Exploring Teachers' Strategies in Addressing the Learning Needs of Introvert and Extrovert Students

Nurhikmah[1]*, Zul Astri[2], Nashruddin[3], Nuraeni[4]

Universitas Muslim Maros, Indonesia [1] - [3]
The University of Sidney, Australia[4]
nrikmha@gmail.com [1], zulastri17@umma.ac.id [2], nashruddin@umma.ac.id [3],
nmam0656@uni.sydney.edu.au [4]
*Corresponding author

ABSTRACT

This study aimed to explore the strategies of English teachers at MTsN 1 Maros in accommodating the learning needs of introvert and extrovert students, focusing on Hamruni's (2009) theory. This research uses a qualitative approach with five English teachers from MTsN 1 Maros as participants. Semi-structured interviews were used to collect the data and the data were analyzed using thematic analysis. The results show that teachers applied direct, indirect, interactive, and independent strategies for introverts, while direct and interactive strategies suited extroverts, and for both personalities they integrated interactive, indirect, experimental, and independent strategies. These findings highlight that adaptive teaching can help increase learning engagement among students with different personalities, while reinforcing Hamruni's theory through practical application in diverse classrooms.

INTRODUCTION

Teaching strategy is an important component of the teaching and learning process. Teaching strategy is an outline of the overall plan for the organized presentation of language materials, with no contradictory parts, and all based on the chosen approach (Alfian, 2018). Teaching strategy that involves students is considered to be more successful in language teaching and make students understand the context of the material better than being passive recipients (Kassem, 2018). However, the implementation is still a challenge for educators as getting all students engaged and motivated to learn is not easy(Astri et al., 2022). Students' lack of interest, confidence, and ability to communicate their ideas in English, the size of the class, their discomfort working with others, and student discipline issues when using student-centered instruction are difficulties faced by teachers. Because they have few resources and training, many teachers still employ the old-fashioned one-size-fits-all method of instruction when learning in this era is more about developing skills than simply absorbing information.

In Indonesia, many schools face difficulties in implementing student-centered learning styles due to passive students, low learning motivation, and limited school facilities that can support the learning process (Prasetyawati, 2016). Many teachers only use the lecture method which is feared that this will affect the experience in learning activities and will cause students' abilities to decrease if learning is

not carried out by training students to be more active. Furthermore, Reza added that this was due to teachers' lack of understanding about implementing teaching methods that involve students and the lack of teacher training related to student centered teaching strategies. Differences in student learning styles can be an obstacle in implementing student centered learning (Astri, 2018; Astri & Wahab, 2019) . According to Nisa et al. (2024), teachers should observe and adjust learning strategies to facilitate each student's learning characteristics. Further, they believe that the teacher's challenge in implementing student centered learning is because creating a learning environment that supports students' various learning styles requires quality teacher competencies(Astri & Wahab, 2018).

The strategy used by the teachers in delivering the learning process is very influential in motivating students' enthusiasm in participating in the learning process. The selection of learning techniques needs to pay attention to the learning needs of each student as there are differences in learning needs between them, one of which is influenced by personality differences between introverts and extroverts. This is supported by Ulya (2017), saying that in using methods, strategies, and learning techniques in the classroom, a teacher must consider the personality types of students.

Hamruni (2009), cited in Utami (2020) classified teaching strategies into five parts. Namely as follows:

1. The Direct Instruction Teaching Strategy
    This method is effective for learning new information or progressively enhancing existing skills. Direct instruction is typically rational. One of the main shortcomings of the Direct Instruction Teaching Strategy is that it is easy to plan and execute, but it lacks the capacity, method, and mindset necessary for critical thinking and interpersonal relationships.

2. Indirect Instruction Teaching Strategy
    Indirect instruction includes the following teaching strategies: inquiry, inductive, problem solving, decision-making, and invention. Although they can both be complementary, indirect instruction teaching strategies place students at the center as opposed to direct instruction teaching strategies. The teacher's role in this approach shifts from acknowledging that both can be beneficial. With this approach, the instructor becomes a facilitator rather than a speaker, allowing the students to participate in the classroom.

3. Interactive Teaching Strategy
    An interactive teaching approach places a strong emphasis on student sharing and discussion. It will motivate the student to develop a different viewpoint by responding to situations, strategies, and creating a new concept or country. By employing an interactive teaching approach, students can enhance their ability to communicate effectively and form well-reasoned arguments. This strategy's shortcomings rely on how creatively the instructor sets up and fosters group dynamics.

