

## **Chapter One**

### **Introduction**

This chapter presents the introduction of the research. It is divided into seven sections, namely background of the research, statement of the research, limitation of the research, research question, objective of the research, significances of the research, and the outline of the research.

### **Background of the Research**

Students' introverted personality is one of the interesting issues to be discussed in the field of educational. Some studies have been conducted the topic related to introverted students. Condon and Sahd (2013) stated that introverted students are causing social and academic difficulties. Introverted students are not likely required them to speak in the class. In their finding provide a balance assignments for introverted or shyness which more quite in the classroom and extroverted students. Dow (2013) added in his studies that how introverted and extroverted temperament that effects in learning style. This research proves misconception towards each types of personality and provide for helping the teacher use the information for considering in planning and implementing lessons. These two studies have not yet discussed the strategy, so the researcher have a gap to research about teaching strategies in teaching introverted students in the classroom.

In the classroom, students are required to be active in the learning process to meet learning objectives. The statement is also clarified by Williams and Burden (1997) that students who are active in the classroom will be more successful compared to those who are less involved. On the other hand, this is in contradiction in

a case of introverted students' characteristics. The teacher often finds introverted students' condition to be less engaged than extraverted students in the classroom activities. The example is that the introverted students are often quiet in the classroom and do not feel engaged in classroom activities. Moreover, the teacher finds introverted students do not have self-confidence in speaking. It is also supported by Condon and Sahd (2013) who stated that the teacher finds the most visible characteristics of the introverted students that they are unwilling to speak in the classroom and difficult to engage in conversation. Also, based on Bosacki, Coplan, Krasnor, and Hughes (2011), introverted students do less social interaction. Some characteristics of introvert discourage students to perform and consequently give negative effect in the classroom.

In terms of introverted students' characteristics, Bosacki, Coplan, Krasnor, and Hughes (2011) argued that introverted students do what they do depending on how they think of themselves. On the other hand, teacher thinks that the characteristics of introverted students show risker in the classroom. At this case, introverted students and teacher have a different perception on how thinks about introverted students. Here are some examples of activities which cause a different perception between teacher and students. The teacher thinks that introverted students become risker in some learning activities in the classroom; such as introverted students are often being quiet in the classroom. However, in some cases when introverted students are quiet, they pay more attention to what teacher explains, and introverted students also feel comfortable by being quiet in the classroom.

Furthermore, introverted students only do a little contribution in classroom speaking

activity. Hence, introverted students prefer writing rather than speaking. In other words, introverted students will be more open to express their ideas through writing, and that is the way of how introverted students express their skill. It can be concluded that categorizing students' personality can not only be based on the characteristics but also the situation where it takes place.

Since introverted students have their way of learning, the teacher should consider the needs of introverted students in educational fields. In fact, introverted personality in learning is not a problem for teacher because characteristic present who students are (Baldasaro, 2012). It shows individual differences so the teacher should prepare some techniques in teaching students. This is clarified by Brown (2007) that the ways people learn refer to psychological factors that may relate to their learning styles. However, when psychological factor causes negative potential for the students such as; the students less in speaking skill and less in class participation it should be reformed so that the purpose of teaching and learning process will be achieved.

Based on the explanation above, every student has a different personality, and teachers have to prepare some teaching strategies as to address the needs of introverted students in their learning. Teacher should be able to work with students who have different personalities because there are some individual variations among the students in the classroom. That is why considering individual variations in the classroom is an important thing to do. Santrock (2009) argued that the flexibility of teacher in teaching individual variations is the key to a good classroom performance. Teachers' flexibility in implementing the strategies in teaching in the educational field is how teachers implement the strategies to suit all students in the classroom. In

other words, teachers need to take into consideration the entire characteristic of the students, especially introverted students, in applying teaching strategy.

In teaching and learning process in the classroom, teachers are expected to have strategies in teaching introverted students in the classroom. Based on the researcher's nonformal interview with the teachers, there were more extroverted students in the classroom. That is why introverted students are limited to perform more in the classroom. Therefore, there is a need of encouragement for introverted students to be more active and stand out.

Based on the points above, it is important to identify teachers' strategies in teaching introverted students, since the teacher need to be able to handle classroom situations by students' personality, particularly introverted students. Therefore, the researcher is interested in conducting the research entitled: *Teachers' Strategies in Teaching Introverted Students in the Classroom*.

### **Statement of the Research**

Teaching in the classroom with various students' characteristics is familiarly faced by teachers, including students with introverted personality. By seeing the characteristics of introverted students' personality who are more risk-taking in the class and have their learning style too, it shows that introverted students need to be encouraged by the teachers. Therefore, there is a need to assist students in the classroom activity through teachers' strategies in order to achieve the objective of teaching and learning. Knowing the strategy for introverted students is important for teachers. Since research on the strategies to teach introverted students has not been conducted yet, the researcher is interested to investigate the strategies which are used

by the teacher in teaching introverted students.

### **Limitation of the Research**

Teachers' strategy in the classroom has to be studied. There are several students' characteristics in the classroom. However, this research focuses on teachers' strategy in teaching introverted students. The discussion of teaching strategy on introverted students is limited to focus on the application of teaching strategy in the classroom. Thus, it will be more specific in the next discussion. Furthermore, this research is conducted among two English teachers.

### **Research Question**

Based on the limitation of the research above, a research question to be proposed is as follow:

What are the teachers' strategies in teaching introverted students in the classroom?

### **Objective of the Research**

Based on research question, this research is intended to find out:

Teachers' strategies in teaching introverted students in the classroom

### **Significances of the Research**

This research is expected to give some advantages and valuable contribution for the researcher, teacher, and further researcher. Those advantages are as follows:

**For the researcher.** This research is useful for the researcher in the following ways. First, this research gives more information related to teaching strategy on introverted students. Second, this research also gives more understanding of the characteristics of introverted personality. Third, the researcher experience how to

conduct the research especially in qualitative research.

**For the teacher.** This research is useful for the teacher in the following ways. First, the result of this research is expected to give benefits to the teacher because this research provides knowledge and information in teaching strategies about introverted students. Second, the research also makes the teachers aware of the characteristics of introverted students because the characteristics of introverted students have more risker potential in the classroom than extroverted students.

**For the further researcher.** This research is useful for the further researcher in the following ways. First, the research gives information about teachers' strategy in teaching introverted students in the classroom in the written literature by experts. Second, this research might become resources for the further researcher, so the further researcher gets more references in their research regarding teachers' strategies in teaching introverted students.

### **Outline of the Research**

The research entitled teachers' strategies in teaching introverted students in the classroom is divided into five chapters. The first chapter is the introduction which consists of the background of the research, statement of the research, limitation of the research, research question, objective of the research, significances of the research, and the outline of the research. The second chapter mainly describes the theoretical and conceptual framework which provided on literature review. The third chapter explains the method in conducting this research. The method in this research includes research method and research design, research setting and participant, data collection method, research instrument, data collection procedure, and data analysis. The fourth

chapter reports the finding and discussion of the data analysis which has been gained through the data collection. The last chapter presents the conclusion which consists of conclusion and recommendation.