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COPING STRATEGIES OF INTROVERTED LEARNERS IN SPEAKING CLASS

Demetria Tri Adri Suyati

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi tantangan yang dihadapi oleh pelajar introvert dalam kelas berbicara bahasa Inggris serta strategi penanganan yang digunakan untuk mengatasi hambatan tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek enam pelajar introvert yang mengikuti kelas percakapan di ASMI Desanta. Data dikumpulkan melalui observasi kelas dan wawancara mendalam, kemudian dianalisis menggunakan analisis tematik berdasarkan kerangka Braun dan Clarke (2006). Hasil penelitian mengungkapkan bahwa pelajar introvert menghadapi berbagai hambatan yang meliputi manifestasi fisik kecemasan, ketakutan akan penilaian negative, masalah kelancaran berbicara, dan kesulitan mengingat kosakata. Untuk mengatasi hambatan tersebut, mereka menggunakan strategi berbasis persiapan, penggunaan naskah atau catatan, dan motivasi diri, serta strategi lainnya seperti melakukan jeda, menunda giliran berbicara, gerakan tubuh, dan teknik pernapasan dengan tingkat penggunaan yang bervariasi. Pengalaman emosional mereka menunjukkan pola yang dinamis, yaitu kecemasan tinggi sebelum berbicara, kecemasan yang berubah-ubah saat berbicara, dan perasaan lega setelah berbicara yang sering diikuti oleh kritik terhadap diri sendiri. Faktor eksternal seperti dukungan dosen dan reaksi teman sebaya juga memengaruhi pengalaman berbicara mereka, sementara faktor lingkungan fisik tidak ditemukan sebagai pengaruh yang signifikan. Penelitian ini memberikan implikasi praktis bagi pengajar untuk menciptakan lingkungan kelas berbicara yang lebih inklusif dengan memberikan dukungan yang sesuai, umpan balik yang konstruktif, serta membimbing pelajar dalam mengembangkan strategi penanganan yang efektif.

Kata kunci: pelajar introvert, kecemasan berbicara, strategi penanganan, kelas berbicara bahasa Inggris, analisis tematik

A. Introduction

It's no secret that being able to speak English well is a big deal in higher education. It's often seen as a foundation of real communicative competence. Speaking demands real time processing, accurate pronunciation, spontaneous grammar application, and the confidence to articulate thoughts publicly (Hayati, 2021). However, the nature of an English speaking class which usually focuses on pair or group activities, discussions, and presentations can create a stressful and intimidating environment for certain learners. These learners may feel the pressure of performing in front of peers, and this situation may trigger anxiety, prevent participation, and in the end hide their real language skills.

This tends to hit harder for learners who lean more introverted. According to Carl Jung's framework (Hayati, 2021), introversion is characterized by a preference for quiet, low stimulus environments and a tendency to withdraw from extensive social contact, focusing instead on internal thoughts and feelings. In the context of language learning, introverted learners are often described as reflective, cautious, and tend to hesitate, which can be contradictory with the dominant communicative language teaching methodologies that prioritize speaking fluency and extroverted behavior. As a result, while the speaking class is supposed to encourage interaction, it can unintentionally put introverted learners at a

disadvantage, trapping them in a cycle where they participate less and feel less confident about their abilities.

A lot of previous study has focused on the quantitative relationship between personality types and language performance. For instance, a study conducted by Fitri Mauliddiyah Hayati (2021) found that extroverted learners generally achieve higher mastery in speaking skills compared to introverted learners, especially in aspects of pronunciation, vocabulary, and fluency. The same study by Thach Ngoc Mai Ly (2025) confirmed that extroverted learners tend to acquire speaking skills more quickly, while introverted learners often take longer to acquire speaking skills.

These kinds of quantitative studies are valuable for establishing general trends, they reveal a significant research gap. Most of them focus on the end result such as scores and proficiency levels rather than the learning process. There is a lack of intensive qualitative research that looks into the personal experiences, emotional challenges, and coping strategies of introverted learners (Aziz, Putri & Fajriani, 2025). As a result, their perspectives often get ignored, and we don't know much about the specific strategies they lean on when they're given oral tasks. Wakamoto's (2009) work explored learning strategies in relation to personality using both quantitative and qualitative methods, but it focuses on general strategy use and listening skills, leaving a specific question regarding coping strategies for speaking anxiety.

