

CHAPTER 2

LITERATURE REVIEW

This chapter presents the explanations of theories and concepts that support this study. These are related to introvert personality, student-teachers' experiences in teaching practices, and also the study of relevant research.

A. Theoretical Review

In this section, the researcher focuses on the literature review related to the topic. This includes the definition, characteristics, weaknesses, and strengths of the introvert personality, as well as an explanation of student-teacher and experiences in teaching practices.

1. Introvert Personality

Personality is one of the most well-known psychological concepts. It explains human behaviour. Shiv et al. (2016) stated that a person's personality consists of significant and usually consistent behavioural traits. A variety of human behaviours fall within the scope of personality. Thus, personality is a concept in psychology; it play a major role in understanding human behaviour. Human personality types broadly categorized into two main types: extrovert and introvert. According to Herbert et al. (2023), the theories have developed extroversion and introversion as personality types, which psychologists hypothesize are at opposite ends of the same continuum. Thus, extrovert and introvert are known as types of personality.

An introverted personality is a personality type that describes individuals who tend to focus on their thoughts and feelings rather than engaging in social activities. According to Jung (2016), introverted people tend to have an intangible relationship with objects. They often focus on controlling and dominating objects rather than interacting directly with them. Thus, introverted people are defined as people who are primarily focused on inner direction and channel their energy toward their thoughts and feelings rather than outward stimuli.

Meanwhile, Eysenck claimed introverted individuals have a personality that has different levels of response than extroverted individuals. Eysenck's model of personality proposes that introverted people have lower response levels and are consequently more cortically stimulated than extroverts. Specifically, according to his theory, introverted people have a lower threshold for stimulation than extroverted people, and extroverted and introverted persons have different thresholds of excitation and inhibition in their ascending reticular activation system (ARAS) (Walker, 2020). In other words, introverted people tend to have a higher level of physiological stimulation, so they more easily feel aroused by their surroundings and prefer quiet situations.

Introverted people are also known as people who tend to engage in introspection and focus on their internal minds. Nopiana et al. (2022) defined that people with an introverted personality like to introspect and are absorbed in their own inner life. This is in line with Ahmadi et al. (2024) that introversion refers to a person's behavioural tendencies in interpersonal relationships. This means that introverted people prefer to focus on themselves. The tendency for introspection implies that introverted people frequently prefer focusing inward, giving their own experiences and viewpoints preference over outside inputs.

Additionally, Spytska defined an introvert as a personality of a person who gains energy when they are working alone. Introversion, as a psychological preference or personality trait, is a specific characteristic of a person who derives more energy and pleasure from doing things alone (Spytska, 2023). As a result, they feel comfortable doing activities alone and exploring their own thoughts rather than seeking out social interactions that can sometimes feel burdensome or draining.

Several factors contribute to a person's introverted personality, including both internal and external factors. Wan (2023) found that the internal factor of an introverted person may include genetic inheritance. Meanwhile, external factors may consist of the environment, family, culture, and education. Thus, the form of introvert personality may be influenced by genes, family, environment, culture, or education.

In conclusion, introversion is defined as a personality trait characterized by individuals who are more focused inward and more sensitive to external stimuli, which leads to a tendency to be quiet and work alone, in less stimulating environments to maintain their comfort and balance. Internal and external factors contribute to a person's development of this personality. Introversion is not just about the personality of people who tend to avoid social interaction, also about finding comfort and energy, engaging in introspection and reflection, and quietly interacting with the world. It is a personality type that values depth over breadth, inner understanding over external stimulation, and meaningful engagement with oneself over rapid connections with the outside world.

a. The Characteristics of Introvert Personality

Introverted persons have core characteristics that differentiate them from extroverted individuals. According to Miranti et al. (2020) while an introverted person derives their energy from internal thoughts and activities, an extroverted person prefers to obtain their energy from external sources. This is in line with Mustoip et al. (2024) who stated that introverted person characteristics include a concern for private thoughts and feelings, a quiet and considerate presence, having few friends, difficulty building new relationships, likes concentration and solitude, and not like unexpected visits. It indicates that they tend to gain energy in solitude or quiet settings and prefer introspection, quiet presence, and selective social connections. In decision-making terms, introverted people tend to be careful and avoid impulsive choices. According to Khalil (2016), The majority of them essentially rely on themselves and avoid making impulsive choices, but extroverted people typically make quick choices and choose what feels right at the moment. Thus, introverted people usually set the considerations first before making a choice. In contrast, those who are extroverted are more likely to make quick decisions based on instinct or immediate feelings. This highlights the different approaches of each personality in the decision-making process.

