

INTROVERTED STUDENTS' REACTION TO TEACHING STRATEGIES IN EFL SPEAKING CLASS

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ABSTRAK

Keterampilan berbicara merupakan salah satu keterampilan yang menantang bagi pembelajar EFL, khususnya bagi siswa dengan kepribadian introvert yang cenderung mengalami kecemasan dan kurang percaya diri dalam aktivitas berbicara. Oleh karena itu, strategi pengajaran memiliki peran penting dalam membentuk reaksi siswa introvert terhadap pembelajaran berbicara. Penelitian ini bertujuan untuk menginvestigasi reaksi siswa introvert terhadap strategi pengajaran yang digunakan dalam kelas berbicara EFL, dengan fokus pada strategi peer teaching, think-pair-share, dan game-based learning. Penelitian ini menggunakan desain kualitatif dengan teknik pengumpulan data berupa observasi kelas dan wawancara semi-terstruktur terhadap siswa introvert. Hasil penelitian menunjukkan bahwa siswa introvert memberikan respons positif terhadap ketiga strategi tersebut karena mampu menciptakan lingkungan belajar yang suportif dan minim kecemasan. Strategi peer teaching membantu meningkatkan kepercayaan diri siswa melalui interaksi dengan teman sebaya, think-pair-share memberikan waktu berpikir yang cukup sebelum berbicara, sedangkan game-based learning menciptakan suasana kelas yang lebih santai dan menyenangkan. Strategi-strategi tersebut memungkinkan siswa introvert untuk berpartisipasi lebih aktif dalam kegiatan berbicara tanpa tekanan yang berlebihan. Secara keseluruhan, penelitian ini menegaskan pentingnya penerapan pedagogi yang peka terhadap kepribadian dalam pembelajaran berbicara EFL.

Kata kunci: siswa introvert, strategi pengajaran, EFL

ABSTRACT

Speaking is a challenging skill for many EFL learners, particularly for students with introverted personalities who often experience anxiety and reluctance to participate in oral activities. Teaching strategies therefore play an important role in shaping introverted students' reactions toward speaking classes. This study aims to investigate introverted students' reactions to teaching strategies used in an EFL speaking class, focusing specifically on peer teaching, think-pair-share, and game-based learning. A qualitative research design was employed, involving classroom observations and semi-structured interviews with introverted students. The findings reveal that introverted students responded positively to the selected strategies, as they provided a supportive and low-anxiety learning environment. Peer teaching helped increase students' confidence through interaction with peers, think-pair-share allowed sufficient thinking time before speaking, and game-based learning created a relaxed and enjoyable classroom atmosphere. These strategies enabled introverted students to participate more actively in speaking activities without excessive pressure. Overall, the study highlights the importance of personality-sensitive pedagogy and suggests that collaborative and student-centered teaching strategies can effectively support introverted learners' engagement and confidence in EFL speaking classes.

Keyword: Introverted students, teaching strategies, EFL speaking

INTRODUCTION

One of the most important skills in learning English as a Foreign Language (EFL) is speaking, which allows students to express their ideas, interact with others, and use the language communicatively (Putri et al., 2023). However, for many EFL

learners, speaking is considered the most challenging skill because it requires not only linguistic knowledge, but also confidence, fluency, and the ability to respond appropriately to what they say (Kamali, 2012). Students often show varying levels of participation and confidence

during class practice, which may be influenced by individual differences such as personality.

It is very important to learn languages, especially in speaking activities that involve social interaction. Introversion and extroversion, first proposed by (Jung, 1971), are one of the most frequently discussed personality dimensions in education. Extroverted students are typically more busy, socially active, and comfortable with spontaneous communication. On the other hand, introverted students tend to focus on internal thoughts, prefer to reflect, and are often more cautious in social interactions. These differences can affect how students interact with speaking teaching methods in the classroom.

In addition, introversion is an attitude related to a person's way of thinking, characterized by directing mental energy inward toward the inner world or personal experiences. This makes introverts more likely to be contemplative, cautious, and less dependent on encouragement from their social environment. Introverted students do not like interacting with their teachers and classmates (Khodabandeh, 2022; Zhang, 2009).