This is precisely where this study aims to fill the gap. The main goal here is to explore the specific challenges faced by introverted learners in English speaking classes and to identify the coping strategies they employ to overcome these barriers. By adopting a qualitative approach, this study aims to provide a deeper understanding of the personal experiences of these learners, moving beyond simple statistical correlations.

Finally, this study is expected to be

able to offer something practical for teachers and curriculum designers. By understanding the adaptive strategies of introverted learners such as memorization, preparation techniques, and seeking supportive environments as identified in recent studies (Hayati, 2021; Aziz, Putri & Fajriani, 2025), teachers can create more inclusive and fair speaking classrooms that maintain the potential of all personality types.

B. Literature Review

1. Characteristics of Introverted

Individuals in Language Learning

Introversion has got a fair amount of attention in language learning research. Extroverts tend to get energy from social interaction and external rumors, on the contrary, introverted learners operate differently and those differences really matter when we're thinking about how to teach in ways that actually work for everyone.

One of the fundamental characteristics of introverted learners is their tendency to experience higher levels of anxiety in language learning interactions and a clear preference for solitary learning activities. Mustoip et al. (2024) investigated elementary school learners in Indonesia and found that introverted learners were more anxious and leaned toward solitary work, whereas their extroverted peers showed more enthusiasm and preferred group activities. The study also found that both personality types face unique challenges in expressing themselves and finding opportunities to practice the target language. This finding is particularly relevant for understanding how introverted learners navigate speaking classes, which often prioritize group work and spontaneous verbal interaction.

Another characteristic of introverted learners is their tendency to be quieter or less talkative in the classroom, but they show strong receptive skills and deeper thinking. Isa et al. (2025) conducted a comparative study at SMP Negeri 56

Palembang and found that introverted learners tend to be quieter but possess stronger long term memory and exhibit a deeper understanding of listening, observing, and comprehending. On the other hand, extroverted learners develop speaking and interaction skills more quickly. This study also identified that personality, attitude, and motivation serve as significant factors influencing learner achievement, highlighting that introverted learners may need different forms of support to fully demonstrate their language skills.

Furthermore, study on language learning strategies has shown that introverted learners demonstrate distinct strategic preferences regardless of gender. Le et al. (2023), in their mixed-methods study of 68 English major undergraduates in Vietnam, found that introverted learners show a tendency towards compensation learning strategies, including deductive reasoning, organizing their physical environment for study, and error correction. The study revealed that gender does not present significant differences in the preferred learning strategies of self-perceived introverted individuals, suggesting that personality traits may play a more decisive role than gender in shaping strategic approaches to language learning. These findings underscore the importance of recognizing introversion as a significant variable in language education research and practice.

2. Foreign Language Speaking Anxiety

Foreign Language Anxiety (FLA) has been considered as one of the most significant factors that affect language learning outcomes. Speaking anxiety is very common and can damage learner performance. Speaking in a foreign language requires real time thinking, spontaneous grammatical and vocabulary choices, and public performance. All of them can trigger intense psychological and physiological responses.

Özdemir & Seçkin (2025) conducted

a qualitative study to examine first-year learners and instructors at Selcuk University. The study identified several key factors that worsen speaking anxiety. The findings revealed that the most common triggers include fear of making pronunciation mistakes, speaking in front of others, lack of vocabulary knowledge, unwillingness to speak, and insufficient exposure to English. Özdemir & Seçkin also found that speaking anxiety manifests across multiple domains, i.e., cognitive, behavioral, and somatic; affecting learners' thought processes, observable behaviors, and physical well-being. On the coping side, learners felt that improving listening skills, relearning grammar, and practicing pronunciation would help. Meanwhile, instructors suggested offering more positive feedback, recognizing learner progress, and setting up pair or group work.

