EXPLORING TEACHERS STRATEGY IN DEALING WITH STUDENTS' INDIVIDUAL DIFFERENCES IN LEARNING ENGLISH

THESIS

Submitted by:

ANGGIE SYOFANIA
NIM. 190203065
Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

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The Bachelor Degree of Education in English Language Teaching

By

ANGGIE SYOFANIA
NIM. 190203065

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

Main Supervisor,   Co-Supervisor,

Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D.   Azizah, S.Ag., M.Pd.

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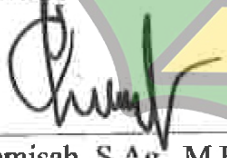
Board of Examiners,

Chairperson,   Secretary,

Syarifah Dahliana, S.Ag., S.E., M.Ag., M.Ed., Ph.D   Azizah, S.Ag., M.Pd.

Member,   Member,

Chamisah, S.Ag., M.Ed.   Siti Khasinah, S.Ag., M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D

NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Anggie Syofania

NIM : 190203065

Tempat/tanggal lahir : Banda Aceh/ 11 April 2001

Alamat : Jln. Laksamana Malahayati, Desa Cadek, Kec. Baitussalam, Kab. Aceh Besar

Menyatakan dengan sesungguhnya bahwa skripsi saya yang berjudul:

Exploring Teachers Strategy in Dealing with Students' Individual Differences in Learning English

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan susungguhnya.

Aceh Besar, 21 April 2024
Saya yang membuat pernyataan,

Anggie Syofania

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The writer,

Anggie Syofania

ABSTRACT

Name	: Anggie Syofania
NIM	: 190203065
Faculty	: *Fakultas Tarbiyah dan Keguruan*
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Co-supervisor	: Azizah, S.Ag., M.Pd
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The researcher conducted this research to explore teachers strategy in dealing with students' individual differences in learning English. This research aims to find out the strategies used by teachers in dealing with students' individual differences in learning English and to discover students' perceptions of these strategies and which strategy helps students in learning English. A qualitative method was applied in this research. The data were gathered using observations and interviews which were analysed with thematic analysis. The participants were two English teachers who teach in class XI A1-2 and XI A2-1 of SMAN 8 Banda Aceh and four students who are actively involved in the class. This study found that there are three teaching strategies that teachers used to accommodate students' individual differences in learning English. These strategies are discussion, cooperative learning, and technology-based learning strategy. Furthermore, this study also found that there are two strategies that are students' preference in learning process, i.e., discussion and cooperative learning strategy. Subsequently, students had their perceptions towards teaching strategies, which are they feel supported and motivated in learning English.

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CHAPTER I

INTRODUCTION

This chapter consists of five sections. It is started by the background of study, research question, research aims, significance of the study, and terminologies. Those sections need to be clarified since this chapter is an overview of the research.

A. Background of Study

The field of education has long recognized the diverse nature or individual differences of students' learning abilities and the pivotal role that teachers have played in fostering effective English language acquisition. In an era marked by increasing globalization and multicultural classrooms, understanding how teachers strategically address students' individual differences in learning English is of paramount importance.

English, as a global lingua franca, is taught to students from varying linguistic, cultural, and socio-economic backgrounds. These differences in students' prior knowledge, language proficiency, and learning styles pose unique challenges for educators. Furthermore, the advent of technology and the evaluation of teaching strategies have added new dimensions to the strategies employed by teachers.

Individual differences in the context of learning refer to students who have differences in terms of interests, learning styles, learning speed, and learning needs (Walqui, 2012). In English language learning, teachers need to pay attention to these differences and develop appropriate strategies to meet the learning needs of each student.

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Walqui (2012) explains that, according to Stanford University, students who learn English as a second language (ELLs) are a very diverse group student. They have differences in terms of place of birth, development, language exposure, parental education, community attitudes, socioeconomic status, and ethnic heritage. Individual student differences are unique differences and include many things, such as physical, intelligence level, personality, psychology, differences in language skills, and learning styles (Sari & Mudjiran, 2020).

According to Riswanti et al., (2020) individual differences that need to be considered in the implementation of classroom teaching are factors related to student readiness to receive teaching because these differences will determine the overall education system. The factors that affect individual differences are self-concept, anxiety experienced by students, and learning motivation. For this reason, according to Turhusna and Solatun (2020), in the learning process, it is not enough for teachers to only deliver learning materials but also to understand the individual differences of their students. In their research, individual differences in education include sex and gender differences, differences in ability and intelligence levels, learning readiness, personality differences, and differences in learning styles are some examples of individual differences that affect the learning process.

