

## **Chapter Two**

### **Literature Review**

This chapter presents a review of literature related to teachers' strategies in teaching introverted students in the classroom. This chapter consists of literature review about the teacher, introverted personality, and teaching strategy. There are several literature reviews related to the teacher namely, the definition and the roles of the teacher. Related to the literature review of introverted personality, there are also several literature reviews namely, the definition and the characteristics of an introverted personality. Meanwhile, there are several literature reviews related to teaching strategy namely, the definition of teaching strategy and kinds of teaching strategy for introverted students. Besides, the review of related research and conceptual framework are presented in this chapter.

#### **Definition of Teacher**

Various definitions of a teacher provide descriptions about who, what, and how teacher are. Based on Cambridge Dictionary, teacher means a person who instructs or trains others, especially in a school. National education system of Indonesia gives explanations about what and who teachers are. According to Law on the National Education System chapter 1, unit 1, point 6, teachers are a professional educator who is teaching, guiding, directing, training, evaluating students in a formal education in primary and secondary education. It is supported by Sholeh (2006) who stated that teachers are knowledgeable people who transfer knowledge to students and have professionalism and quality.

The aforementioned definitions of the teacher are still general. Specifically,

Harmer (2011) defined teacher by using metaphors as a gardener, an actor, and a conductor. Teacher is likely being a gardener because they have a contribution for the students for better progress. In this case, gardeners give water to the plants and watch their growth. On the other hand, a teacher is likely being actors because actors play a role on the stage. Further, a teacher is likely being conductors by setting people's tone and voice.

### **Roles of Teacher**

There are various roles of the teacher regarding the educational field. Harmer (2001) stated that "the roles of a teacher can change from one activity to other activity" (p. 57). It means that when a teacher is needed to give information, a teacher becomes a resource. On the other hand, when teacher is needed to give the score on students' work, a teacher becomes an assessor.

There are several similarities related to the role of teacher by using a metaphor. Those are gardener, actors, and conductors. First, the role of a teacher as a gardener is similar with teacher's role as a resource. In this respect, gardeners and resource have similarity because teachers give information and knowledge to the students, so they get a better progress. Second, the role of a teacher as an actor is similar to the roles of a teacher as a controller. In this respect, both controller and actor are in charge for every classroom activity. Third, the role of teacher as a conductor is similar to the roles of teacher as an organizer. In this respect, teachers encourage students to get involved in the classroom activity.

Based on this explanation, the meanings of teachers depend on the context of the situation. It is also supported by Mudri (2010) teachers' roles are situational,

conditional, and functional based on the purpose. Besides, Sholeh (2006) defined teacher as a person who has professionalism and quality to transfer knowledge to the students, so it decides teachers' roles in dealing with the situations and conditions of the students in the classroom.

Based on the explanations above, the situation of the students and the classroom decide what roles that teachers have. It means that when teachers are needed to act as resources, they give the information to the students. Meanwhile, when they are required to act as participants, they join the classroom activity with the students. The aim of teacher's role is to facilitate students to get through learning difficulties. The teacher's roles have significance impact in increasing students' activity. Thus, teacher's role is the main on students' output because everything that is done by teachers in the classroom greatly affects the students. Related to this research, negative potential of introverted students' characteristics in the classroom can trigger teachers to plan their strategies to assist introverted students.

### **Definition of Introvert**

The term of introvert was popularized in the early 1920s by psychologist Carl Jung as a psychologist published his theory of human personality. Carl Jung classified the types of psychology into two categories namely, introvert and extrovert (J. Feist & G. Feist, 2002). Introverted personality is an opposite of extroverted personality. However, the main difference between introverted and extroverted is how each personality receives energy. Extroverted personality receives energy from an external source such as interacting with people, object, and activities while introverted personality receives energy from an internal source such as an idea,

emotion, and impression (Isaacs, 2009). Higgin (2017) proposed that the difference between introvert from extrovert is the way they do something. Introverts receive energy and is stimulated by their inner, which comes from their within. The term of energy, in this case, is where an individual draws and recharges the energy from. Besides, introvert draws energy from their inner such as dealing with ideas, memories, and reactions that are inside their head.