4. Experimental/ empirical Teaching Strategy
    Empirical teaching approaches center on inductive activities. In this case, the students are the main focus. A deliberate formulation for accomplishing context-based implementation is self-reflection on their experiences. Increased student participation and improved analytical skills are two benefits of this approach. However, this strategy's drawbacks include its high cost and lengthy implementation.

5. Independent Teaching Strategy
    Self-development, individual initiative, and active student participation in the learning process are the goals of independent teaching strategies. Building student respect is one of this strategy's benefits, but young students may find it challenging to implement.

Eysenck (1974) defines personality as the outcome of the interaction between innate factors and environmental influences, with personality formation occurring within the individual through response conditioning. Based on the orientation of each person's soul, Carl Gustav Jung's personality theory proposes that people can be classified into two major groups: introverts and extroverts.

Eysenck (1974) stated that there are seven aspects of personality based on the introverted dimension which include inactive, inhibited, be careful, controlled, suppression, reflective, and responsible. Therefore, seven aspects of personality based on the extrovert dimension by Eysenck, which are energetic, sociable, risk raking, impulsive, expressive, practical, and irresponsible.

The differences in students' personalities should be one of the considerations in choosing teaching methods because each personality has a different way of solving problems, therefore, teachers need to understand students' personalities in the learning process. In additional, understanding students' personality traits is important, as these personality differences impact the learning process and student behavior (Khatibi & Khormael, 2016).

Previous studies have discussed teachers' teaching strategies in meeting the learning needs of introverted students in learning English (Musti, 2021; Wen, 2017; Zulfikar et al., 2024), teaching speaking to introverted students (Aryal, 2024; Hakim, 2017; Pantaleon, 2016), and developing the potential of introverted students' Intrapersonal intelligence (Hidayati, 2019; Stewart, 2019). However, to the knowledge of the researcher there are still few studies that highlight the teaching strategies of teachers in meeting the learning needs of extroverted students and how to accommodate both personalities simultaneously in the classroom (Martin, 2014; Yusuf et al., 2024). To date, no study in Indonesia has examined how English teachers adapt their classroom teaching approaches to support introverted and extroverted students in the context of English language learning as a whole. Previous research has focused on one specific skill, namely speaking. Therefore, this research presents the teachers' strategies at MTSN 1 Maros. The school was chosen because the school implements differentiated learning through the Merdeka curriculum, which encourages teachers to notice students' different learning needs, including their personality differences. Each grade level is also taught by a different English teacher, making it a good place to see how various teachers handle the same types of learners. With five English teachers in one school, the site provides a chance to understand the different ways teachers respond to introvert and extrovert students in practice. This study aimed to explore the strategies of English teachers at MTsN 1 Maros in accommodating the learning needs of introvert and extrovert students, focusing on Hamruni's (2009) theory.

METHODS

Research Types and Design

In conducting research, the method is generally divided into three, namely qualitative methods, quantitative methods, and mixed methods. In this research, the researcher used qualitative method to find out the learning strategies used by teachers in meeting the learning needs of introvert and extrovert students at MTsN 1 Maros.

Population and Samples

The population in this study consisted of all teachers at MTsN 1 Maros, totaling 41 teachers. From this population, the researcher selected a sample using purposive sampling, which involves choosing participants based on specific criteria. In this case, the criteria were teachers who taught English. As a result, five English teachers were chosen as the sample.

Data collection techniques

Data collection was carried out through semi-structured interviews to explore the strategies used by English teachers at MTsN 1 Maros in accommodating the learning needs of introvert students and extrovert students. To get more in-depth information, the researcher conducted interview with the informants directly. The interview was conducted by using Indonesian language because Indonesian is the mother tongue of the informants in this research. This is to make it easier for the researcher to gain more in-depth knowledge related to the topic under research.

