

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the finding and the discussion of the research. It reports the finding that was found from the data analysis process. The researcher will also provide the theory related to the finding to support the finding of this research.

At the beginning of the interview, the participants were asked to mention the characteristics of introverted students in the classroom. After that, the teachers were asked about their strategy in teaching introverted students as well as the difficulties in applying the strategies.

Both participants mentioned several characteristics of introverted students in the classroom. The participants stated that introverted students were quiet, shy, liked to be alone, did less peer interaction, avoided class participation, and good in writing.

#### **The Teachers' Strategies in Teaching Introverted Students in the Classroom**

In this part, the researcher attempted to answer the research question. The research question was related to teachers' strategies in teaching introverted students in the classroom. Based on the interview result, the findings of this research indicated four strategies in teaching introverted students in the classroom. Those strategies are making a personal approach, facilitating a group work, employing student-centered learning, and giving more written exercises

##### **Finding 1. Making a personal approach**

Personal approach was an activity done by teachers in having closeness with students in several ways. Based on the data analysis, there were two kinds of personal approach, the approach through conversation and the approach through questioning in

the classroom. Both participants applied a personal approach to the introverted students by making a conversation. In addition, participant 1 also made a personal approach by questioning in the classroom.

Making an interaction outside the classroom during break time was done by participant 1 in conducting personal approach through conversation. They did it by inviting them to talk about their lives and the things they like. The aim was to get a respond from introverted students. Participant 2, on the other hand, made a conversation outside the classroom with the students about the difficulties that they faced in the classroom.

“Out of the lesson or when it is break time, I often asked them about their live, private live to get introverted students’ respond.” (P1.12)

“Sometimes I let them make a conversation.” (P2.11)

Besides, Participant 1 mentioned that personal approach between her and an introverted student was made by questioning introverted students in the classroom. The activity was done by participant 1 when the lesson was ongoing; such as by asking them if they were having any difficulties with the lesson. It was implied by their statements bellow.

“I often let them converse, ask them around the lesson.” (P1.8)

“I prefer to give them questions to get them to speak up and more.” (P1.10)

In addition, participant 1 also explained the activity in questioning introverted students in the classroom while the lesson was ongoing.

“Sometimes I give the students some tasks. Usually I approach them while looking around, I ask introverted students more about what are the difficulties

that faced by them.” (P1.11)

Both participants agreed that talking to introverted students intensely would lead to a close relationship between teacher and students. Some statements of both participants implied that the strategy of personal approach provides emotional attachment between teachers and students. This strategy was done by the teacher to make a positive impact in the classroom. By doing this, introverted students were no longer having an awkward feeling to ask and answer the questions from teacher in the classroom. This strategy also made teacher know what students’ feel about the lesson. It can be inferred from their following statements.

“I talk to them comfortably so they also in the classroom are not shy.” (P1.17)

“The advantage is the students can answer what I ask so if I often ask them, it will raise their comfort.” (P1.20)

“They are not awkward to me in the classroom.” (P2.14)

“In that way, I know what students’ feel, what they buried, what they are going to say, how far they know what I have been taught.” (P2.19)

“If there is closeness between me and my students, the teacher would be comfortable in teaching.” (P2.15)

The strategies mentioned above was in line with Condon and Sahd (2013) who argued that a teacher need to encourage introverted students to participate so they feel free to argue their opinion. The encouragement can be done by a teacher approaching introverted students. This strategy, according to Issacs (2009), will help teacher understand introverted students better. Further, Issacs argued that teachers required a meeting time for introverted students to understand them better so the teacher will

know the things needed to make introverted students more active in the classroom.

It can be concluded that using personal approach strategy strengthens the emotional connection between students and teacher. This way can give a positive impact for introverted students whether in the classroom or outside the classroom. For example, introverted students will feel comfortable because they will not have an awkward situation or feel with the teacher. This strategy will also make them more active to participate in the classroom activity because they will feel comfortable enough to contribute their opinion.

### **Finding 2. Facilitating a group work**

Participant 1 mentioned that a group work strategy was used to facilitate introverted students with a supportive environment. In this case, using group work allowed introverted students to collaborate with the other students in a team. Besides, group work forum was a narrower discussion environment where introverted students could feel more secure to give their arguments.

Participant 1 made a group of introverted students along with students who were identified to be less introvert. Introverted students were given an opportunity to discuss a topic provided by the teacher. In this situation, they would work together in doing the assigned task. The reason was that introverted students could be more open to express ideas and able to communicate well in front of his group' friends. In addition, students could also directly interact with their friends. This finding is also supported by what Jacobs (2014) believed that a strategy used to help introverted students in learning is pair work strategy which fits the needs of introverted students. It was called fit because introverted students can argue their opinion in a narrower

space so it will reduce their fear in speaking.

