA

Question 1

Before I speak in public, I usually prepare first in a textual way. I write everything down first, what I want to say, then I reread it. When I reread it, for sure what I remember is only the main points. Because if we memorize it textually, that is not possible. Except for things like the Quran, hadith, or the constitution, those indeed must be memorized textually. But for things that we want to deliver later, it cannot be delivered textually like that. So personally, before speaking in public, whether in Indonesian or in English, I definitely write it first.

Question 2

P5: Okay, related to anxiety, for example like English ability. It actually depends on the situation. If I speak English directly with foreigners, it is more about my own capability. But if I speak in situations like being tested, for example by lecturers or classmates, what I worry about is being judged. So like this, if I know the people, I feel afraid of being laughed at or judged. Like, “Oh you are an English student, why can’t you?” I am afraid of that kind of judgment. But if it is with natives or foreigners, especially here in Thailand, I feel like I just speak freely and don’t really care. Because they don’t know me and I don’t know them. We only meet for a short time. That’s what I mean. Yes, that’s right. I am also someone who easily overthinks about what people say. Every word that comes out of someone’s mouth, I process it.

That is also one of the reasons why I chose to do an internship abroad. For example, as future teachers, if I do my internship in my own country, everyone understands the same language. I overthink a lot if students judge me, like saying, “You are a teacher but you can’t do this.” I really process those words. But if I do my internship in Thailand, if I make mistakes, they might judge me in Thai, and I don’t understand it. So it feels safer for me.

Question 3

P5: Yes, before speaking English, sometimes I don’t prepare anything, I just go with the flow. But there is one thing I do before speaking English that makes me more confident. One of them is watching videos of native speakers speaking English. For example, at night I usually watch movies with my older brother on TV, usually Western movies, American movies. After I watch them visually and hear their English, sometimes it connects directly in my head, and without realizing it, I imitate their speech. It’s like warming up a motorbike before using it. After watching those movies, I try to practice speaking with foreigners through an application. And it turns out to be effective.

For speaking in front of the class, sometimes it helps. Maybe it helps more in adding vocabulary. But if it is speaking in front of the class, the situation feels different. If it is speaking with friends, not in front of the public, it helps. But in front of the class, it still feels lacking. So my strategy is different depending on the situation. If it is one-on-one, watching movies helps. But for speaking in public or in front of many people, it requires practice. I rarely practice in front of a mirror, but I more often record myself. I also use an application called Real Life English.

Question 4

P5: I have tried something like think-person or peer discussion with a seatmate, and it works quite well. Because we exchange ideas, and when our ideas are different, we combine them into one. After collaborating, it can become something new or an innovation that we can share with others.

Question 5

P5: If we talk about methods, teachers must support students. Especially in learning English speaking, the first thing that should be emphasized is just to speak first. Don't focus too much on grammar at the beginning. I even remember my English teacher in junior high school said that in speaking, grammar should not be emphasized first. Just speak. Being brave to speak is already enough. Teachers should give rewards, like praise or scores, so students feel more motivated. If a student makes a mistake and the teacher immediately judges or discourages them, it is dangerous. It can make the student lose motivation and not want to learn anymore.

Question 6

P5: Maybe the biggest challenge is that I easily forget. Sometimes I have prepared everything, but suddenly I go blank. That is a challenge. Maybe because I am too nervous, I forget quickly. Also, sometimes I prepare too many strategies, and then suddenly I forget everything, even the main points. So for preparation, I try to remember only the key points first. I prioritize what is most important, hold onto that first, and then the rest will follow when I explain it.

Question 7

P5: One advantage is that it can increase confidence. Also, when confidence increases, fear and insecurity decrease. Because fear comes from not knowing. The more you know, the less fear you have.

Question 8

P5: If I could design a speaking activity, I would group introverted students together in one class. I think introverts connect better with each other when sharing ideas. The activity should be in small groups, sitting together, exchanging ideas. There is no need to stand in front of the class. The teacher can come to each group and ask about their discussion results. That would feel more comfortable.

Question 9

P5: Since I started learning English, there has been a change. When I was younger, I learned English but did not use it. In high school, I rarely used English because it was only studied, not applied. I started using English more in university, especially when meeting strangers or native speakers. Now that I am in Thailand, I meet students from different countries like Pakistan, Laos, and Arab countries. We use English to communicate. I believe language skills improve only when we use them. There is no benefit in just learning without practicing. If we don't use it, we will forget it. But if we use it frequently, it will stick in our mind, and our ability will become stronger.