Data analysis techniques

Data in this study were analyzed using thematic analysis. This approach is used to identify and interpret patterns or themes in qualitative data (Braun & Clarke, 2017). The analysis followed a deductive or theoretical approach, meaning that the main concepts and focus had been set before the data were collected. The steps of the analysis followed Braun and Clarke's (2012) procedure. First, the interview recordings were transcribed, and the field notes were organized. The researcher read the transcripts several times to get familiar with the content and highlighted parts related to students' characteristics and teachers' strategies for introvert and extrovert learners. Second, the data were coded. The transcripts were divided into meaningful units, and initial codes were created based on Hamruni's teaching strategy categories: direct, indirect, interactive, experiential, and independent. For instance, teachers' explanations about calling extrovert students to answer questions were coded as direct instruction, while giving individual writing tasks to introvert students was coded as an independent strategy. Third, the codes were grouped into broader themes. Codes such as personal approach, small-group tasks, or independent work were combined into a theme for introvert learners. Codes related to speaking tasks, role play, or direct questioning formed a theme for extrovert learners. Mixed strategies like group work or peer tutoring became a theme for both groups. Fourth, the themes were reviewed to ensure they fit both the data and the theoretical framework. Some codes were checked again and moved to categories that better represented their meaning. Fifth, the themes were defined and named clearly. The final themes were: strategies for introvert students, strategies for extrovert students, and strategies for both types of learners. Each theme included strategies aligned with Hamruni's classification. Lastly, the themes were presented in the findings. Each theme was explained and supported with direct quotes from the teachers, and the results were linked back to Hamruni's framework.

RESULT AND DISCUSSION

Results

The research findings are explained based on the research question. The research question is "What strategies do English teachers at MTsN 1 Maros employ to accommodate the learning needs of introvert and extrovert students in their classrooms?" To answer the research question, the researcher conducted interviews. The researcher interviewed 5 English teachers of MTsN 1 Maros. In this section, the research findings of the data from the interview were elaborated. All the informants were given the same questions by the researcher to find out their strategies in teaching English. Based on the interview, the results are varied.

1. **Teaching Strategies for Introvert Students**
a. **Direct Instruction Teaching Strategy**

The direct instruction strategy is applied by the teacher through giving clear instructions and directions to students. Introvert students are not pressured to perform in front of the class instead the teacher takes a flexible approach by focusing evaluation on their written work. Teacher 1 takes

a personal approach, which means that if there are introvert students who are unwilling to speak in front of the class or engage in dialogue with their friends, the teacher invites them to practice speaking directly and privately.

> *"If he doesn't want to come to the front or talk with his friends, I usually invite him to practice speaking directly with me. It turns out that he is willing to do so. So, I guide him personally and help him to keep practicing even though he is not in front of the class"*

A related perspective was shared by Teacher 2, who also did not force introvert students to present in front of the class, but instead emphasized their writing skills. The teacher explained the material gradually on the blackboard, then assigned writing tasks in the students' notebooks and asked them to read their work aloud from their seats.

> *"Introvert students usually don't want to come forward and shouldn't be forced to do so. But I've noticed that when asked to write, they can do it well in their books. So, in class, I explain the material first and give examples, writing them on the board. After that, I ask them to write in their books and then read their answers aloud from their seats"*

Teacher 3 also confirmed that introvert students prefer writing to performing in front of others. Therefore, the teacher provided slow explanations, gave example sentences, and then asked students to work on exercises independently in their books before checking their work one by one.

> *"Introverts prefer writing, so during class, I explain the material first, teach the formulas, and then give example sentences. I read slowly. I don't ask them to come to the front right away they will not do that. I ask them to do the exercises in their books first, and then I check them"*

In addition, Teacher 4 noticed that introvert students often remain silent even when they are confused. To overcome this, the teacher approaches students after explaining the material in front of the class and asks them directly about the difficulties they are facing. The teacher will repeat the explanation slowly so that they fully understand the material before moving on to the next stage.

> *"I usually explain the material step by step in front of the class to ensure all students understand it. However, I'm aware that introvert students tend to stay quiet and may not ask questions even when they're confused. So, after the explanation, I approach them individually and ask directly, 'How is it? What part didn't you understand? Is there anything difficult?' If they're still unsure, I repeat the explanation slowly until they get it. I really have to be hands-on and make sure they fully understand before moving on to the next stage"*

From the informant' responses above, it showed that teachers tended to present learning materials in a structured and step-by-step manner. They also provided space for introvert students to work independently, monitored their understanding through written exercises, and approached them personally to ensure they were not left behind. This strategy was implemented to accommodate the quiet and reflective nature of introvert students during the learning process.

b. Indirect Instruction teaching Strategy

This strategy is implemented through motivation, giving students space to prepare themselves to participate actively, and gradually building their self-confidence. Teacher 1 stated

that she always starts class by building students' motivation and confidence before getting into the material. She gives introvert students space to prepare themselves, starting by observing examples or listening to their friends, without forcing them to immediately perform in front of the class. If students are not ready during a particular meeting, the teacher does not force them, and at the next meeting, she slowly guides and encourages them to try to come forward, even if it is only to say a simple sentence.