“Sometimes I prefer to make a group or teamwork.” (P1.13)

“In teamwork, introverted students are given a narrower space to argue their opinion which only with their peers.” (P1.18)

“In teamwork, the students can directly interact with their friends so they do not just keep silent, if they often interact with their friends in a moment, it will arise their bravely.” (P1.21)

In addition, participant 1 also explained the activity to make introverted students work together with their friends in a group work. Introverted students were given directly material by the teacher which part they should be done.

“For the example of the activity such in 5 students, then I give them material.

You do this thing, and this. Then, for introverted students if we don't give them part by part, they will only keep silent even introverted students can in teamwork. So I directly give their job different. So, introverted students join in teamwork”. (P1.14)

Participant 1 said that the strategy as mentioned above was used by the teacher when the students were required to be active in speaking in the class. It means that teacher used various ways to make introverted students express their opinions by providing smaller space than in a whole classroom so that students feel comfortable to argue

“I am more emphasis let my students dare to talk. In fact, he can, only if not emphasized they do not want to talk.” (P1.19)

The use of group work was an appropriate strategy in teaching introverted

students because the students can get an advantage by doing group work. It helped introverted students to convey their ideas in a narrower space rather than to speak in the large classroom. This strategy was in line to Higgin (2017) students can get benefit from each other by working in a small group. The advantage was that introverted students would not feel under pressure in question and answer session (Harmer, 2011; Souza, 2003). This is also supported by Jacobs (2014) when it comes to introverted students, forming students in a group work activity suits for introverts such as sharing their answer with their friends in a small group rather than having to speak in front of the whole class. Teachers can encourage introverted students and other students at the same time. It can be concluded that group work strategy was running well but the result was not what we hoped. The fact that teachers had been giving the strategy for introverted students in the classroom with considering the introverted students' need, but the result introverted students was still limited to interact.

### **Finding 3. Employing student-centered learning**

In teaching learning activities, the teacher was not always needed to be the ones who dominate the classroom. Sometimes a teacher only needed to be a facilitator which the subject of the learning was none other than the students self.

The finding identified two activities of students become the center of learning; those are introverted students deliver a presentation, and introverted students become a moderator. Both participants used presentation activity as a strategy to teach introverted students. In addition, participant 1 added an activity which students become a moderator.

Employing student-centered learning was done by participant 1 to make student to become the speaker in the classroom. For example, the student was asked to become a moderator in a discussion. In addition, Participant 1 provided an opportunity for introverted students to present several topics, with the aim to hone their courage to speak in front of the class.

“I decide that introverted students being a moderator or deliver the material in order to speak more.” (P1.15)

“Probably I let them present a presentation in front of the classroom after doing a task to hone them dares to speak up.” (P1.16)

Besides, Participant 2 applied a presentation method with the aim that students can get used to do presentation in the class and sharpen their ability to speak English.

“Hmmm..., probably it just presentation miss.” (P2.25)

“In order introverted students used to speak English and learn the material of the lesson then they can present the paper.” (P2.26)

Participant I said that the advantages of employing student-centered learning were that introverted students were facilitated to speak by presenting a presentation or being a moderator in a discussion. Then, the introverted students would feel that he or she is being noticed as a moderator and they would get used to speak English.

“Actually introverted students can do it. But, they are .... miss, so it facilitates them in speaking in front of the public.” (P1.22)

“The students feel like they are given more attention because they get an important position in the teamwork of being a moderator.” (P1.23)

“Through being a moderator and doing a presentation, they will get used to speaking English, and its effects in the classroom activity, introverted students dare to answer and ask the question.” (P1.24)

In addition, participant 2 mentioned several advantages of using student-centered learning strategy. Those advantages were that they would learn how to present a lesson and practice their speaking skill

“The students learn about presentation.” (P2.28)

“Practice them in speaking skill.” (P2.29)

Employing student-centered learning in a purposeful way for introverted students was an appropriate strategy for them because they can take the opportunity, in line to Condon and Sahd (2013) mentioned some advantages of conducting student-centered learning for introverted students. In student-centered learning, students can learn in making presentation preparation, completed the assignment of presentation, prepared possible questions from the audience, and can learn a valuable lesson of presentation in speaking. Introverted students can learn the subject of presentation before delivering the presentation so they will be well-prepared. In addition, presentation train students' self-confidence while they were delivering the material in front of the class as well as increases their motivation in speaking because they tried hard to make the audience understand about their explanations (Milonic, 2009).

Based on the finding, both participants agreed that conducting students centered learning was helpful to improve students' speaking skill. Compare to the expertise theory by using student-centered learning, students will be more active in



the classroom because this strategy gave students the challenge to directly participate in the classroom such as; introverted students can learn in making a presentation, complete the assignment, and learn valuable lesson in speaking.

#### **Finding 4. Giving more written exercises**

One of the characteristics of introverted students was less active in the classroom. It did not mean that they had no idea about the activities. Introverted students were more able to express his ideas through writing than speaking directly in public. This also in line to Cutler (2016) introvert prefers to express themselves better in writing than in speaking. In relation to that, Participant 2 provided more exercise to his students which its output was in written form.