Thus, introverted individuals have different characteristics from those who are extroverted, especially in the way they gain energy, process their thoughts, and make decisions. They gain energy from solitude or small, quiet social settings,

reflecting their lower dopamine sensitivity. Their preference for introspection, selective social connections, and solitude allows them to focus deeply on personal thoughts and feelings, nurturing a thoughtful and mindful attitude. Furthermore, they tend to evaluate their choices carefully, relying on introspection and logical deliberation before acting, in contrast to the impulsive, instinct-driven decisions often seen in extroverts. These differences underscore the unique strengths of each personality type in various contexts.

Specifically, an introverted person can be identified by certain aspects of personality. Eysenck defined introversion characteristics based on the aspects of activity, sociability, carefulness, control, expressiveness, reflectiveness, and responsibility. The explanation of each aspect is described as follows (Eysenck & Wilson, 1976).

a) Activity

The introverted person often does tasks at a slower pace, which can be linked with tiredness or low energy. They also may not be engaged in activities that take high energy, physically and mentally.

b) Sociability

People who are introverted feel comfortable in independent activities, such as writing or painting. Introverted people tend to have small circles in society; they may have a few close friends. They also likely to withdraw from large interactions in society.

c) Carefulness

Introverted people tend to be careful in their actions; it shows the need for security, safety, and familiarity even at the expense of some of life's exhilaration.

d) Control

A person who is introverted tends to arrange schedules and set clear goals for his/her future. They tend to think before act, consider carefully in making decisions, systematic, cautious, well-organised, and tend to make sure that something will not cause problems or have bad consequences before doing it.

e) Expressiveness

People who have introvert personality often find it difficult to openly express their feelings, both positive and negative. They tend to be quiet, calm, detached, and even-tempered.

f) Reflectiveness

Introverted individuals are disposed to be curious about concepts, information, philosophical issues, discussions, theories, and abstractions. They tend to be reflective and introspective.

(g) Responsibility

Introverted people are considered have high responsibility. They tend to be diligent, trustworthy, dependable, and serious-minded—possibly even slightly excessive.

Therefore, introversion is a complex personality type characterized by a tendency to engage in solitary activities, a peaceful atmosphere, to think deeply before make a decision, and little social involvement. According to Eysenck, it is often associated with aspects of personality, including activity, sociability, carefulness, control, expressiveness, reflectiveness, and responsibility. These processes explain how introverted people in society behave and how they process information.

b. The Weaknesses and Strengths of Introverted Person

Introvert is a personality of a person who tends to be quiet and has energy from themselves. This is in contrast with extroverted people who gain energy from the outside. Because of this, introverted people tend to be challenged or have weaknesses in society. Shahzadi et al. (2024) mentioned three aspects of an introverted person's weaknesses:

1) Isolation and Alineation

Because of their quiet behaviour, introverted people are easily “isolated” in social activities. They have problems with speaking ability, which is an important thing in socializing. This is in line with research by Pratiwi and Prihatini (2023) about introverted students' challenges in speaking class. There are many speaking challenges for introverted students, such as lack of knowledge, shyness, fear of making mistakes, and low self-esteem. In

addition, because of their shyness, they can face incapability to show their potential. Thus, the challenges that introverted people face in speaking situations, ranging from shyness to self-doubt, can significantly limit their ability to mingle with society and show their full potential.