> *"So, every time I enter the classroom, the first thing I do is motivate them. We build their confidence first, then we move on to the material. I usually take it slow with them. So, we give them space to prepare. For example, I start by having them observe examples or listen to their peers speak. If they're not ready to come to the front that day, that's okay, don't force them. In the next session, I'll guide them again and say, 'Try it, can you come to the front now? Even if it's just one sentence, like 'What is your name? My name is…' That's enough! Over time, they'll be able to do it"*

In line with this, Teacher 2 also does not force introvert students to speak right away. The adaptation process is done slowly, starting with light tasks such as reading or observing dialogues. Once students begin to understand, the teacher slowly starts asking simple questions while continuing to provide motivational support, and does not immediately ask students to perform in front of the class. In this way, students are given the opportunity to learn to express their opinions gradually.

> *"Introvert students cannot be forced to speak right away. So, I give them time first, starting with light tasks such as reading or observing dialogues. Later, when they understand enough, I ask them questions, but slowly and with motivational encouragement, so they are not immediately asked to perform. We let them slowly learn to express their opinions"*

Teacher 5 also highlighted the importance of giving introvert students time to process and prepare themselves before being asked to speak. The teacher provided a simple example first so that students could observe and think about their answers. The teacher recognized that introvert students are generally intelligent, but they need time to reflect before speaking. The approach taken was to guide them slowly, without coercion, until they were ready to speak, even if it was only one sentence.

> *"Introverts need time to process things. Don't ask them to perform right away. I give them simple examples first so they can observe and think about it. Generally, introverts are intelligent, it's just that… they're not incapable, but they do need a little time to prepare themselves. You could say they reflect first before speaking. So, I guide them slowly, without forcing them, until they're ready to speak, even if it's just one sentence"*

From the informants' responses above, it showed that the teachers provided space and time for introvert students to process information at their own pace. They were not immediately required to speak or perform but were gradually encouraged through observation, reflection, and simple participation tasks. This approach was aimed at building students' confidence and helping them feel more comfortable expressing themselves in class.

c. **Interactive Teaching Strategy**

Introvert students are known to avoid interaction, so the teacher applies interactive teaching strategies through limited interaction and small group work where students could engage in

discussions without the pressure of speaking in front of the entire class. Teacher 2 said that introvert students actually think in detail and are focused, but they don't feel comfortable in big groups. So, teachers often ask them to study in small groups, like three or four people. In this setting, introvert students feel more comfortable talking, can ask each other questions, and stay active even if they don't have to be in front of the class. Teachers just need to keep an eye on them and help guide them when needed.

> *"Introverts actually know the answer. They know more, their way of thinking is detailed, more focused. But they don't feel comfortable in large groups. That's why I often invite them to study in small groups, for example, three or four people. There, they feel more comfortable discussing, can ask each other questions, and remain active even though they don't have to speak in front of the class. I just monitor and help guide them if necessary"*

Teacher 4 stated the same thing, preferring to conduct face-to-face question and answer sessions first before asking introvert students to express their opinions in small groups. The teacher accommodates introvert students' comfort by frequently using group work or pair discussions so that they remain active in interacting in an atmosphere that is more conducive for them.

> *"If he is uncomfortable speaking in front of the class, I usually do face-to-face sessions, where I ask him questions first, then ask him to explain his opinion in a small group. That way, he can still participate without having to speak in front of everyone. I also often use group work or pair discussions so that he can still actively interact, but in a way that suits his comfort level"*

In addition, Teacher 4 also paid attention to the psychological aspects of introvert students by deliberately grouping them with their close friends to make the discussion livelier. The teacher found that in these conditions, introvert students became more active and felt more comfortable expressing their opinions. The teacher continued to guide the discussion, but gave students space to discuss in their own way.

> *"I noticed that introvert students were more willing to express their opinions when they were with their best friends or in a circle. So, I deliberately grouped them together to make them feel comfortable and encourage lively discussion. They became more active in asking questions and were able to help each other understand the material. I still guided the direction of the discussion, but I let them talk first in their own style"*

From the informants' statements above, it showed that teachers facilitated interaction among introvert students by forming small groups or pairing them with the closest friend. These settings allowed students to express their opinions more freely, engage in discussions at their comfort level, and contribute actively without feeling overwhelmed by the whole class environment.

d. Independent Teaching Strategy

In this strategy, teachers give students the space to work individually in a quiet environment, allowing them to process and express their ideas at their own pace. Teacher 2 stated that introvert students prefer independent tasks such as writing or small projects that they can work on by themselves. The teacher only gives general instructions at the beginning, then the students are left to develop the task according to their understanding.