Teachers need to be aware of the physical, psychological, economic, social, student readiness, and academic inequalities between their students at the start of the school year (Riswanti et al., 2020). Lack of awareness of these disparities among students may lead to students' disengagement from the teaching-learning process and subsequent academic failure. As a good teacher, he/she cannot negate

differences by assuming all students are the same. Therefore, efforts are needed to address the differences of each student, these efforts can be in the form of varied teaching methods or other strategies that will be used by a teacher (Bebasari & Suhaili, 2022). Therefore, teachers are required to be able to model and facilitate students in using effective and efficient learning strategies, especially in learning English.

There are several previous studies about teachers' strategies in dealing with individual differences in learning English (Ahmad, 2014; Kubat, 2018). Those researchers are specifically researching students' individual differences in learning and provides strategies that are used by educators. Ahmad (2014) explored the variables that affect how each student learns English in the seventh semester of the English and Literature Department. The findings of this study demonstrated that sociolinguistic characteristics, such as language ability, motivation, attitude, personality, and cognitive style, are domains where students differ from one another. The study found that many lecturer use discussion strategy to accommodate students while learning in their class.

Kubat (2018) investigated how science teachers could recognize individual student variations during the teaching and learning processes. He contends that a teacher must be aware of the individual distinctions among the students, including their traits, abilities, perceptions, gender, and learning styles. The findings of this study demonstrated that a teacher creates a learning-teaching process in the classroom that is relevant to the unique peculiarities of the students. Working in groups is the strategy that teachers in this study utilized.

However, this study has significant urgency in the context of English language education when compared to previous studies. Although there have been several previous studies that tried to explore teachers' strategies in dealing with students' individual differences, the changing dynamics of learning and the rapid development of information technology have created profound changes in the educational environment.

In recent years, student-centred learning approaches, technology-driven approaches, and an emphasis on educational inclusion have become increasingly dominant, meaning that the strategies employed by teachers in addressing students' individual differences in English language learning have also undergone significant development and transformation. This study not only identifies and analyses the strategies used by teachers but also provides an in-depth understanding of how changes in the Education context affect their approaches. This research update is also expected to provide important insights for policymakers, curriculum development, and teachers professional development to ensure that English language teaching practices are always relevant and responsive to the increasingly diverse needs of students in an ever-evolving era of education.

B. Research Questions

Based on the background of this study, the researcher formulates the research questions as follows:

1. What are the strategies used by teachers in dealing with students' individual differences in learning English?

2. How do students perceive these strategies and which strategy helps students in learning English?

C. Research Aims

Based on the research questions stated, the objectives of the study are as follows:

1. To find out the strategies that teachers use in dealing with students' individual differences.

2. To discover students' perceptions of these strategies and which strategy helps students in learning.

D. Significant of Study

This study would like to know teachers' strategies in dealing with students' individual differences in learning English and how students perceive these strategies. Therefore, the result of the study is expected to give more contributions as follows:

a. Teachers

Based on this research, the researcher expects that teachers can improve the quality of English teaching by considering students' individual differences. The researcher also hopes that teachers can provide

constructive and supportive feedback to students to improve their confidence and learning achievement.

b. Students

The researcher hopes that students can develop critical, creative, and collaborative thinking skills, and can increase their confidence and motivation in learning English by getting positive feedback and support from teachers and peers. Thus, the results of this study are also expected to improve their academic goals in learning English.

c. Readers and other researchers

The researcher hopes that readers and other researchers can gain more in-depth knowledge and understanding of the strategies used in students' learning process. In addition, readers and other researchers can find inspiration and new ideas to conduct further research on topics related to this study.

E. **Research Terminology**

The researcher provides an operational explanation of the themes to avoid any ambiguity regarding the specific terms used in this research.

a. Teachers Strategy

According to Hayati et al. (2021), a teacher is required to have pedagogical competence, teaching methods, and strategies. A teacher is a person who plays a very important role in the classroom to achieve success and learning goals. To achieve a comprehensive learning process, a teacher needs to use teaching strategies that can support the learning process. The

teaching strategies that will be used by a teacher will be a benchmark in creating more effective and active learning so that students are interested and motivated to learn.