“Sometimes I give them a special task, such I give them a task around the lesson like give them more exercise.” (P2.10)

“Because I know my introverted students are seldom to speak up, so I decide to give them more exercise in the order they can express what they have known through writing task.” (P2.16)

With the advantages of the strategy, participant 2 was sure that she could give space for introverted students to express their idea in the form of writing. This advantage is also in line to Higgin (2017) who stated that giving introverted students writing task suit for their need because they can argue their opinion without face-to-face communication.

“Even introverted students do not skill in speaking in front of the class, but through giving written task, it can hone their skill beyond speaking skill.” (P2.20)

“Express ideas through writing task.” (P2.21)

The researcher also asked participant 2 about kinds of exercise that they gave. Participant 2 answered that participant 2 gave more exercise for introverted students to review the lesson that he delivered in the classroom.

“The task is the only review the lesson but in narrative or descriptive task which on paper or online computer.” (P2.13)

Not all introverted students did the additional exercise related to the assignment because the exercises were only for introverted students so that they were lazy to work on them. Besides, participant 2 said that the strategy above was given by the teacher for students' homework.

“The boys are so lazy given the exercise because the task is not for all students.” (P2.24)

Based on the finding, giving more writing exercise was a good strategy to encourage introverted students' to share their ideas. However, the way of implementing the strategy should be notice how teacher implement the activity. A teacher should not make the introverted students feel under pressure. It is supported by Higgin (2017) who believed that using writing task suit for introverted students where they can post questions and comments more confidently and feel free to speak up through a non-verbal activity. It can be concluded that by using more exercise strategy will motivate students to keep learning. It was suitable for students who have introverted characteristics. This strategy reduced the student's fear in arguing their ideas and argument through writing.

### **The Teachers' Difficulties in Applying the Strategy**

In this part, some difficulties were found by teacher in applying the strategy. Based on the interview result, the finding revealed four difficulties faced by teachers in applying the strategy in the classroom. The difficulties are managing the introverted students, teachers were running out of time, introverted students still in adaptation process, and introverted students' do not have the required teachers' level

#### **Finding 1. Managing the introverted students**

To make the classroom managed well, teachers should be able to handle the students. In this point, the teachers should make introverted students engage in teachers' instruction, so that the teaching strategy for introverted students in the classroom was running well. In this case, the participants admitted that they had problems in handling introverted students in the classroom. All participants argued that when applying the strategy faced various introverted students' characteristics. Some introverted students seemed difficult to be handled. Such as in making personal approach strategy, the participant 1 mentioned that introverted students were tend to keep quiet, respond soberly, and often looked down.

“If I give a question for introverted students, they tend to be quite.” (P1.25)

“Even mostly they are looking down.” (P1.26)

“Then, they seldom face in front of.” (P1.27)

Similarly, participant 2 mentioned that introverted students talk to their friends self so he could not give the strategy maximally.

“Sometimes if we let students talk, they do not focus because they also talk to their friends whom only pass by so I do not give the maximum solution.”

(P2.22)

Based on this result, it can be assumed that because of the introverted students could not be handled, the participants could not applying the strategy smoothly.

### **Finding 2. Running out of time**

Running out of time was related to time management. When the teachers were not able to manage the time, the teaching strategy that had been planned could not be implemented. During applying the strategy, teachers should be able to consider how much time would be spent to complete the activity in the strategy. In this case, Participant 2 mentioned that the difficulty in applying presentation method was that it needed much time to be done.

“Sometimes, the presentation takes time until the break time when all the students come forward. So, not all introverted students get their turn.” (P2.30)

It could be assumed that running out of time resulted participant 2 need more time to conduct the strategy. This difficulty is also in line to Aksit, Niemi, and Nevgi (2016) the difficulty in conducting students centered learning was time-consuming.

### **Finding 3. Introverted students still in adaptation process**

The finding reveled that although the group discussion seemed to be useful, introverted students were still lacking in giving an argument that they only share few of their point of view. In making group activity, participant 1 had problems with introverted students because introverted students still had a difficulty to interact directly with their friends in one group and introverted students were still limited in participating in a group work. However, the participant also mentioned the reason. It was because first grade of junior high school still less their critical thinking.

“Introverted students are difficult to interact with their friends.” (P1.28)

“If they include in teamwork, they still give minimum in participation. It is because their critical thinking in giving an argument is less because I teach at seventh grade.” (P1.29)

Living in a new environment might cost the difficulties for the teacher in applying the strategy. In addition, other assumption that introverted students' characteristic was only comfort with a few friends, so they could not mingle with their new friends. As the resulted, when grouping activity was not running well as what teachers' hope.

Based on overall findings discussed above, the researcher concluded that strategy in teaching introverted students were commonly used by teacher in the classroom were making a personal approach to introverted students and conducting student-centered learning which give a presentation. Besides, although it was recommended strategies which develop introverted students' potential, but the fact that the teachers referred to oral strategy. Other finding was revealed about the teachers' difficulties in applying the strategy.