> *"Introverts prefer independent tasks. I usually give them writing assignments or small projects that they can work on by themselves. In fact, introverts are usually more creative because they are actually surfing with their minds. They are more focused, like they can learn on their own. I just give them general instructions at the beginning, and the rest they develop themselves according to their understanding"*

In line with this, Teacher 5 said that introvert students were more comfortable expressing their opinions when given independent assignments in a quiet environment. The teacher gave individual assignments such as writing opinions or answering questions from reading texts, and the results were always good because the students were focused and able to express their thoughts deeply in writing.

> *"So, introvert students prefer a quiet environment, so I give them more independent assignments that they can do on their own, such as writing opinions or answering questions from reading texts. They prefer that. When given time alone, they feel comfortable expressing themselves, and they are even more vocal about their opinions. They dare to express their thoughts through writing. And the results are always good because they are focused"*

From the informants' answers above, it showed that introvert students were seen as more comfortable and expressive when working independently. Teachers recognized their preference for quiet tasks such as writing or completing individual assignments, which allowed them to focus, explore ideas deeply, and express their thoughts without external pressure.

2. Teaching Strategies for Extrovert Students

a. Direct instruction teaching strategy

The direct instruction strategy is applied by giving explicit instructions and direct students to actively participate in class. As stated by teacher

> *"for extroverts, I usually point them out directly. "Nak, come to the front and answer this question on the board." They don't mind being in the spotlight, so I direct them straight away. I usually repeat the explanation a little first, then ask them to answer according to what I have taught them. From there, I can see whether they understand or not"*

From the teacher's explanation above, it appears that extrovert students are often asked to answer questions directly, usually by being called to the front of the class. The teacher provides a brief review of the material before asking the students to answer, and through this method, the teacher can observe the extent of the students' understanding of the lesson that has been taught.

b. Interactive teaching strategy

In interactive teaching strategy, teachers provide space for extrovert students to participate actively through activities that involve direct interaction. Some teachers describe this approach through group activities, discussions, and role-playing. Teacher 2 shared that extrovert students tend to be easy to guide because they have high self-confidence. Teachers often give speaking assignments that are done in teams, such as paired dialogues or role-plays, which extrovert students really enjoy.

> *"Extrovert children are usually easy to guide, perhaps because they are very confident. So, I often give them speaking assignments in teams, such as pair*

dialogues or role-plays. They are enthusiastic when asked to perform, especially when there is direct interaction with their friends"

Teacher 5 expressed a similar statement, giving extrovert students the opportunity to express themselves directly in front of the class, such as through group discussions and presentations. By dividing students into several groups and giving them discussion topics, the teacher assigned them to express their opinions, listen to their friends' responses, and respond to each other's ideas.

> *"For extrovert students, I give them assignments that allow them to express themselves. I usually ask them to express their opinions directly in front of the class. For example, I divide them into groups, give them a topic, and ask them to present their arguments. From this, they learn to express their opinions, listen to their friends' responses, and respond to each other. They enjoy the interaction, and the class becomes livelier"*

Based on the teacher's statement above, extrovert students are given tasks that allow them to talk, work together in groups, and perform in front of the class. The teacher observes that they tend to be enthusiastic in activities that involve interaction with friends, such as expressing opinions or engaging in paired dialogue.

3. Integrated Teaching Strategy for Introvert and Extrovert Students

a. Interactive Teaching Strategy

Teachers apply interactive teaching through group work that combines introvert and extrovert students to encourage balanced collaboration. As expressed by informants. Teacher 1 said that the purpose was to encourage two-way learning, where extrovert students who usually grasp the material more quickly help explain it to their quieter classmates. Meanwhile, introvert students, who tend to be more detail-oriented, help summarize or clarify their classmates' answers. The teacher simply monitors the discussion to ensure that it is active and that students provide feedback to each other.

> *"I usually group introvert and extrovert students together. That's one of my techniques to encourage two-way learning. For example, those who grasp the material quickly, usually the extrovert one's help explain it to their quieter peers. But sometimes, the introvert students are more detail-oriented, so they're the ones who help summarize or correct their friends' answers. I just monitor their discussions and let them actively give feedback to each other"*

In line with this, Teacher 3 also combines both types of students in one group so that they can complement each other. Introvert students usually take part in writing within the group and are willing to speak up to give advice to their groupmates, while extrovert students tend to take on the role of speaking or presenting. The teacher simply monitors and provides guidance when necessary.

