

ABSTRACT

NYDA SOVARINA AWALYYAH. 2025. "EXPLORING THE EXPERIENCES OF INTROVERTED STUDENT-TEACHERS IN TEACHING PRACTICES". Department of English Education, Faculty of Teacher's Training and Educational Sciences, University of Siliwangi, Tasikmalaya.

Personality is an important factor in classroom learning activities. People with introverted personalities often prefer quiet activities. Meanwhile, teaching practice is a crucial phase in developing pedagogical competence and student-teacher's professionalism. Therefore, this study aims to explore the experiences of introverted student-teachers in teaching. The research method uses a qualitative approach, with a case study method and exploratory techniques. The research participants consisted of three introverted student teachers who were practicing teaching at school. Data collection used semi-structured interviews. Data were analyzed using thematic analysis (Braun & Clarke, 2022). The results of the study showed that the research participants had experiences in various aspects. The research participants experienced psychological obstacles such as feeling nervous, and implementing emotion management strategies. The research participants experienced communication obstacles, such as difficulty speaking spontaneously or starting a conversation. To overcome this, the participants implemented effective communication strategies. In the teaching process, participants experienced obstacles in oral presentations and dealing with student behavior. Therefore, they carried out reflection, assertive actions, planning, and strategies to encourage student engagement and teach language effectively. Thus, the results of this study indicate that although introverted student teachers face challenges in teaching practice, they are able to develop adaptive strategies that support learning success. Therefore, it is recommended that prospective introverted teachers prepare themselves mentally, prepare detailed learning plans, and actively consult with colleagues and supervising teachers so that teaching practice can run according to the demands of the situation in the field. In addition, further research is recommended to examine the factors that influence the quality of prospective teachers in teaching practice on a wider scope or with more diverse backgrounds.

Keywords: Introvert personality, student-teachers, experiences in teaching practices.