Another study by Diana, Renandya, & Dahliana (2024) investigated five specific factors that contribute to speaking anxiety among EFL learners, i.e., not being prepared enough, worrying about making mistakes, feeling like their English just isn't strong enough, stressing over academic expectations, and being anxious about how others might judge them. Their study used a descriptive qualitative approach with six learners who had already completed a speaking class. This study gave a clearer picture of how these factors influence each other. The insights are especially useful for understanding introverted learners, who might be more vulnerable to anxiety about negative judgement and other people's opinions of them.

There's also been some interesting work on what's actually going on in the brain when speaking anxiety emerge. In their study, Kelsen et al. (2024) measured brainwave patterns to see if there was a physiological link. They found that greater right-left frontal alpha asymmetry correlated with higher levels of reported speaking anxiety across all three domains, i.e., behavioral, cognitive, and somatic. Their conclusion was that speaking a

foreign language tends to provoke more anxiety than listening, reading, or writing. It gives neurophysiological backing to the idea that speaking tasks come with their own unique set of challenges. This is particularly significant for introverted learners, who may already be more sensitive to social judgment. That's why speaking classes give more pressure for introverted learners.

3. Coping Strategies for Managing Discomfort in Speaking Classes

Coping strategies are basically the things we do to handle situations that feel overwhelming or beyond what we can easily manage. In language learning, these strategies began to be implemented when learners try to calm themselves down, push through discomfort, or just get through a speaking task without falling apart. They're not the same as general study techniques, they're more about keeping your emotions in check and dialing down the stress.

Researchers have looked into what learners actually do when speaking anxiety hits. Diana, Renandya, and Dahliana (2024) came up with four main categories, i.e., shifting the mindset, relaxing, boosting confidence, and sharpening speaking skills. Mindset shifting is about convincing yourself to move away from negative thoughts before you speak. Relaxation is quite simple such as deep breaths and self-motivation in order to keep the heart from racing. Confidence comes from preparation and repetition, and improving skills fixes the main problem, that is feeling not proficient enough in the language from the very beginning. These approaches matter a lot for introverted learners, who often need more structure to handle the social pressure of speaking in front of others.

Le et al. (2023) noticed that introverted learners tend to use compensation strategies a lot. These strategies are alternative ways when learners do not know the right words. They might guess, use hand gestures, or find another way to convey their message. The

study also mentioned other strategies often used by introverted learners, like applying rules logically, setting up a comfortable study space, and carefully fixing their own mistakes. These are not just study habits, but ways they handle speaking tasks without having to leave their preferences of thinking things through and preparing ahead.

Based on the findings of the studies above, it can be concluded that introverted learners do have certain traits that affect how they learn languages. Speaking anxiety isn't just one thing, but it affects you cognitively, physically, and emotionally all at once. And there are many coping strategies that can be used, from passive watching, to active practice, to finding alternative ways. But we still don't know enough about how introverted learners actually mix and match these strategies in real speaking classes. That's probably where more research needs to be done.

C. Methodology

This study uses a descriptive qualitative research design, which is suitable for exploring the lived experiences, personal challenges, and coping mechanisms of individuals in natural settings. According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.

Qualitative method gives us the chance to explore participants' perspectives, capturing the richness and complexity of their experiences. A descriptive qualitative design, in particular, focuses on describing phenomena in a comprehensive and holistic manner, providing a detailed account of participants' behaviors, feelings, and thought processes without manipulating any variables. And that's exactly what this study needs, we want to capture not just what introverted learners do in speaking class, but why they do it and how they feel about it.

The subjects of this study are

introverted learners taking conversation class at ASMI Desanta. Participants were selected using purposive sampling, with observation as the initial data collection method. In the first stage of the teaching and learning process, the researcher conducted classroom observations during class sessions in order to identify learners who exhibited introverted characteristics. The observations focused on their body language, how they interacted with peers, and how they responded to various speaking tasks, including presenting in front of the class. The researcher used criteria based on Carl Jung's personality theory (Hayati, 2021) to distinguish between introverted and extroverted learners. Learners who tended to be quiet, listened more than they spoke, avoided eye contact, and showed nervousness when asked to speak were categorized as introverted. In contrast, learners who were active speakers, confident when performing in front of the class, and appeared to enjoy social interaction were categorized as extroverted. From these observations, six learners who exhibited introverted traits were identified. After obtaining the participants, data collection continued with interviews in order to gain a deeper understanding of the introverted learners' experiences and the coping strategies they use in conversation class.