> *"In group work, of course I can't just accommodate one learning style. So, in each group, I mix both introvert and extrovert students so they can complement each other. The introvert students can focus on writing, and within the group setting they're usually more willing to speak and even guide their peers. Meanwhile, the extrovert ones take on the speaking or presentation parts. From there, they engage in discussion, communicate with one another, and give feedback. I just monitor and step in to guide them when necessary"*

A similar statement was said by Teacher 5, who gave writing assignments to introvert students who are usually smarter but have trouble expressing themselves verbally, while extrovert students who are more confident handled the speaking part in front of the class. With this complementary group work, the students helped each other so that everyone was involved and the collaboration was balanced.

> *"When it comes to group work, I mix introvert and extrovert students so they can complement each other. I assign the introvert ones to handle the writing part, usually they're smart, it's just that they struggle to express themselves verbally. The extrovert students, on the other hand, take on the speaking part because they tend to be more confident, even though sometimes their answers are a bit rushed or unstructured. When they work together like this, the introverts help organize the content, and the extroverts deliver it. That way, everyone is involved, they support each other, and the collaboration becomes balanced"*

In addition, Teacher 3 also implements games or ice-breakers to create a fun classroom atmosphere and encourage continuous interaction. According to her, ice-breakers are effective because even introvert students usually get involved when the atmosphere is interesting.

> "*I usually give ice-breaking activities in class to create a fun atmosphere first. Ice-breakers are effective even introvert students usually get involved. The key is keeping the activity simple and interesting. For example, I use a greeting clap game where I say, 'Good morning, students,' and they clap once; 'Good afternoon,' they clap twice; and if I say 'Good night,' they're not supposed to clap. So they have to stay focused and respond correctly. Gradually, even the shy students join in. That's a simple one. Sometimes I also integrate the activity with the lesson content like using vocabulary or sentence structures such as comparative degrees in the ice-breaker. The most important thing is to keep the class lively. Whenever I notice students starting to get bored or passive, we do an ice-breaking activity. The point is to maintain continuous interaction in the classroom*"

From the teachers' statements, it appears that combining introvert and extrovert students in study groups allows them to share roles according to their comfort levels, such as introvert students writing and extrovert students giving presentations. Teachers also added ice-breaking activities in the classroom to create a more relaxed atmosphere and encourage all students, especially introvert students, to be more involved in learning and interaction.

b. Indirect Instruction Teaching Strategy

Teacher 1 uses a peer tutoring system to facilitate indirect instruction, in which students who understand the material more quickly are directed to assist their friends who still need help.

> *"If there's a student who understands the material quickly, I usually assign them as a kind of little assistant. So instead of me explaining everything directly, I'd say, 'You study with your friend, help them out, okay?' They learn together. The other student gradually starts to understand because their friend explains it to them. I just guide them, and usually it's more effective because it comes from a peer"*

This statement indicates that teacher facilitates interaction among students as part of the learning process. By involving students as learning companions, understanding of the material can

develop through explanations from peers, while teachers continue to play a guiding role throughout the learning process.

c. Experimental teaching strategy

Teacher 1 implements experimental teaching by giving students learning experiences outside the classroom.

> *"I use teaching methods that make students enjoy learning, not just sitting in the classroom. I take them outside to get some fresh air. For example, when we learn about expressing feelings, I ask them to observe the scenery around them and then I ask: 'What do you see? What do you feel? How do you feel?' I ask them to write it down. So, they experience it first, then write or discuss it based on what they've felt. That way, learning doesn't only come from books"*

From this statement, it can be seen that the experimental teaching strategy is implemented by taking students outside the classroom so that they can learn from their surroundings. The learning process begins with direct experience, followed by reflection through writing or discussion activities, so that the learning material becomes more memorable for students than just learning in the classroom from books.

d. Independent teaching strategy

The independent learning strategy implemented by teacher 4 involves take-home tasks delivered and submitted via WhatsApp. This approach allows students to process the material in their own time and space.

> *"I send the materials to the class WhatsApp group, and the students submit their answers to me privately. So, they work independently at home. I find it quite balanced both introvert and extrovert students are able to complete the tasks. Since they don't need to speak in class, they just need to read, understand, and answer by themselves. It's more comfortable, especially for the introvert ones"*

From this statement, it can be seen that teachers give students space to study independently at home by providing materials through WhatsApp groups and asking students to submit their answers privately. Teachers observe that both introvert and extrovert students are able to complete their assignments well.