There are several definitions that might be the misinterpretation of an introverted personality. First, introversion is defined as a shyness. According to Helgoe (2008), introversion is not a weakness, rather acknowledge that introvert learns by their way of thinking. In this respect, there is a misunderstanding between introversion and shyness. Both of them are different. According to Rauch (2003), introversion is not necessarily shy. Shy people tend self-excoriating in social settings and feeling anxious or frightened. Both introvert and extrovert can be shy. Second, introversion is defined as a passiveness. Introversion is different from a passiveness (Dembling, 2012). The people who are passive do not have any interest at all. Even passive students also try to avoid conflict as well as an introvert, passive students usually just stand around doing nothing. Another difference is that introverts students naturally retreat themselves to the inner world. They are quiet because they are comfortable with being so. However, passive students are quiet because they avoid their surroundings. That is why, introversion is a misunderstood define as a passiveness.

### Characteristics of Introverts

The well-known Myers-Briggs Type Indicator (MBTI) or character types based on Jung's theory have analyzed the characteristics of an introvert. According to Brown (2007), introvert character types in contrast to extrovert character type referring to Myers-Briggs test. Introverts tend to be territorial, which means they need some time to act. Introverts tend to be in depth, which means they focus on one thing at a time. Introverts tend to be intensive, which means they need to clarify either information or conversation. Introverts are also limiting their relationship, and having an internal interest.

*Table 1.* The example of introvert characteristics

Mature	Introverts do not like being the center of attention, so they choose to help people without being noticed because that makes them look mature
Like to be alone	Introverts prefer alone rather than crowd. Fell most comfortable doing things alone
Good listener	Introverts have a loving nature and understand others. Being a good listener, they try to help people by listening to their stories
Afraid of conflict	If introverts have problems with people or face risky situations, they tend to avoid. It is not because they cannot capable, but they are afraid of taking a risk
Hangout with small group	Preferring to get know a few people really well. But,

	if they are already familiar, their personality are warmer and more open
Depth	Introverts have thoughts that are capable of thinking deeply because they collect various data to understand thoroughly
Work methodically and prudent	Introverts think on reality, not fantasy. Introverts are consistent and take the decisions slowly but precisely
Think before speak	Introverts are known to be quiet, but strict to details. They tend to gather the information first before speaking.
Prefer to express in writing rather than speaking	Introverts are not good communicators because introverts are difficult to use words that fit to express
Focus best environment	In terms of thinking, introverts do not want to add with unimportant problem because they want to focus on their mind maximally and focus what they are doing at the time

Source: Cain (2013) entitled 'Quiet'.

Knowing basic characteristics of introvert allow teachers to be able to comprehend more about introverted students in the classroom. A teacher can figure out how introverts behave, process information, and think. As a result, a teacher can correlate the general characteristics of introvert to the characteristics of introverted students in the classroom more easily.

## **Characteristics of Introverted Students in the Classroom**

There are many theories related to the characteristics of an introvert. However, this part focuses on the characteristics of introverted students in the classroom. Some numbers of introverted students' characteristics in the classroom can be mentioned as follows:

**Rarely ask a question.** Introverted students rarely ask question both to their teachers and classmates. According to Rimmer, Good, and Harris (2011), this behavior might happen because of some reasons. First, introverted students want to ask a question but dare not to do it, it might be because introverted students less confidence in asking question orally. Second, they are too afraid to ask a question. Third, they do not know the appropriate language to use and are afraid that teacher does not understand what they say. Fourth, introverted students are not familiar with others since they do not know how to build up a relationship well to even ask a clarification to others.

**Inhibited in answering question.** Introverted students are inhibited of answering question that a teacher poses to encourage students in the classroom. Rimmer, Good, and Harris (2011) mentioned some reasons might happen because introverted students do not want to get a risk of a 'wrong' answer.

