

CHAPTER I

INTRODUCTION

1.1 Background

As the basis of learning, teachers are very important to the educational process and have a big effect on how well students do in school. A teacher is entrusted with a significant amount of responsibility in the classroom. It means that all students are dependent on teachers. As well as that the students will be influenced by the instructor's statements. Additionally, the attitude of the teacher is spreadable, and it will be transmitted to the children if the teacher experiences enjoyment or anger (Kaur, 2019). Hence, in education, teachers are very important because their impact goes beyond the classroom and directly affects their student's academic and personal growth, as well as their future.

The effectiveness of teachers increases with the quality of their training programs (Goff-Kfour, 2013). Additionally, A successful teacher education program is marked by the effectiveness of its teaching practicum component (Lestari, 2021). Hence, an essential element of teacher education programs is the teaching practicum (Paker, 2011). A teaching practicum is a hands-on education program designed for future teachers (pre-service teachers) to apply what they've learned about teaching methods and classroom practices in actual school settings. Under the guidance of experienced instructors. Consequently, practical experience helps these aspiring educators develop professionally and gain essential skills needed for successful teaching careers (Tanore & Listyani, 2023). It is because, teaching practicum can contribute to the professional development of pre-service

teachers, especially in the formation of their professional identity (Maharani & Fithriani, 2023). Thus, teaching practicum becomes a crucial step in building the foundation of skills and confidence for prospective practicum teachers before they fully enter the world of education.

Teaching activity is a difficult task that is particularly challenging for practicum teachers who are teaching for the first time in a real-world setting. According to the student-teachers' experiences during the practicum, it is challenging to effectively manage the classroom, and there are numerous students who are disinterested in learning English (Paula, 2020). Especially teachers with introverted personalities. This is because introverted individuals may struggle with teamwork, have less interest in socializing, and find public speaking more challenging. They might also be less suited for jobs that require outgoing personalities, like politics, entertainment, teaching, or medicine (Petric, 2022). Consequently, they are viewed as people who lack the ability to be an effective teacher.

The teaching and learning process requires interaction between teachers and students. Interaction is not enough with only words but also empathy and emotional closeness are necessary to build a good relationship between teachers and students (Antho & Suharjo, 2014). Teachers are likely the primary source of language, so the words they use—and, more significantly, how they speak—are important (Antho & Suharjo, 2014). In this case, to be an English teacher it clearly different from other subject teachers.

In Indonesia, English language is a foreign language and one of the mandatory subjects in the National Examination (Rossiandy, 2016). Moreover, English is a subject that involves foreign languages and cultures, so various skills are required to convey the material. A good English teacher must be able to handle the complex aspects of the subject matter, lesson content, teaching approach, and how the teacher's personality affects the learning process (Rossiandy, 2016). Because of that, it makes introvert people who becoming teacher must take more effort to achieve maximum effective in teaching English.

In line with the regulation of teacher competences in Indonesia. The Regulation of the Minister of National Education Number 16 of 2007, established on May 4, 2007, outlines the Standards for Academic Qualifications and Teacher Competencies. It highlights four key competencies that teachers must possess: (1) Pedagogical Competence, which involves managing learning, understanding student characteristics, and designing and implementing effective teaching; (2) Personal Competence, which reflects strong character, noble morals, and being a role model for students; (3) Professional Competence, which requires mastering subject matter deeply according to their field; and (4) Social Competence, which includes effective communication, teamwork, and building harmonious relationships with students, colleagues, and the community. Hence, mastering these characteristics is essential for all teachers, particularly for introvert practicum teachers.

A characteristic of effective English teacher needs four main skills: socio-affective skills, pedagogical knowledge, subject matter knowledge and personality

characteristics (Rossiandy, 2016). For more detail, Socio-affective skills are important for teachers as they help build positive relationships with students, address their English language needs, motivate them to learn, and create excitement for teaching English. An effective technology and needs pedagogical knowledge, which includes giving helpful feedback, planning lessons effectively, using various teaching strategies, integrating technology, and managing the classroom well.

Additionally, subject matter knowledge is also crucial. This means being proficient in English and connecting lessons to students' backgrounds. Personality characteristics of an effective English teacher include having a sense of humor, creativity, enthusiasm, compassion, patience, tolerance, optimism, and a positive attitude towards students and their ideas (Dinçer et al., 2013). Thus, introvert practicum teacher in teaching English context need to balance these four characteristics of an effective English Language teacher.