2) Stress and Expectation

Introverted people have a high risk of neuroticism. Therefore, they easily have emotional exhaustion, especially when they are in a situation with a lot of people and expected to socially interact for a long time. Pishghadam and Sahebjam (2012) found that higher levels of emotional exhaustion are associated with introversion and neuroticism. Therefore, introverted people's increased susceptibility to neuroticism puts them at greater risk of experiencing emotional exhaustion, which impacts their overall well-being, and they easily feel stressed.

3) Interpersonal Relationships

Introverted individuals often struggle to maintain effective relationships with the others. For example, their quiet behaviour can easily bring them into insecurities in friendships. Battle and White (2024) stated that, as a result, they may experience insecurities that they are not yet willing to share with their long-term friend group. Thus, a tendency towards private behaviour may lead to internalized insecurities, making the individual hesitant to share their feelings, even with close friends openly.

Despite the weaknesses of an introverted person, it does not equate to a lack of strengths. They possess unique qualities that make them valuable assets to society. Although introverted people are often perceived as quiet, they can also excel leadership. Some world-renowned leaders are introverted. President Obama, Steve Wozniak, Bill Gates, Larry Page, Charles Darwin, Albert Einstein, Eleanor Roosevelt, and Abraham Lincoln are a few examples of introverted leaders. And those leaders were all acknowledged to be good (Muhammad & Islam, 2018). Thus, these examples demonstrate that an introverted person, despite their quiet nature, can lead effectively and have a significant positive impact.

Additionally, besides their weakness in speaking skills, introverted individuals often exhibit strengths in writing skills. This aligns with Wisser and Massey (2019), who note that while extroverted individuals tend to express their opinions in meetings and social gatherings, introverted individuals prefer to convey their ideas and thoughts in writing. Thus, because of their behaviour, introverted people are familiar with and skilled in writing. Studies have proven that introverted people have more skilled writing abilities than those who are extroverted.

1) Boroujeni et al. (2015) found that introverted EFL learners outperform their extroverted peers in most writing aspects, such as content, language, mechanics, and vocabulary. This means that introverted people have a higher mastery in writing aspects than extroverted people.

2) Qanwal and Ghani (2019) found a positive relationship between introvert personality and proficiency in ESL writing skills. It showed that introverted learners have better writing skills as compared to extroverted people. Thus, introverted people have better writing proficiency compared with those who are extroverted.

3) Prabowo et al. (2024) found that introverted students experienced variations in their writing skills when showing various learning methods (problem-based learning and project-based learning) compared to extroverted students. Through their writing skills, introverted students can perform great problem-solving in learning activities.

Not only in writing, introverted people are also good listeners. According to Aisyah et al. (2024), when extroverted persons are able to communicate well with others, then introverted persons have the ability to be good listeners. This is a great advantage for introverted people. This is in line with Guettaf (2019), who stated that one of the advantages of being introverted individuals is that they are good listeners and very thoughtful before speaking. Therefore, introverted people's strengths in active listening and thoughtful communication provide a unique advantage that makes them effective in interactions despite their quiet nature.

In summary, based on the information above, while introverted people face social challenges—such as isolation, stress and expectation, and struggle in interpersonal relationships—their strengths in perception, analytical thinking,

leadership, writing, and listening make them valuable and effective contributors in many fields. These unique qualities equip them to thrive in a variety of environments, offering unique advantages that complement their reserved nature.

2. Student-teachers

Student-teachers are students majoring in teacher training programs. According to Sharma (2017), individuals pursuing a Bachelor of Education program or receiving training to become teachers are referred as student-teachers. They are referred by several titles, including "potential teachers," "pupil-teachers," "prospective teachers," and "future-teachers." Thus, they are part of the process of forming professional educators. There are several reasons why they choose to be professional teachers. Bergmark et al. (2018) stated that recreating a caring school, establishing professional life, fostering the development of the upright human being, and forming valuable knowledge are the four key discourses that have been identified. Thus, their choice to become professional teachers is driven by various deep motivations. These motivations become the main basis for their decision. In other words, student-teachers are individuals who are on the path to professionalism in the world of education. Their decision to pursue this profession is not merely practical, but is formed from an internal principle to contribute to humanity.