**Less in social interaction.** Normally, people who are less social interaction will be a dependent relationship and will have limited relationship to their surroundings. Introverted students are less frequently communicating with their friends and being quiet in the classroom. According to Bosacki, Coplan, Krasnor, and Hughes (2011), these kinds of characteristic poses negative potential in their

relationship with friends because they are difficult in making friends as well as being ignored and neglected. Also Cain (as cited in Jacobs, 2014) gave more specific characteristics of an introvert. Introverted students prefer less stimulation, such as being alone or prefer small gathering of familiar people. Nevertheless, introverted students develop an intimacy to build a close relationship only with a few friends. Besides, introverted students prefer to work in a small group and work individually in the classroom. However, the contribution of introverted students in a group depends on the temperament of their members (Isaacs, 2009).

**Focus on one thing at the time.** Introverts will focus on the things that are already in front of them rather than add other activities. According to Kahnweiler (2013), introvert explores an issue deeply before moving to the new one. Introverted students will focus on one issue in depth before moving to another one. When it comes to writing, an extrovert will get many pages of paper. However, an introvert will only get some of the papers because an introvert focuses on before moving to next page.

**Less self-confident in communication.** Introverted students tend to be quiet in the classroom. This characteristic might be negative for introverted students because they may experience lower self-confident by being quiet in the classroom (Bosacki, Coplan, Krasnor & Hughes, 2011). However, it depends on how introverted students think of themselves. Sometimes, their personality makes them feel more comfortable in being quiet. However, their quietness can indicate that they are not able to follow the classroom activities.



**Need times in processing information.** Introverted students need time to develop their ideas and express it before they contribute in the classroom (Isaacs, 2009). It is also supported by Baldasaro (2012) who stated that introverts need time to process information because their pathway is long and they need space for themselves. Burtaverda and Mihaila (2011) in their finding found that introverted students respond slower than extroverted students. However, the number of errors made by introverted students are lower. This is because introverts spend more time to think, so they express and speak their ideas in front of the classroom carefully. Introverted students tend to think first before they contribute in a group to get lower risk-taking of something. Besides, Isaacs (2009) asserted that introverted students seem to be unenthusiastic and unsociable and these characteristics can affect in the classroom performance. Introverted students might be busy reflecting their ideas during a classroom activity. However, they do not have a willingness to voluntarily answer and ask a question.

**Prefer listening.** Introverted students speak less in the classroom. Introverted students are not comfortable to express their ideas because of the classroom situations and conditions when working in a group (Condon & Sahd, 2013). Thus, introverted students prefer to listen to what the teacher or friends are saying rather than speaking in the classroom. On the other hand, the quietness of introverted students in the classroom also gives a benefit for a teacher. Students who are being quiet in the classroom are a good listener. While a teacher is in the middle of teaching activity, they tend to be calm and give attention and effort to a teacher (Bosacki, Coplan,

Krasnor & Hughes, 2011).

**Have skilled in non-verbal activity.** Condon and Sahd (2013) said that introverted students are skilled in nonverbal activity. Introverted students skilled in nonverbal activity because it gives them an opportunity to express their idea, such as; writing and taking notes rather than speaking in front of the classroom. Introverted students may take a benefit from non-verbal activity to achieve their goal. In writing activity, introvert students are confident in their work. Sometimes introverted students will join writing competition to improve their writing skill. Furthermore, a non-verbal environment is safer for them than classroom participation such as answering questions and expressing idea (Amichai-Hamburger, Winapel, & Fox, 2002)

**Less in seeking reward.** Reward in this regard is teacher's attention.

Extroverted students are more active in the classroom than introverted students. It is possible for extroverted students to get more attention from a teacher because they are more active in the classroom. On the other hand, according to Condon and Sahd (2013), introverted students are less seeking reward from their teacher because they tend to be quiet in the classroom. However, introverted students' quiet mannerism in the classroom shows their maturity.

### **Teaching Strategy**

Teaching strategy refers to a method that gives different ways in dealing with the target group that used by teachers to help students to achieve the educational goal

(Armstrong, 2013). It is also supported by Hackathorn et al (2011) who asserted that teaching strategy is as an encouragement of students to be active in the classroom that facilitated by a teacher. Besides, the aim of teaching method is to assist students in achieving an educational goal that applied by teachers. Also, teaching strategy is more effective when it is applied to an activity (Yiming, 2014).

### **Teaching Strategies for Introverted Students**

There are some strategies in teaching. However, the focus of this research is to indicate the strategy in teaching introverted students. The strategies will be explained below.