The data collected from both observations and interviews were analyzed using thematic analysis, following the framework outlined by Braun and Clarke (2006). This process involved several stages, i.e. familiarizing oneself with the data by transcribing interviews and reviewing observation notes, generating initial codes across the entire dataset, searching for recurring patterns to form potential themes, reviewing and refining these themes, and finally defining and naming them clearly. Triangulation was applied by cross-checking interview statements with observational evidence to ensure the credibility of the findings.

D. Findings

This section presents the findings derived from the analysis of interview data collected from six introverted learners enrolled in English speaking classes. The findings are organized according to the four main themes that emerged during the thematic analysis, i.e., obstacles faced by introverted learners, coping strategies employed, affective states experienced, and external factors influencing their speaking performance. Each theme is discussed in relation to existing literature to provide a comprehensive understanding of the challenges and adaptive mechanisms of introverted learners in speaking classes.

1. Obstacles Faced by Introverted Learners

The data revealed that introverted learners encounter multiple obstacles when participating in English speaking classes. These obstacles manifest across cognitive, behavioral, and physical domains, confirming the multidimensional nature of speaking difficulties identified in previous research (Özdemir & Seçkin, 2025). The most commonly obstacle was physical manifestations of anxiety, experienced by all six participants (100%). Learners described symptoms such as trembling hands, racing heartbeats, sweating, and shortness of breath when called upon to speak. This finding aligns with Kelsen et al.'s (2024) neurophysiological research, which established that speaking anxiety triggers measurable physiological responses. One participant, Student F, described the experience vividly: "My hands would start shaking even before I stood up. I could feel my heart pounding so loud that I couldn't hear my own thoughts."

Fear of negative judgment emerged as the second most common obstacle, reported by five out of six participants (83.3%). This fear centered on concerns about making mistakes, being perceived as incompetent by peers, and facing embarrassment in front of the class. Student A shared: "I was constantly worried that my friends would laugh at my pronunciation or think my

grammar was terrible. Even when I knew the answer, I was scared to speak up." This finding reinforces Diana, Renandya, and Dahliana's (2024) research, which identified fear of others' reactions as one of the five key factors contributing to speaking anxiety.

Additionally, four participants (66.7%) reported fluency problems, describing how anxiety disrupted their ability to speak smoothly and coherently. Learners mentioned experiences of "freezing up" or "forgetting words halfway through a sentence," which is consistent with the cognitive interference that anxiety creates during language production (Diana et al., 2024). Memory difficulties were reported by four participants (66.7%), indicating that anxiety often disrupts vocabulary skills and grammatical structures during speaking tasks. Two participants (33.3%) did not report memory problems, suggesting that individual differences in anxiety severity may influence cognitive processing.

2. Coping Strategies Employed

Introverted learners employed a variety of coping strategies to navigate these obstacles. The strategies are categorized into preparation based strategies, spontaneous techniques, and psychological approaches. The most frequently used coping strategy was preparation, reported by all six participants (100%). This included thoroughly reviewing material before class, practicing speeches many times, and anticipating potential questions from the lecturer. Student C explained: "I would rehearse my presentation at least five times before class. I even recorded myself and listened to it." This finding aligns with Le et al.'s (2023) observation that introverted learners favor deductive reasoning and error correction, reflecting their preference for thorough preparation.

The use of scripts and prepared notes was also employed by all participants (100%). Learners described taking notes

some key points or even full sentences to read from during presentations. While this strategy provided a sense of security, several participants acknowledged that it sometimes made their delivery sound less natural. Student D said: "I always had a script, but I felt like I was just reading, not really speaking." This tension between perceived competence and actual performance reflects the compromise introverted learners often make to manage their anxiety (Wahyudi et al., 2025).