A tendency to be interested in social matters is a common characteristic of student-teachers. Osada and Schaeper (2021) found that individuals with strong social interests are typically drawn to teacher education programs. In contrast, those with strong investigative interests normally enrol in university degrees that do not include teaching. Thus, high social interest tends to be the primary indicator for individuals to choose the educational path of becoming a teacher.

In conclusion, student-teachers are individuals who are undergoing the process of forming themselves as educators through formal education and professional training. Their choice to enter the teaching field is a personal commitment to human values and morals. In addition, the tendency towards social life shows that the teaching profession is more than just a job, it is a motivation to serve and build the future through education.

3. Experiences in Teaching Practices

Teaching practice is an important phase in the education of student-teachers. Teaching practices offer valuable opportunities for student-teachers to apply the skills and techniques they acquired in university to a real classroom setting, where they can gain hands-on experience, build confidence, and refine their teaching approaches, ultimately enhancing their readiness to become effective educators. According to Ray et al. (2023) teaching practices enable student-teachers to acquire practical knowledge in real-world situations while learning to employ effective teaching methods, strategies, techniques, concepts, and materials. Thus, through the gained experiences, student-teachers not only hone their direct teaching skills, but also shape their professional readiness in facing real classroom dynamics.

Several previous studies have identified various aspects of the experiences of student-teachers in teaching practices. Some common findings that often emerge include:

1) Challenged in classroom management

Classroom management is an important part of conducting a systematic learning environment for students. According to Korpershoek et al. (2016) classroom management involves creating an environment that is engaging and conducive to student learning. Therefore, every teacher should conduct it properly, in order to achieve learning objectives effectively. Conducting classroom management is not a simple task, especially when it comes to student-teachers who are beginners in teaching; they must deal with students' diverse characters. According to Deocampo (2020), since students may realize that the student-teachers are new, they may tend to show little interest in what the teacher expects from them, which makes it difficult for the student-teachers to manage. Therefore, classroom management can be challenging for student-teachers, as students may recognize their lack of experience and respond with less engagement, making it more difficult for the teacher to maintain control.

Because classroom management is a crucial component and tends to be challenging, student-teachers should focus on the aspects of classroom

management to maintain effective classroom management in teaching practices. Korpershoek et al. (2016) stated that there are four aspects of classroom management; the teacher's behaviour, students' behaviour, teacher-student relationship, and students' social-emotional development. The explanation of each element is presented as follows.

a.) Teacher's behaviour-focused

Teachers' behaviour-focused teaching includes instructional actions and several aspects conducted by the teacher in the classroom. As Gage et al. (2018) stated, is active instruction and supervision of students, opportunities for students to provide responses, and feedback students' learning.

b.) Students' behaviour

Students' behaviour encompasses their participation in learning activities; several core aspects influence students' learning behaviour. According to Mutiawati et al. (2023), a student's educational background, teaching strategies, learning materials, learning styles, active engagement in the learning process, teacher explanations, student self-efficacy, and social environment—including peers, study groups, and the classroom—all have an impact on how they learn in school.

c.) Teacher-student relationship

The interactions between a student and instructor in a classroom with the material that is presented to them are known as student-teacher relationships. A positive relationship between teachers and students can influence students' academic achievement and motivation. Gehlbach et al. (2012) found that achievement and motivational results are linked to the positive qualities of teacher-student relationships.

d.) Students' social-emotional development

Students' social-emotional development refers to the development of social awareness and emotional intelligence of each other. Social-emotional development skills have a positive impact on learning outcomes. Recent studies show that social-emotional abilities can assist students attain effective

academic outcomes, and teachers can have a significant impact on students' social-emotional development (Glennie et al., 2017).

Thus, student-teachers are often challenged in classroom management during teaching practices. Classroom management a crucial and challenging aspect of teaching, particularly for student-teachers who are new to the field. Their lack of experience often makes it difficult to maintain control and engage students effectively. However, by focusing on four key aspects of classroom management—teacher behaviour, student behaviour, teacher-student relationships, and student social-emotional development—student-teachers can develop strategies to create a positive and conducive learning environment.

