

CHAPTER 1

INTRODUCTION

This chapter provides a thorough overview of the study. It consists of a background of the study, formulation of the problem, operational definitions, the aim of the study, and the significance of the study.

A. Background of the Study

In the context of teaching practice, student-teachers with introverted personalities often face personal challenges, such as limitations in spontaneous communication or difficulties in building dynamic classroom interactions. This is caused by the characteristics of an introverted personality who tends to be uncomfortable in active social situations and prefers quiet situations. Naguib (2021) found that in teaching practice, introverted student-teachers tend to be quiet, which affects classroom management. They also struggled to express themselves well, were too shy, afraid to speak, and had difficulty speaking fluently. Therefore, a deeper understanding is necessary regarding how introverted student-teachers experience and respond to the dynamic of teaching practice, both in terms of mental readiness and the strategies used.

Research on the teaching experiences of introverted individuals can portray how the diversity of teachers' personalities contributes to their teaching performance, because teachers' personalities influence how they deliver material, build relationships with students, and create an effective learning environment. According to Baety (2021) professional and personality factors are very important in determining how teachers educate and guide students to be able to achieve and have character. A study was also conducted by Jalili and Mall-Amiri (2015) showed that extroverted and introverted teachers differ significantly in managing their classes effectively. The data revealed that extroverted teachers do better in classroom management. Rashtchi and Mashoor (2019) found that extroverted teachers were less likely to experience burnout than introverted teachers. Zafarghandi et al. (2016) also found that compared to introverted teachers,

extroverted teachers offer a more active communication surroundings that fosters more fruitful interactions with the students. Thus, the research on the experiences of introverted individuals in teaching is important because it can provide a reflective insight of their experiences, which can be a resource to support the readiness and professional development of individuals with similar characteristics.

A previous study about teaching experiences of introverted teachers was conducted by Chuhuran (2020) about the lived experiences of introverted teachers. This study used a qualitative approach and phenomenological study. The study was conducted towards introverted K-12 teachers, with semi-structured interviews. The findings showed that introverted teachers face challenges such as exhaustion, extrovert ideal preferences, struggle to maintain social interactions, and feeling unprepared. To overcome the challenges, they usually do planning/preparation, organize the classroom environment, use various student-centred teaching strategies, and maintain professional responsibilities. However, the study was conducted on professional teachers who had full-time teaching experiences in three years, and also there has been little research that specifically explores the experiences and adaptation of introverted student-teachers, who are at an important transition phase between theory and practice. This study explores how introverted student-teachers shape their professional identities during teaching practices, something that has not been researched in the context of professional teachers. This also contributes to a broader understanding of personality traits in educational contexts. This may lead to a more inclusive and supportive learning environment for student-teachers, regardless of their personality type.

This study was conducted on English Education Department student-teachers of a university in Indonesia who have teaching experience at school. Thus, this study is entitled “Exploring the Experiences of Introverted Student-teachers in Teaching Practices.” This study aimed to explore the experiences of introverted student-teachers during their teaching practices, focusing on their challenges, teaching techniques and classroom management.

B. Formulation of the Problem

The formulation of the problem of this study is “What are the experiences of introverted student-teachers in teaching practices?”

C. Operational Definitions

1. Introvert Personality

In this study, an introverted person refers to student-teachers who are difficult to initiate communication, tend to feel tired easily and need time alone to restore energy. They experience nervousness and fatigue due to intense interaction with students. Introvert personality indicators are measured through the results of the Myers-Briggs Type Indicator (MBTI) test, which will be complemented by interviews to understand teaching strategies that adjust to their personality.

2. Student-teachers

In this study, student-teachers refer to sixth-semester student-teachers majoring in English education who have completed teaching practices for more than one month at junior high schools.

3. Experiences in Teaching Practices

In this study, experiences in teaching practices refer to the entire process that student-teachers undergo during the implementation of teaching practices in the classroom, which includes interaction with students, classroom management, application of learning methods, and reflection activities. This experience is characterized by two main aspects, namely teaching barriers and applied teaching strategies.

D. Aim of the Study

This study aims to explore the experiences of introverted student-teachers during teaching practices.

E. Significances of the Study

1. Theoretical Significance

This study contributes to the experiences of introverted student-teachers, which focuses on teaching practices. Thus, the results of this study can be a

reference in developing studies on the personal and professional dynamics of student-teachers with an introvert personality background in the context of education.

2. Practical Significance

The substance of this study can be a relevant source of information for introverted student-teachers in conducting teaching practices, as well as a source for reflection to prepare mentally, compile structured learning strategies, and build effective communication during the implementation of the practices.

3. Empirical Significance

This study provides the researcher with empirical understanding regarding the experiences of introverted student-teachers in teaching practices.