Positive self-talk or self-motivation was another most frequently used strategy, reported by all six participants (100%). Learners did self-motivation before speaking, reminding themselves that mistakes are normal, and reframing speaking tasks as learning opportunities rather than performance evaluations. Student E said: "I would tell myself that I can do it. Even if I make a mistake, it's not the end of the world." This aligns with Diana, Renandya, and Dahliana's (2024) categorization of "changing mindset" as a primary coping mechanism. However, other strategies showed more varied usage. Four participants (66.7%) employed pausing as a technique to collect their thoughts during speaking, while four participants (66.7%) deferred speaking turns when possible. Non-verbal strategies like using hand gestures were reported by only three participants (50%), and breathing techniques were used by half of the participants (50%). This varied use of strategies showed that introverted learners use several ways that suit themselves, based on their personal preferences and past experiences.

3. Affective States Experienced

The emotional journey of introverted learners in speaking classes was found to be dynamic, shifting significantly across different phases of the speaking task. All six participants (100%) reported experiencing anxiety before speaking. This pre-speaking anxiety was often described as the most intense phase, characterized by dread and

nervous anticipation. Student F stated: "The waiting was the worst part. Every time someone else was called, my heart would start racing because I knew I was next."

During speaking, five out of six participants (83.3%) continued to experience anxiety, though some reported that the intensity sometimes decreased once they began speaking. However, one participant (Student C) reported experiencing less anxiety during speaking compared to before, suggesting that the act of speaking itself could serve as a release from the anticipatory tension. This individual variation shows that the anxiety dynamics are complex and we need support strategies that are adapted to each person's need.

The most noticeable changes occurred in the post-speaking phase. All six participants (100%) reported feeling relief and a sense of accomplishment after completing their speaking task. Student B shared: "Once it was over, I felt so relieved. I could finally breathe again." However, five participants (83.3%) also felt negative emotions after speaking, including criticizing themselves and continuously thinking about the mistakes they had made. This tendency toward self-criticism aligns with the reflective nature of introverted individuals noted by Isa et al. (2025).

4. External Factors Influencing Speaking Performance

External factors came up as significant influences on introverted learners' speaking experiences. The lecturer's behavior was identified as a crucial factor by three participants (50%). Learners mentioned that supportive lecturers who provided encouragement, offered constructive feedback, and created a non-judgmental environment helped reduce their anxiety. Student C noted: "When the lecturer smiled and nodded while I was speaking, it made me feel less nervous. It was like getting silent encouragement." This finding aligns with Özdemir & Seçkin's (2025) recommendation that

instructors should offer positive feedback and recognize learner progress.

Peer reactions also played a substantial role, with four participants (66.7%) reporting that supportive peers helped them feel more comfortable. Learners described that they felt less anxious when peers were attentive and non-judgmental. Student D shared: "When my friends in class were listening carefully and not laughing, I felt calmer." This finding underscores the social nature of speaking anxiety and the importance of fostering a supportive classroom environment (Diana et al., 2024).

Interestingly, physical space did not come up as a significant factor, with no participants (0%) reporting that classroom layout or seating arrangements affected their speaking anxiety. This suggests that for these learners, social and psychological factors are more influential than environmental considerations. However, the effectiveness of coping strategies varied considerably. All six participants (100%) reported that at least some of their strategies worked in reducing anxiety or improving performance, indicating a generally positive perception of their coping mechanisms. Four participants (66.7%) experienced mixed results, where some strategies worked better than others or worked in some contexts but not in others. Student E said: "Scripts always worked for me, but breathing exercises only helped sometimes." Four participants (66.7%) also reported situations where their coping strategies failed, particularly in high pressure situations or when they felt unprepared. These mixed evaluations show that strategy effectiveness depends on the situation and is influenced by factors such as anxiety level, task difficulty level, and preparation level.

E. Discussion

The findings of this study provide valuable insights into the coping strategies of introverted learners in English speaking classes. It contributes the growing body of

literature on personality and language learning. The number of physical, mental, and behavioral obstacles among the participants confirms that speaking anxiety is indeed a phenomenon with many sides and affects various areas (Özdemir & Seçkin, 2025; Kelsen et al., 2024). The high percentage of participants who reported physical symptoms (100%) is very important, because it highlights the real and physical nature of anxiety, which is often overlooked in quantitative studies that only focus on academic results. This finding reinforces the need for pedagogical approaches that address not only linguistic but also affective and physiological dimensions of speaking.