**Facilitating a supportive environment.** The school environment is designed to full of large groups and large areas. However, this becomes the opponent of introverted students' characteristics. Burruss and Kaenzig (1999) wrote, the characteristics of an introvert "Introvert can't deal with large groups of people." Based on that statement, teaching strategy for introverted students should focus and honor the need for quiet and small groups. Facilitating a supportive environment strategy is dealing with the development of the environment where an activity takes place and in which the introverted students are involved. Higgin (2017) argued that supportive environment is when introvert and extrovert can work together, such as working in a small group so both can get benefit from each other. Besides, Jacobs (2014) argued that the strategy to help introverted students in learning is pair work strategy in which it fits needs of introvert behavior. As known that, pair work activity is less risk-taking because it is only ruled by two people. Besides, the use of pair work strategy has been used by several researchers to make introverted students not

to feel under pressure in question and answer session (Harmer, 2011; Souza, 2003). Moreover, there are several activities such as talking circle activity provides students to engage in small or large conversation (Condon, Sahd, 2013).

**Conducting a student-centered learning.** Commonly conducting students centered learning is to create students role in the classroom which means students become a classroom centered. This statement is in line to Rudasill (2011) a student-centered learning can engage students to be active in the classroom, whereas the role of students becomes active and the role of a teacher as a facilitator. Hence, the examples of conducting student-centered learning are explained below. Harmer (2011) mentioned some strategies that can encourage quiet students participate in the classroom is by conducting student-centered activities such as use acting out and reading aloud. Harmer (2011) argued that the use of acting out activity lets students to act out the dialogue based on the role. Students have to work out of the voice based on the role. Besides, Harmer mentioned the use of role-play to make introverted students feel freely conduct the role out of their character. The use of role-play gives different way in speaking for quiet students to produces their communication (Bosacki, Coplan, Krasnor, & Hughes, 2011). In some cases, teachers can encourage quiet students through games which creates fun learning situation so that they can freely involve in that kind activity with their classmates and teacher (Brewster, Ellis, & Girad, 2002). Another example of conducting student-centered learning is a presentation. Presentation trains students' self-confidence while they deliver the material in front of the class and increase their motivation in speaking because the presenter try hard to make the audience understand about their explanations (Milonic,

2009). Condon and Sahd (2013) mentioned the advantages of class presentation for introverted students. Introvert students can take benefit from conducting class presentation such as; introverted students can learn in making presentation preparation, complete the assignment of presentation, prepare possible questions from the audience, and can learn a valuable lesson of presentation in speaking. Also according to Aksit, Niemi, and Nevgi (2016), the obstacle in implementing presentation is time management which is time-consuming and lack of time. Students centered learning increase active learning that requires an amount of time. On the other hand, lack of time gives students working under pressure.

**Designing class participation.** Participation often related to critical thinking activity which suits extroverted students but is a struggle for introverted students. Therefore, there is a need to design this activity to suit introverted students as well. These strategies include allowing them to speak in controlled first which means that introverted students are made up for talking first by a teacher (Harmer, 2011). This strategy might work because it will allow introverted students to respond. It is because difficult for a teacher to ask a direct question to introverted students. Also, Condon and Sahd (2013) asserted that response rotation is an activity formulates questions and comment in advance to provide students' turn because they argued that "Introverted students are more likely to speak if they are expected to do it" (p. 511). This statement is also mentioned by Isaacs (2009) that classroom rotation is designed to allow introverted students to respond their turn.

**Providing more exercises.** Introverted students tend to be quiet in the classroom. Therefore, it is necessary to encourage introverted students in speaking

through some exercises. Condon and Sahd (2013) believe that “speaking up becomes easier with practice” (p. 510). This statement means that through regular practices, students can develop their speaking skill. Furthermore, they also stated that there is a need to introduce a topic of the courses so that students will know how to find the resources. By doing this strategy, students will know what will happen in the classroom discussion. Furthermore, Isaacs (2009) also stated that students are allowed to prepare for the topic. This strategy might be successful in the classroom participation because introverted students already know the topic of the courses.