Teachers can use various teaching strategies to improve students' speaking skills through group and interactive tasks. Some teaching strategies can be in the form of Think-Pair-share, Peer Teaching, and Game-Based Learning.

Think-Pair-Share is a strategy with a cooperative learning. This strategy created students' opportunity to learn individually and also collaborate with their friends (Pérez, 2021). Think-Pair-Share (TPS) strategy had three stage those were the thinking stage (individual work), discussion stage (pair work), and the sharing stage (group work). Therefore, TPS can boost students' confidence, motivation and self confidence, provide a good learning environment, and help students to feel less stressed when they speak in front of their friends (Jack C & Rodgress, 1986; Raba, 2017).

Peer teaching is a strategy that students teach one or more of their classmates in the same group. Some of the benefits include a better understanding of the material being studied, reduced stress and anxiety, an improved ability to understand other people's perspectives, better relationships and support with peers, a more positive perception of various subjects, and increased self-confidence (Johnson et al., 2007; Liu & Devitt, 2014).

Game-based learning (GBL) is when game elements and game mechanics are used to improve skill and knowledge mastery. Games also allow players or learners to solve problems and face challenges. Game activities in language classes encourage students to use language naturally. In addition, this helps social interaction, create a low-anxiety atmosphere, and offers opportunities to speak in real communication contexts (Anabel et al., 2024; Qian & Clark, 2016).

However, it should be considered that each student responds to teaching strategies in different ways. Individual differences, especially student personality, influence how they talk about lessons. As stated by (Dömyei, 2005), personality factors greatly influence the general learning process, especially learning English as a Foreign Language. Previous studies have examined teaching methods in English as a foreign language (EFL) speaking classes and how personality characteristics affect students' speaking performance (Ibralaela, 2025; Putri et al., 2023; Yusuf et al., 2024). However, these studies have not specifically examined how students respond to teaching methods based on their personality types. Therefore, the purpose of this study is to fill this gap by investigating how introverted and extroverted students react to teaching methods applied in English as a foreign language speaking classes.

Therefore, this study aims to investigate how introverted students react to teaching strategies applied in English as a foreign language (EFL) speaking classes. With a particular focus on introverted students, this study aims to contribute to a deeper understanding of introverted personality teaching in English as a foreign language speaking classes.

METHOD

This study conducted qualitative research using a case study design. As it was relevant to the research objectives, the research participants were English students in senior high school with introverted personality. Participants were selected purposively.

Data were collected through questionnaires to group students' personality types, then some of these students were selected and in-depth interviews were conducted in person and recorded to facilitate analysis. The purpose of these

interviews was to find out the reactions and experiences of students with introverted personalities regarding teaching strategies in speaking classes. Thematic analysis was used to find the main themes from the students' answers.

RESULT AND DISCUSSION

Students' Reactions to Teaching Strategies in Speaking Class

These result aim to find out introverted students react to the teaching strategies used in speaking classes. The focus is on the think-pair-share strategy, peer teaching, and game-based learning. The results of the study indicate that introverted students respond well to these strategies. This is because they are given adequate preparation time, support from their peers, and a calmer classroom atmosphere, all of which help students engage in speaking activities.

Students' Reaction to Think-Pair-Share

The result from the study show that the think-pair-share strategy helps students feel more prepared before speaking in front of a group. The opportunity to think independently gives students time to organize their ideas, while discussions with partners help them clarify and reinforce their thoughts. This process reduces fear and confusion when speaking. As a result, students become more confident when presenting their ideas in front of others. For students who tend to be quiet, the preparation time provided by the think-pair-share method is very important for increasing their involvement when the class is speaking. One of them stated;

"If I don't think first, it will be difficult for me to speak, I will be confused when speaking, and I will not be confident to speak in front of the class."

For introverted students, good responses are often related to the thinking process that takes place before they interact. This thinking process allows students to organize their thoughts in a more personal way, thereby reducing anxiety when conversing. According to (Raba, 2017), the use of the Think-Pair-Share strategy creates a more relaxed learning atmosphere, which makes students feel more comfortable when communicating with

their peers. This explains why introverted students tend to feel more confident and comfortable when performing speaking tasks using this strategy. In addition, the Think-Pair-Share stage also contributes to increasing students' confidence and motivation. (Jack C & Rodgress, 1986) mention that a collaborative learning environment can help increase confidence and motivation in students. In general, the Think-Pair-Share method provides positive benefits for students who tend to be quiet by combining thought and interaction. More introverted students feel more comfortable because of the planned preparation and reduced anxiety.