The coping strategies identified in this study reflect the tendency of introverted learners to rely on preparation and internal resources to manage anxiety. The universal adoption of preparation, scripts, and self-motivation suggests that these strategies align well with introverted learners' natural preferences for reflection, structure, and internal processing (Le et al., 2023). However, the mixed effectiveness reported by participants indicates that no single strategy works universally, and learners may need to develop flexible strategies to adapt to different contexts and anxiety levels. The relatively lower adoption of non-verbal and breathing strategies (50%) shows that these techniques may require clearer instruction and practice to be effectively integrated into learners' coping strategies.

The dynamic emotional factor observed in this study, characterized by high anxiety before speaking, shifting anxiety during speaking, and feelings of relief followed by self-criticism provide a deeper understanding of introverted learners' emotional lives. This aligns with the cognitive and behavioral aspects of anxiety identified by Diana, Renandya, and Dahliana (2024) and extends their study by highlighting the temporal dimension of emotional experience. The ongoing self-criticism after speaking, reported by 83.3%

of participants, is very important because it shows that relief alone does not make confidence last if learners keep thinking about their perceived failures. This finding has important implications for classroom practice, suggesting that post-task reflection should be structured to encourage positive self-evaluation and growth mindset.

The role of external factors, especially lecturer behavior and peer reactions, underscores the social nature of speaking anxiety and the importance of learning environment. The finding that half of the participants (50%) reported that lecturers influenced their anxiety aligns with previous recommendations for supportive teaching practices (Özdemir & Seçkin, 2025; Wahyudi et al., 2025). However, the fact that physical space was not identified as a concern (0%) shows that introverted learners are more affected by social and psychological aspects of the environment than by its physical arrangement. This finding challenges the assumption that simply modifying the classroom setup can significantly reduce anxiety for introverted learners.

F. Conclusion & Recommendation

In conclusion, the findings of this study reveal that introverted learners face significant challenges in English speaking classes, including physical anxiety symptoms, fear of judgment, fluency problems, and cognitive interference. They employ a range of strategies centered on preparation, note-taking, self-talk or self-motivation, and selective use of non-verbal techniques and breathing exercises to cope with these challenges. Their emotional experiences are characterized by a predictable pattern, namely anxiety before speaking, anxiety that changes during speaking, and feelings of relief after speaking that are often followed by self-criticism. External factors such as lecturer support and peer reactions play important roles in shaping their experiences, while physical space appears less significant. The mixed effectiveness of coping strategies

highlights the need for flexible, personalized approaches to managing speaking anxiety. These findings contribute to the growing qualitative literature on introverted language learners and offer practical insights for creating more inclusive speaking classrooms that recognize and accommodate diverse personality types.

Based on the findings of this study, the researcher recommends that future research expand the scope by involving a larger and more diverse participant from various universities to enhance the generalizability of the research findings. Future studies can also investigate the specific conditions in which particular coping strategies prove most effective, as well as explore effective and efficient teaching methods for speaking classes that accommodate both introverted and extroverted learners.