**Making a personal approach.** Wherever education takes places, the presence of a teacher is very important in students’ development. Teachers’ presences in the classroom can enable the implementation of the personal interaction with introverted students more personally. Personal approach is conducted by teacher is to help students who are struggling; such as first, make a good teacher-students relationship. Teacher-students relationship helps introverted students’ development, and it will build an emotional atmosphere through a positive teacher-students’ relationship. A comfortable relationship will help introverted students off their passive zone (Bosacki, Coplan, Krasnor, & Hughes, 2011). Furthermore, Sam (1995) believed that a positive relationship would lead students to follow the instruction and direction that teacher gives. It will also be easier for a teacher to conduct the teaching process in the classroom. Second, a teacher can also give an intervention for introverted students in a different way in which a teacher can show their personal understanding to students who have low learning opportunities. In this case, teacher decides how much students will speak up in the classroom. In term of a discussion forum, teachers need to

encourage introverted students to participate and feel free to argue their opinion (Condon & Sahd, 2013). Third, Isaacs (2009) asserted that teachers need to provide a personal meeting time with introverted students to understand them better. By doing this, teacher is expected to be more successful in their teaching.

**Using E-learning method.** Some activities that provide low-risk opportunities become one of the strategies used by several teachers in teaching introverted students. The example of this strategy is 'boarding board' in which students can reflect, post, and ask with no need of face to face interaction (Condon & Sahd, 2013). Another explanation is also asserted by Higgin (2017) that the use of digital learning suits introverted students where they can post questions and comments more confidently and feel free to speak up through a non-verbal activity. Nowadays, the internet is used by many teachers in their teaching. Amichai-Hamburger, Winapel, and Fox (2002) claimed that a web-based communication environment or non-verbal communication is suitable for introverts in learning. Using e-learning method suits for introverted students because it gives introverted students opportunities to develop their idea without face to face such in writing through e-learning method. This statement is also in line to Cutler (2016), introvert prefers to express themselves better in writing than in speaking.

As a result, it shows that some strategies in teaching introverted students help a teacher in teaching them. Thus, the strategies enable students to be more active and participate in classroom activity.

## **Review of Related Research**

There are many studies related to teaching introverted students. The objectives of those research are varied. This section will discuss some of those researches who have similar focus with this study to give readers preview about how that study was conducted and what results of those study. There are two types of research will be discussed here.

The first is research entitled “Supporting Introversion and Extroversion Learning Styles in Elementary” done by Leung (2015). The purpose of the research was to describe teachers’ perspectives about introverted students and introvert’s experiences in school. Leung used the interview for the data collection and involved two teachers as participants of the research. Leung explored the research on the introversion because most schools were designed for the nature of extroversion. On the other hand, introverts needed different kinds of instruction. The result of this research focused more on the learning style of introvert and extrovert, but did not show specific strategies that used by the teacher.

The second research was conducted by Condon and Sahd (2013) entitled “Responding to Introverted and Shy Students: Best Practice Guidelines for Educators and Advisors.” This research talked about the way to encourage shy and introverted students in the classroom. The focus of this research was to compare the way introverted, shy, and extroverted students in achieving the objective of a lesson in the classroom. This research was conducted by doing a library research. The finding showed that introverts sometimes try hard to be more open. However, it exhausts themselves and makes them feel to be more intimidated because they realize that