2) Feeling nervous in the beginning

As a beginner, it is common for student-teachers to feel nervous when beginning teaching practices. For example, Heryatun and Septiana (2020) found that for the first time, two student-teachers admitted that they had no experience and were very nervous when they were going to do teaching practice. Therefore, it is normal for student-teachers to experience nervousness and uncertainty during their initial teaching practices, as seen in the previous study, which highlighted the typical lack of experience and confidence towards student-teachers at the beginning of their practices.

3) Tend to be the role of parent, teacher, facilitator, and friend

Being a teacher means that they have a role as second parents and friends for the students, as well as facilitators in teaching. Julia and Adani (2023) stated that regarding questions about student-teachers' perspectives on their teaching practices, students saw the role of teachers as parents, educators, and facilitators, as well as parents and friends to students. Thus, teachers are seen as figures who have many roles, they need to maintain professionalism and be proactive in providing good and meaningful teaching.

Therefore, student-teachers need to practice teaching as an important part of teaching education. It aims at the integration of theory and practice, thereby enabling student-teachers to apply their academic knowledge in real-world

classroom settings, develop essential pedagogical skills, and build the confidence necessary to become effective educators. Student-teachers have various experiences during the practices, based on previous studies, such as facing challenges in classroom management, feeling nervous in the beginning, and having various roles.

B. Study of the Relevant Research

Several studies have been conducted by previous researchers on the teaching of introverted individuals. First, a study was conducted by Jalili and Mall-Amiri (2015), which examined the differences between extroverted and introverted EFL teachers in classroom management. The findings showed that extroverted teachers perform better than introverted teachers while managing classes of adult EFL learners. However, this study focused more on professional teachers and comparative personality aspects.

Second, a study conducted by Rashtchi and Mashoor (2019), examined the relationship between reflective teaching and burnout among introverted and extroverted EFL teachers. The results showed that regardless of the teachers' personality types, there was a negative link between reflective teaching and burnout. Additionally, the researchers also found that while extroverted teachers were less likely to experience burnout, introverted teachers were more reflective. However, the focus of this study is on experienced teachers and examined the relationship between personality aspects, reflection, and fatigue.

Third, a study conducted by Chuhran (2020), explored the lived experiences of introverted teachers, and the results showed that introverted teachers face challenges, such as exhaustion, extrovert ideal preferences, struggles to maintain social interactions, and feelings of unpreparedness. To overcome the challenges, they typically plan and prepare, organize the classroom environment, employ various student-centered teaching strategies, and fulfill their professional responsibilities. The researcher also emphasized that although introverted teachers are easily exhausted, they can find a way to recharge, and engage with extroverted behaviour when it is necessary. However, this study focused on teachers who already have work experience and are in a full-time professional context.

Fourth, a study was conducted by Naguib (2021), which investigated the relationship between pre-service teachers' personality types (introvert and extrovert) and their perspectives on teaching practices. The results showed that introverted pre-service teachers prefer organized practices, value comprehensive feedback, and value self-reflection and individualization. Meanwhile, extroverted pre-service teachers value direct feedback and public recognition, prefer active participation, and engage in social relationships. Although this research involved prospective teachers, the main focus is on their preferences and views on teaching practice, not on the actual experiences they had during the practice process.

Last, a study was conducted by Joe (2021), which explored the lived experiences and challenges of an introverted teacher. The findings revealed the challenges of an introverted teacher, such as struggling with small talk, a need to recharge his energy after social encounters, sensitivity to stimulating situations, pressure with extroversion preference, and a tendency to work alone. Despite the challenges, he also acknowledges the unique strengths that an introverted teacher brings to the classroom. The strengths are empathy, thinking deeply, and a strong focus on individual student needs. However, this study focused on the experience of a professional teacher who had developed coping strategies.

Therefore, to fulfill the gap based on the previous studies, the current study was focused on the experiences of introverted student-teachers in teaching practices. Additionally, this study was specifically conducted towards student-teachers of the English Education Department at a university in Tasikmalaya, Indonesia.