Sarode (2018) stated that teaching strategy refers to technique, style, or methods used to help students learn subject content to develop learning goals to be achieved in the future. Apart from that, teaching strategies can be interpreted as a series of arrangements or plans used by teachers to help teachers convey easily and effectively to students (Hayati et al., 2021)

In this research, the teachers' strategy refers to teachers' strategy in dealing with students' differences in learning English at SMAN 8 Banda Aceh.

b. Students' Individual Differences

Individual disparities among pupils are differences that are unique to each student (Kubat, 2018). Individual differences are personal qualities that differentiate learners from one another during the teaching and learning processes. Learners are distinct individuals who bring a vital set of characteristics to each learning setting, such as delicate qualities as markers of potential and records of achievement as evidence of previous achievements and predictors for upcoming performance (Simsek, 2012).

In this study, the meaning of students' individual differences refers to Skehan (1991) who claimed that personality, cognitive style, motivation, language aptitude, and attitude are the factors that affect learners especially second language learners.

c. Learning English

   According to Nuriska (2021) learning English is a traditional term used for people whose primary language is not English or known as non-native speakers who do not live in an English-speaking environment. Learning English as a second language is designed with a very specialized approach for those whose primary language is not English, this approach is used in schools with specific teacher strategies (Nordquist, 2019). Hasyim (2021) stated that a simple way to define learning English is a process of developing knowledge and language skills from within a person.

   Learning English is one of the critical skills that every student must master to gain skills and knowledge in English (Andayani, 2022). As Richard (2015) said, learning English is very important, especially for students because they will face the global world and will help them adapt to global communication, media, literature, and various fields of work. In supporting the success of learning English, teachers usually use appropriate learning strategies and teachers will also face and adjust these strategies to the individual differences of students.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the literature that has been done on this topic. This chapter also discusses theories on the teachers' strategy in dealing with students' individual differences in learning English.

A. An Overview of Teaching Strategy

1. Definition of Teaching Strategy

According to Johar (2021), teaching strategy is a plan for how to maximize and utilize existing potential and facilities to increase the efficacy and efficiency of the learning activity target. In other words, teaching strategy is a method of teaching that has been designed with a specific goal in mind which is to enhance the learning process.

Meanwhile, according to Ayua (2017), teaching strategy is a plan of actions or interactions between teachers and students in the classroom that is meant to achieve specified teaching-learning objectives. When creating techniques or strategies to provide learning materials, teachers must be aware of their place in the classroom. Teachers implement learning strategies to help students reach their learning objectives.

According to Colombo (2012), teaching strategies are how educators decide to give students educational materials in a certain setting, these strategies include the planning, structuring, and diversity of activities that are intended to impart understanding and abilities to students. In addition, instructional strategies refer to specific resolutions for a challenge or task, operational

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techniques aimed at accomplishing a particular objective, and prearranged methods for handling and controlling information (Mustika & Wardah, 2021)

2. Strategy in Teaching

Typically, the choice of teaching strategy is highly important. Teacher-Centred Learning (TCL) and Student-Centred Learning (SCL) stand out as widely discussed teaching approaches in the realm of education. TCL (Teacher Centred Learning) emphasizes and focuses more on the teacher and all sources of material come from the teacher, while SCL (Student Centred Learning) experiences are gained from the results of learning experiences, which can be from teachers, students, or other participants (Mariana, 2020)

According to Mariana (2020), Teacher Centred Learning (TCL) is a teaching strategy that is very centered and dependent on the teacher, this strategy tends to make students passive, rigid, and monotonous, and the material is more likely to be theoretical than practical. Strategies commonly used in the TCL approach include lectures, unidirectional discussions, demonstrations, and question-and-answer sessions. These methods often make students just listen without doing anything, making them bored and lose motivation and creativity in learning.

Ardian and Munadi (2015) stated that Teacher Centred Learning (TCL) is a learning strategy that is still traditional in nature where learning and knowledge transfer is approximately 80% explained by the teacher and students only listen until it is finished, students will work if there are exercises or quizzes.

According to them, in this strategy, the teacher is still the center of the role in achieving learning outcomes and is the only source of information.

The next strategy is Student Centred Learning (SCL), according to Ardian and Munadi (2015), SCL is a teaching approach in which a teacher emphasizes learning to students. In this strategy students are more active and play a role in learning, they get the opportunity and facilities to be able to build their knowledge so that they will gain a deep understanding which in turn can build the quality of each learner. Student-centered Learning (SCL) necessitates educators to select a teaching approach that encourages each student's eagerness for active participation in the learning process. Student- centered Learning (SCL) proves highly fitting for English language acquisition as it offers an adaptable learning system tailored to individual students' learning preferences (Mustika & Wardah, 2021)

Although there are vast differences between these two strategies, the TCL strategy would be appropriate if it is used in certain lessons where students are unable to learn on their own. Therefore, each strategy has its advantages and disadvantages.