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1. **Lukas Dwiantara**, lahir di Kulon Progo tanggal 22 Maret 1970. Tahun 1994 menyelesaikan pendidikan S1 Jurusan Administrasi Negara Fisipol Universitas Gadjah Mada Yogyakarta. Tahun 1999 menyelesaikan pendidikan S2 Ilmu Administrasi Negara PPS UGM. Tahun 1995 sampai sekarang menjadi dosen tetap Program Studi Administrasi Perkantoran ASM Marsudirini Santa Maria Yogyakarta. Mata Kuliah yang diampu: Manajemen Logistik, Dasar-dasar Kesekretariatan dan Kesekretariatan Lanjut. Jabatan Fungsional : Lektor Kepala.
2. **Paulus Tri Anung Sutanto**, lahir di Yogyakarta tanggal 15 Juni 1976. Tahun 2001 menyelesaikan pendidikan S1 Jurusan Ilmu Administrasi Negara Universitas Gadjah Mada Yogyakarta. Tahun 2010 menyelesaikan pendidikan S2/Master of Art Psikologi di Universitas Gadjah Mada Yogyakarta. Sekarang menjadi dosen tetap Program Studi Administrasi Perkantoran ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu: Pengembangan Diri, Manajemen Kearsipan, Teknologi Perkantoran, Aplikasi Komputer Pengolah Kata. Jabatan Fungsional: Lektor.
3. **Yohanes Maryono**, lahir di Kulon Progo tanggal 21 November 1968. Tahun 1996 menyelesaikan pendidikan S1 Program Studi Sastra Inggris Fakultas Sastra Universitas Gadjah Mada Yogyakarta. Tahun 2002 menyelesaikan pendidikan S2 Sastra/Linguistik PPS UGM. Tahun 2011 menyelesaikan Magister Teknik Informatika Konsentrasi Sistem Informasi PPS UAJY. Tahun 1997 sampai sekarang menjadi dosen tetap Program Studi Administrasi Perkantoran ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu: *Spoken Secretarial English*, *Written English*, Aplikasi Komputer Pengolah Data dan Pengelolaan Informasi Elektronik. Jabatan Fungsional: Lektor.
4. **Paulus Glorie Pamungkas**, Lahir di Semarang tanggal 31 Juli 1963. Tahun 1990 menyelesaikan pendidikan S1 Jurusan Filsafat Sosiologi Pendidikan IKIP Sanata Dharma Yogyakarta. Pendidikan S2 Jurusan Filsafat Universitas Gadjah Mada Yogyakarta diselesaikan pada tahun 2004. Tahun 1991 sampai sekarang menjadi dosen tetap Program Studi Administrasi Perkantoran ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu: Agama, Pancasila, Etika Profesi, Aplikasi Komputer Pengolah Angka, Aplikasi Komputer Presentasi dan Publikasi. Jabatan Fungsional: Lektor.
5. **G.M. Bambang Susetyo Hastono**. Lahir di Yogyakarta tanggal 27 September 1970. Tahun 1998 menyelesaikan pendidikan S1 Jurusan Ilmu Administrasi Negara FISIPOL Universitas Gadjah Mada. Tahun 2003 menyelesaikan pendidikan S2 Magister Manajemen, Pasca Sarjana Universitas Atmajaya Yogyakarta. Tahun 1999 sampai sekarang menjadi dosen tetap Program Studi Administrasi Perkantoran ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu : Pelayanan Prima, Public Relations, Komunikasi Kantor, Public Speaking dan Keprotokolan, Jabatan Fungsional: Lektor
6. **Revalina Fernanda**. Mahasiswa pada Program Studi Administrasi Perkantoran, ASM Marsudirini Santa Maria Yogyakarta.
7. **Subiyantoro**, lahir di Sleman, 7 September 1969. Tahun 1993 menyelesaikan S1 Administrasi Negara, Fisip Universitas Sebelas Maret Surakarta Menyelesaikan S2 Program Studi Administrasi Negara Pascasarjana Universitas Gadjah Mada Yogyakarta. Sejak Oktober 1995 menjadi dosen tetap ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu: Dasar Dasar Bisnis, MSDM, Tata Persuratan Dinas dan Tata Persuratan Bisnis. Jabatan akademik: Lektor

8. **Demetria Tri Adri Suyati, S.Pd., M.Pd.,** lahir di Yogyakarta pada 1 Maret 1977. Ia menyelesaikan pendidikan Sarjana (S1) di Universitas Sarjana Wiyata Tamansiswa pada tahun 2002 dengan bidang studi Pendidikan Bahasa Inggris. Kemudian, pada tahun 2013 ia menamatkan pendidikan Magister (S2) di Universitas Negeri Yogyakarta dengan konsentrasi Linguistik Terapan. Saat ini, ia berprofesi sebagai dosen pada Program Studi Administrasi Perkantoran, Akademi Sekretari dan Manajemen Indonesia (ASMI) Desanta. Bidang ajar yang menjadi fokusnya adalah Bahasa Inggris dan Korespondensi Bahasa Inggris. Selain mengajar, ia juga aktif melakukan penelitian, di antaranya penelitian berjudul *Designing A Multiple Choice Vocabulary Test for Office Administration Students* pada tahun 2025. Karya tulis yang telah dipublikasikan dalam bentuk buku antara lain: *Primary English* (Kepel Press, 2022) dan *A Practical Guide to Business Correspondence* (KBM Indonesia, 2024). Demetria dapat dihubungi melalui alamat email: deme3adri@gmail.com
9. **Agnes ErnaWantiyastuti.** Lahir di Klaten, 16 Januari 1968, menyelesaikan S1 Sosiologi Fisipol Universitas Gadjah Mada pada tahun 1993, melanjutkan S2 Kependudukan Universitas Gadjah Mada Yogyakarta. Sejak tahun 2007 menjadi dosen tetap ASM Marsudirini Santa Maria Yogyakarta. Mata kuliah yang diampu: Dasar Dasar Public Relations, Community Relations, Pengembangan Diri, Statistik dan Riset Kehumasan. Jabatan Fungsional: Lektor.
10. **Ignatius Suprih Sudrajat,** lahir di Kebumen 25 Juli 1962. Menyelesaikan studi S1 di Stiper tahun 1988 jurusan Agribisnis , S2 di UGM tahun 1994 Demografi dan S3 di UNS tahun 2018 Agribisnis. Mata kuliah yang diampu Pembangunan Pertanian, Sosiologi Pedesaan, Ketamansiswaan, Pemasaran, Pemberdayaan Masyarakat. Jabatan fungsionalnya adalah Lektor Kepala IV a.