DISCUSSION

This section discusses the research findings in relation to relevant theories and previous studies. The researcher presents the results based on theoretical frameworks established in prior research. After analyzing the data, it was found that English teachers at MTsN 1 Maros applied various teaching strategies to accommodate the learning characteristics of introvert and extrovert students. The strategies used refer to the five main categories of learning strategies according to (Hamruni, 2009), namely: direct instruction, indirect instruction, interactive instruction, experiential learning, and independent study. The application of these strategies is tailored to the students' personality characteristics to create a conducive learning environment. This finding generally supports previous literature that emphasizes the importance of differentiated instruction, but it also extends existing research by showing how these strategies are combined in one classroom for different personality types.

The teachers understand the differences in students' personalities in the classroom. Introvert students are recognized as individuals who prefer calm environments and internal reflection. They are

often said to excel in writing but show less proficiency in speaking or performing in front of the class. This finding is in line with the study by Hayati (2021), which states that students with introvert personalities tend to absorb lessons more effectively in quiet, non-distracting environments. In the classroom, they prefer activities such as reading, writing, listening to teacher explanations, and conducting research that involves verbal comprehension. The teachers' descriptions of introverts' discomfort with group discussions also confirm prior research on introvert students' communication preferences. Introvert students tend to be independent and prefer to complete tasks individually rather than in groups. Group discussions may make them feel uncomfortable, and they are often reluctant to speak in front of their classmates.

On the other hand, teachers perceive extrovert students as those who enjoy interaction and show a preference for learning in group settings. They also tend to have strong verbal and presentation skills. This aligns with the findings of Lestari et al. (2015) who noted that extrovert learners prefer to study and participate in groups.

Direct instruction, indirect instruction, interactive teaching, and independent learning are teaching strategies employed by teachers to accommodate the learning needs of introvert students. Direct instruction is carried out by providing clear guidance and instructions without pressuring students to speak in front of the class, with the focus of assessment placed on written tasks. This is in line with the theory proposed by Hamruni (2009), which states that the direct instruction strategy is a teaching method used to deliver new information and gradually reinforce students' existing skills. Introvert students are known to excel in writing skills therefore, teachers provide direct guidance and support to help them learn without feeling pressured. Additionally, teachers take a personal approach by approaching students directly to ensure they do not face any difficulties during the learning process.

Indirect instruction is reflected in the provision of gradual motivation and the slow building of students' confidence so that introvert students may eventually gain the courage to speak in front of the class. This is supported by the research carried out by Munashir (2020) which states that in the indirect instruction strategy, teachers act as facilitators who allow students to actively participate in the classroom. Teachers provide space for introvert students to engage without pressuring them to immediately master the material, instead offering gradual stimulation while fostering their self-confidence.

Interactive teaching strategy is adapted to suit introvert students by limiting interaction to small groups or pairs, which helps create a safe space for communication in English learning. In their research, Firdausia *et al.* (2023) stated that the interactive strategy emphasizes discussion activities aimed at developing students' communication skills and critical thinking. This study supports that view, but it adds nuance by showing how limiting group size helps introverts feel safer and more willing to communicate. The use of face-to-face and pair work provides an environment in which introvert students can develop their communication skills more comfortably.

Independent teaching strategy gives students room to learn autonomously and express their creativity through individual tasks. In line with Hamruni (2009), the independent teaching strategy aims to develop students' independence and initiative in learning. Introvert students are assigned independent tasks such as writing opinions and completing textbook exercises, allowing them to learn in a way that suits their comfort and learning style.

Meanwhile, for extrovert students, the strategies commonly applied are direct instruction and interactive teaching. Through direct instruction, extrovert students are given opportunities to perform in front of the class, which aligns well with their strengths in verbal communication. As stated by Hamruni (2009), direct instruction is intended to reinforce existing skills. In this case, extrovert

students excel in verbal abilities. Interactive teaching, on the other hand, supports their enthusiasm for speaking and participating in classroom discussions by providing speaking-based tasks, longer dialogues, and more opportunities for verbal expression. These findings confirm existing research, especially regarding extroverts' strengths in speaking and group participation. According to Hamruni (2009), interactive teaching emphasizes discussion, student collaboration, and opportunities to express opinions. This strategy effectively accommodates extrovert students who enjoy social interaction and tend to be vocal in class.