Students' Reaction to Peer Teaching

The reactions of students to peer teaching are generally positive. Many of them feel more comfortable in the learning process when the material is explained by their peers, because the delivery is clearer and easier to understand. One of students stated;

"It's quite good because I find it easier to understand, and I also feel more confident when talking or asking questions with friends."

This view shows that peer-to-peer learning can increase students' comfort and confidence when communicating. This is because there is less pressure and more interaction between friends. When students study together, they feel more calm and confident, especially when they want to express ideas or ask questions.

Students with introverted personalities also respond well to peer learning, particularly in terms of reducing anxiety and increasing self-confidence. These findings indicate that collaborative learning can create a more comfortable environment, allowing introverted students to feel more prepared to ask questions and engage in speaking activities. This is in line with the opinion of (Liu & Devitt, 2014), who stated that learning with friends is very effective in encouraging and improving the learning process by facilitating positive classroom interactions. Furthermore, according to (Johnson et al., 2007), peer teaching strategies can reduce anxiety and stress, improve relationships with peers, and increase self-confidence. When talking with their peers, introverted students appear more prepared to express their views and explain what

they know. Therefore, peer teaching can be considered an effective strategy to help introverted students in speaking classes because it creates a safe environment that encourages participation and boosts confidence.

Students' reactions to Game Based Learning

Result from the study show that learning through games can encourage positive emotions among students. Many students stated that the games were interesting, fun, and motivating. Using games created a more relaxed atmosphere, which made students feel more comfortable making mistakes and more open to participating. One student said;

"It made me feel, "Oh, English is fun," and that made me feel more free to express myself. That's why I also like the games in class."

This response shows that learning through games elicits positive reactions in terms of enjoyment and motivation to speak. Students consider games to be interesting and challenging activities, which create an exciting and calm learning environment. This helps reduce anxiety and encourages students to be more active in speaking-related tasks.

Introverted students showed positive results in game-based learning methods. Their reactions are more related to emotional comfort than competition. The results of this study indicate that games can reduce anxiety and create a calm learning atmosphere. This condition makes introverted students feel more comfortable speaking English. This opinion is in line with research conducted by (Anabel et al., 2024), which states that game activities in language classes create an atmosphere with low anxiety levels and encourage natural language use. When speaking is made part of the game, introverted students tend to be more willing to participate because the focus shifts from appearance to involvement. Therefore, this result indicate that using game-based learning strategy is a good way to support introverts. This strategy combines participation, communication, and emotional security in the process of learning English as a foreign language.

Overall, the results of the study show that introverted students react to speaking activities depending on the suitability of the teaching methods used. Methods such as peer teaching,

think-pair-share, and educational games received positive ratings because they can reduce anxiety, provide emotional support, and allow them to gradually participate in speaking activities. Rather than forcing students to speak spontaneously and dominantly, these methods are more suited to the reflective learning style of introverted students and their need for psychological comfort. This indicates that introverted students are more likely to take an active part in English as a foreign language (EFL) class when the teaching methods match their personality characteristics. This emphasizes the importance of using personality-sensitive teaching strategies when teaching speaking

CONCLUSION

This study investigates how introverted students react to teaching methods applied in English as a foreign language (EFL) classrooms. The focus of this research is on peer teaching, think-pair-share, and game-based learning. The results show that introverted students respond positively to these methods because they create a supportive learning environment and reduce anxiety, which increases participation and confidence. Through peer teaching, students feel more comfortable expressing their ideas by interacting with their classmates. Meanwhile, think-pair-share gives students the opportunity to think calmly before speaking. In addition, game-based learning helps to create a more relaxed and enjoyable classroom atmosphere, so that introverted students can engage in speaking activities without too much pressure. Overall, this study emphasizes that collaborative and student-centered methods are very useful for increasing the participation of introverted students in English as a foreign language speaking class.

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