PETUNJUK BAGI PENULIS JURNAL ILMU SOSIAL CARITAS PRO SERVIAM

1. Naskah merupakan suatu kajian masalah bidang Ilmu Ekonomi, Sosial dan Humaniora baik hasil penelitian maupun hasil pemikiran yang belum pernah dipublikasikan. Naskah ditulis berdasarkan kaidah penulisan Bahasa Indonesia yang baik dan benar Pedoman Umum Ejaan Bahasa Indonesia (PUEBI). Naskah diketik dengan huruf Times News Roman, ukuran 12, spasi ganda, dicetak di atas kertas HVS ukuran kwarto sebanyak 10-30 halaman.
2. Judul tidak lebih 12 kata, ditulis dengan huruf kapital 14, spasi tengah
3. Nama penulis dicantumkan tanpa gelar
4. Abstrak ditulis dalam satu paragraph, maksimum 200 kata, dengan ketikan spasi 1 dan dicetak miring. Abstrak ditulis dalam bahasa Inggris bagi naskah Bahasa Indonesia dan ditulis dalam Bahasa Indonesia bagi naskah Bahasa Inggris. Abstrak disertai kata-kata kunci (*key words*)
5. Sistematika naskah hasil penelitian:
 - a. Judul
 - b. Abstrak
 - c. Pendahuluan
 - d. Metode Penelitian
 - e. Hasil dan Pembahasan
 - f. Kesimpulan dan Saran
 - g. Daftar Pustaka
6. Sistematika naskah hasil Pemikiran:
 - a. Judul
 - b. Abstrak
 - c. Pendahuluan
 - d. Pembahasan
 - e. Penutup atau Kesimpulan
 - f. Daftar Pustaka
7. Ketentuan Penulisan Daftar Pustaka
 - a. Penulis diurutkan berdasarkan alfabetis, nama akhir/ keluarga sebagai urutan pertama atau nama institusi yang bertanggung jawab atas tulisan. Nama penulis diakhiri tanda titik (.)
 - b. Tuliskan tahun terbit karya pustaka dan diakhiri tanda titik (.)
 - c. Tuliskan judul karya pustaka dari seorang penulis lebih dari satu, penulisan diurutkan secara kronologis waktu penerbitan
 - d. Penulisan referensi dari internet terdiri: judul, penulis, alamat website dan keterangan akses/ *down load*
8. Gambar, grafik, dan tabel disajikan dengan diberi nomor urut dan sumber

9. Biodata ditulis dalam bentuk narasi memuat nama lengkap, tanggal dan tempat lahir, keterangan selesai pendidikan S1/S2/S3, pekerjaan, alamat e mail, bidang kerja/ bidang ajar dan karya ilmiah yang pernah ditulis \
10. Naskah yang dikirim dapat:
 - a. Diterima tanpa perbaikan
 - b. Diterima dengan perbaikan dari redaksi
 - c. Diperbaiki oleh penulis dan dipertimbangkan dalam rapat dewan redaksi