In addition to individual approaches, the data also revealed the use of integrated strategies to accommodate both introvert and extrovert students within the same learning environment. These strategies include interactive teaching, indirect instruction, experimental learning, and independent study. The interactive strategy is reflected in the formation of heterogeneous groups, in which introvert and extrovert students are intentionally mixed. In practice, extrovert students help introvert peers develop their speaking skills, while introvert students contribute through their writing and analytical strengths. This is supported by Dewi (2022), who associates the interactive teaching strategy with the importance of student collaboration in the learning process. Teachers also utilize games and ice-breaking activities to encourage participation from all students. Werhli and Nyquist (2003) in Fitria (2023) stated that games help students become more motivated, foster teamwork, and assist teachers in creating engaging learning environments. Activities such as vocabulary games with random questioning create an atmosphere that motivates all students to stay alert and engaged, leading to more equitable classroom participation.

Indirect instruction is implemented through peer tutoring, where certain students are designated as assistants to help their classmates who may be too shy or hesitant to ask the teacher directly. This strategy places students at the center of the learning process, with the teacher acting only as a facilitator. In practice, students who grasp the material more quickly are paired with those who struggle, allowing them to support each other in understanding the lesson.

Experimental teaching is applied by taking students outside the classroom to engage in real-life learning experiences. Hamruni (2009) stated that in this strategy, students learn through direct experiences, reflect on those experiences, and connect them to the lesson material. For instance, during a lesson on expressing feelings, the teacher took the students outside and asked how they felt while learning outdoors by observing the school surroundings. Students learned through observation and applied the material directly based on their personal experiences.

Independent learning is facilitated by assigning individual tasks that students complete at home. In his theory, Hamruni (2009) stated that this strategy aims to develop students' independence and initiative in learning. Students learn on their own or individually, for example by reading and completing assignments at home. In this context, the teacher shares the learning materials and exercises through WhatsApp groups, to be completed independently by students at home and then submitted directly to the teacher via private messages.

This research is similar to the theory proposed by Hamruni (2009), which classifies teaching strategies into five categories, namely direct instruction teaching strategy, indirect instruction teacher strategy, interactive teaching strategy, experimental teaching strategy and independent teaching strategy. Hamruni's theory categorizes teaching strategies in general and does not link these strategies to student personality. However, the results of this study develop Hamruni's (2009) theory regarding the application of teaching strategies that align with the learning needs of introvert and extrovert students.

CLOSING

Conclusion

The results and discussion in this study show that English teachers at MTsN 1 Maros have a clear understanding of the distinct personality traits of their students and tailor their instructional approaches accordingly. For introvert students, teachers tend to implement direct instruction, indirect instruction, interactive teaching in small groups, and independent learning strategies that provide a calm and supportive learning environment. Meanwhile, extrovert students are accommodated through strategies that allow for verbal expression and active participation, such as direct instruction that encourages classroom performance and interactive strategies that support collaborative learning and discussion. Furthermore, the study revealed that teachers apply integrated teaching strategies to address the diverse needs of both personality types simultaneously. These include the use of heterogeneous group work, peer tutoring, experiential learning outside the classroom, and independent learning tasks delivered via WhatsApp.

This study helps strengthen the idea that students' personality traits can influence how they participate in class. The findings show that when teachers' pay attention to these differences, they can create learning situations that feel more comfortable for introverted students. This supports the view that understanding personality is an important part of applying student-centered teaching in real classroom practice. However, this study has several limitations. The sample size was small and restricted to one school, which limits the generalizability of the findings. Additionally, the research focused solely on teachers' perspectives, leaving students' viewpoints unexplored. Future research should involve a larger and more diverse sample across different schools and educational levels.

Suggestions

After conducting the study, several suggestions were drawn to some parties.

1. To teachers

Based on the findings of this study, it is suggested that teachers identify the personality types of their students, including both introvert and extrovert learners. Understanding these differences will help teachers recognize the unique characteristics and needs of each student type. Therefore, teachers are encouraged to adopt varied teaching strategies that accommodate both introverts and extroverts in the classroom. By doing so, teachers can foster a more inclusive and supportive learning environment where all students are engaged and able to reach their full potential.

2. To students

All students, whether introvert or extrovert, are encouraged to keep developing themselves according to their personality traits. Introvert students should stay motivated, believe in their abilities, and try to be more confident in expressing their thoughts because sometimes, things that seem difficult will become easier once they are tried. Meanwhile, extrovert students are encouraged to maintain their enthusiasm while also learning to listen, reflect, and respect different perspectives. Both types of students should continue to understand themselves better, build strong communication skills, and support one another in the learning process.

3. To other researchers

The researcher realized that if my study is not perfect. This study was done in limited time, perhaps the other studies take wider population and higher grade of students.

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