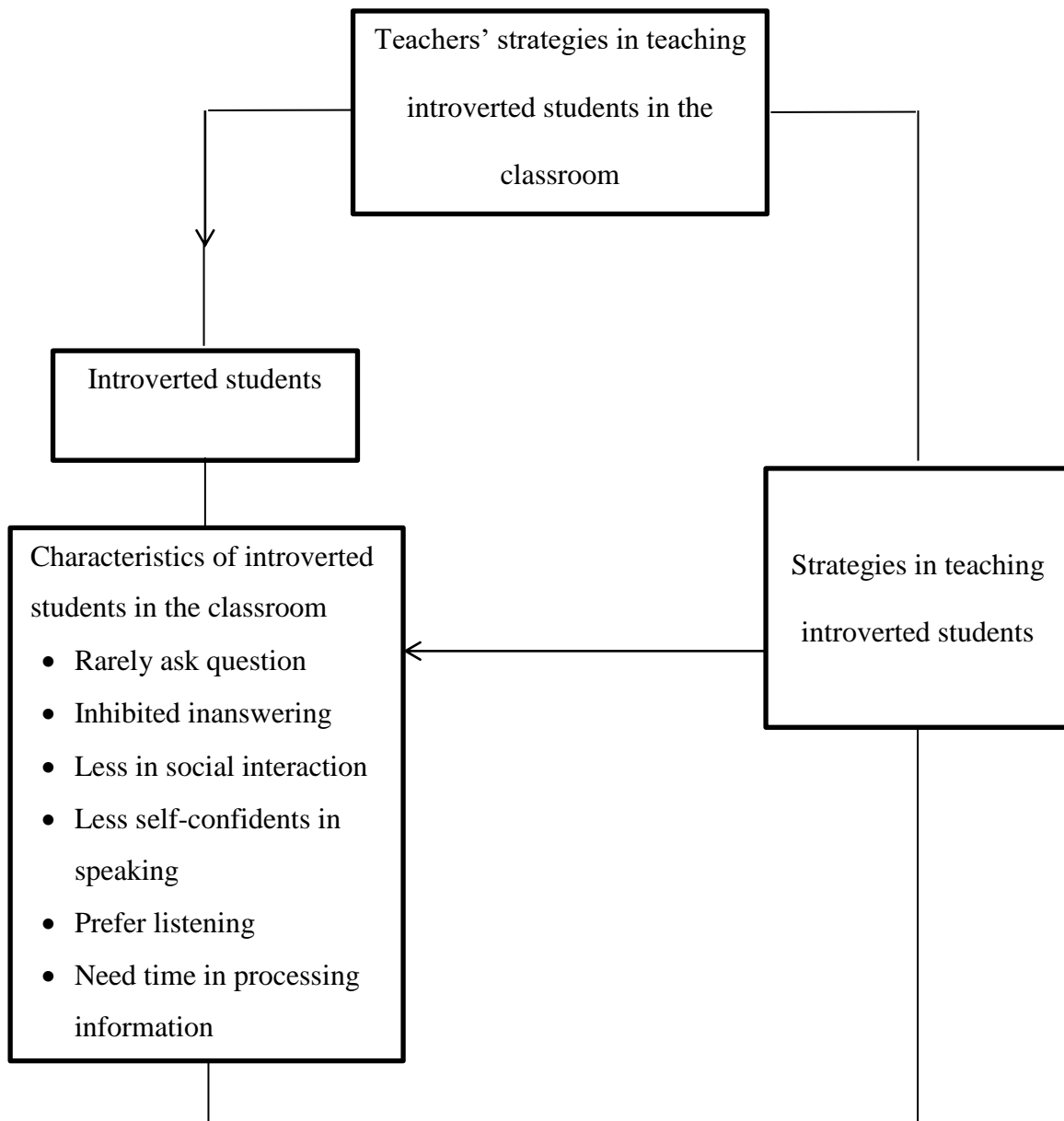


extrovert is in the upper hand in the classroom. However, in some cases, introverted students outperforms extroverted students such as regarding thinking before acting, receiving a comprehend information, and working more accurately. Besides, shyness was a painful nature which may inhibit a social interaction and public demonstration of competence. For the final result, a teacher was able to create appropriate ways to encourage shyness and introvert students.

In summary, those two types of research provide a basic knowledge for conducting this research. This research has similarity with those previous studies. However, there are some differences that this research poses from those two previous research. First, this research focuses on the teachers' strategy in handling introverted students. Second, the data collecting method that is used in this research is an interview. Third, the basic background is taken in this research also different. Furthermore, this research is to identify strategies to encourage introverted students.

### **Conceptual Framework**

In this research, the researcher is going to identify the teachers' strategies in teaching introverted students in the classroom. To answer the research question related to the strategies used in teaching introverted students, the researcher will apply the theory from the literature review of teaching strategy for introverted students. Their theory is suitable for the researcher's research since they discussed the strategy in teaching introverted students. The conceptual framework is presented in the following chart.



**Figure.1 Conceptual Framework**