Practicum teachers are at the initial stage of their journey toward becoming effective English language educators. They definitely meet the various of challenges in the process of teaching, especially introvert practicum teacher. The data reveals that the challenges faced by pre-service teachers included a gap between their expectations and the reality of teaching practicum, which was combined with class lectures, classroom management issues, and insufficient supervision (Maharani & Fithriani, 2023). Moreover, the challenges of the introvert teacher include quietness, connection, overthinking and over-analysing, awkwardness, and exhaustion (WhitneyLaDon, 2016).

However, to overcome the challenges faced by introvert practicum teachers then they need to make a preparation and having an effective strategy. By focussing on introvert teaching practicum experiences, this research encourages a more supportive way of teaching that helps both teachers and students. Therefore, the writer proposed the thesis with the title of “A Study of Introvert Practicum Teacher: Challenges, Preparation, and Strategies in Teaching English”.

1.2 Research Questions

1. What are introvert practicum teacher’s challenges in conducting teaching English class?
2. What are introvert practicum teacher’s preparation in conducting teaching English class?
3. What are introvert practicum teacher’s strategies in conducting teaching English class?

1.3 Purposes

1. To describe the introvert practicum teacher’s challenges in conducting teaching English class.
2. To describe the introvert practicum teacher’s preparation in conducting teaching English class.
3. To describe the introvert practicum teacher’s strategies in conducting teaching English class.

1.4 Limitations

This study was conducted in the English Education Study Program at Universitas Jambi. Therefore, the results revealed the unique experiences from

those five participants only. Moreover, since qualitative research has a weakness of generalizing the data, the experience of these five participants was not fully represented. Hence, using a qualitative approach with five participants may not capture the experience of all introvert practicum teachers.

1.5 Significance

The researcher hoped this research would have positive implications based on its purpose:

- **Theoretical**

This research helps to develop knowledge about the experiences and challenges of introverted practicum teachers. By focusing on an introverted practicum teacher with their unique challenges they face, the preparation they organize and the strategies they use in teaching practicum program. These findings can be an alternative of a guide for candidate introvert practicum teacher to follow. Also, can give an understanding to the mentor to acknowledge how introvert practicum teachers face the challenges during practice. Moreover, the researcher hope that this study will be inspiration for other researchers to develop more theories or instruments to support.

- **Practical**

The outcome derived from this study can be applied to teacher education programs to develop more inclusive and supportive learning environments for introverted student teachers. By understanding the specific challenges faced by

these individuals, educators can implement strategies to enhance their confidence, communication skills, and overall well-being.

1.6 Definition of Key Terms

- **Introvert**

An introvert is someone who tends to focus more on their own thoughts and feelings rather than external events. They are often shy and may be reluctant to speak or participate in activities with others (Wen, 2017). The statement aligned with Petric (2022) emphasizes that introverts often prefer writing over talking. Sometimes, being around people can tire them out, so they need alone time to recharge.

- **Practicum Teacher**

The teaching practicum is a crucial part of a teacher's education. Therefore, it is a mandatory course that education college students must complete to graduate (Maharani & Fithriani, 2023). The teaching practicum is a practical learning experience where practicum teachers can use classroom theories and teaching strategies in real-life situations, helping them develop professionally with support from experienced educators (Tanore & Listyani, 2023). Hence, during the practicum, the practicum teacher learns about the roles and duties of a teacher. They could work closely with experienced, licensed teachers who serve as mentors. The trainees create lesson plans and use different teaching methods to address various learning needs. The mentor oversees their work, offers guidance, and gives feedback on their performance.

- **Challenge**

Challenges refer to situations or tasks that require effort and determination to overcome. The teaching practicum challenges practicum teachers to provide quality teaching in real-life situations while at the same time developing their teaching skills, techniques, and classroom leadership. It is because some practicum teachers are not fully prepared to teach, struggle with low confidence, and lack sufficient background knowledge, making it challenging for them to manage the classroom effectively (Paula, 2020).

- **Preparation**

the act or process of getting ready for something or making something ready (Oxford Dictionary). Hence, preparation means getting something ready for use or a specific purpose. It includes different activities to ensure readiness for an event, task, or situation. In the context of teaching, practicum teachers need to fulfil the readiness by preparing themselves to face any situation before teaching in the class.

- **Strategy**

Strategy is a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully. Additionally, a strategy is a plan to achieve future goals, even in uncertain or challenging situations (Kvint, 2009). Aligned with the statement from Porter (1996), strategy involves deciding what not to do, which is just as important as deciding what to do. It means that in making a strategy, it's equally important to identify actions you should avoid as it is to choose the actions you will take. Both decisions are important for achieving your goals effectively. Therefore, using strategies to manage classroom activities

is crucial in the context of teaching, particularly practicum teacher with an introverted personality. They need to come up with ways to teach them in English lessons effectively by choosing their right strategies in teaching English.

Figure1.1 The Teaching Experiences Cycle