3. Teaching Strategy in Language Class

In the teaching strategy or instruction strategy phase, educators should delineate specific learning objectives encompassing knowledge (facts), comprehension (concepts and pronciples), and proficiency (skills), students are expected to acquire by the unit's conclusion. Following this, teachers should craft a core collection of enganging activities that offer diverse pathways for

students to grasp the essential content outlined, and facilitating students to understanding the learning material that the teachers deliverd. (Tomlinson, 2014)

According to Hayati et al. (2021), educators need a deliberate approach to impart classroom learning. This strategy is designed to facilitate students' comprehension, ensuring the attainment of desired educational objectives. They identify various types of language teaching classes based on Killen (1996), which consist of discussion, cooperative learning, roleplay, and writing strategy. Subsequently, Alqahtani (2021) also mentioned several strategies that commonly teachers use in English language class which encompass discussion, cooperative learning, and technology-based learning strategy. The following is a detailed explanation of the strategies used by teachers in teaching language class.

a. **Discussion**

Abdulbaki et al. (2018) stated that discussion strategies are the most common choice used by teachers to create active learning to increase students' motivation to learn. As stated by Killen (1996) discussion is a strategy type and most of the activities are student- centered or known as SCL (Student Centred Learning). Mustika and Wardah (2021), stated that discussion strategy can be used in any classroom environment not only in language classes, discussion strategy types allow students to discuss and share information from what they understand and ask other friends about what they don't understand. When applying discussion strategy, the teacher

usually just steers things in the right direction if the discussion goes off track (Alqahtani, 2021)

b. Co-operative Learning

Co-operative learning is a learning method that involves cooperation between students in the classroom with the hope that the success and learning objectives are not only obtained by one student but they can help other friends whose scores are still below the minimum standard (Ali, 2021). Killen (1996) stated that this approach involves collaborative learning among two or more students in either small or large groups to enhance comprehension. Alqahtani (2021) stated that, in cooperative learning strategy, teachers facilitate the pairing of students, forming groups where effective knowledge-sharing occurs through mutual learning.

c. Roleplay

Roleplay are used to help students understand information and see its value through direct experience in situations that resemble real-life situations (Killen, 1996). The role-play method is a method used by teachers to train students' abilities in comprehensive areas such as grammar, on-site reaction speed, communication, and vocabulary (Hayati et., 2021)

d. Writing

According to Killen (1996), writing is a good way to find out and test students' understanding. This strategy can see the extent of their understanding effectively. They can do exercises or the teacher makes them express their opinions or problems they face in class by writing. Ntombela

(2020) stated that writing strategy helps teachers look at students' grammar and helps students explore their language use skills such as the use of grammar, vocabulary, idioms, and any other linguistic elements.

e. *Technology-based learning strategy*

The application of technological media is one of the strategies used by teachers as a modern strategy in teaching. Based on Alqahtani (2021) stated that technology-based learning is a teaching strategy that utilizes computers, smart boards, projectors, the internet, smartphones, and screens. Eady (2023) mentioned that, in its application, teachers usually collaborate this strategy with another strategy to create a learning experience, such as communicating through media, creating ideas with technology, and making an evaluation for teaching and learning.

Furthermore, embracing diverse teaching strategies in language classes enriches the learning experience by addressing various learning styles (Hayati et al., 2021). Cooperative learning, discussion, and technology-based learning strategy activities cater to different aspects, creating a dynamic and effective language education for well-rounded communicators ready for a global landscape.

B. Students' Individual Differences

1. Definition of Individual Differences

Individual differences among students are personal qualities that distinguish learners from one another during the teaching and learning process. Physical characteristics (height, weight), intellectual ability, passion, perceptions,

gender, skills, learning styles, motivation, and personality traits are all examples of individual variances (Borich, 2014). Individual disparities in learning explain differences in student perceptions, emotions, and behaviors in a class. The "difference" in "individual difference" refers to the variations that exist, both physically and psychologically (Septiara et al., 2021).

According to Tomlinson (2014) students individual differences is the differences that vary each indivual in experiences, readiness, interest, cognitive abilities, language proficiency, cultural background, gender, and learning preferences. According to Tomlinson, classroom that fail to acknowledge these differences are unlikely to fully unleash the potential of any student who differs significantly from the "norm".

Students vary among themselves in terms of background, social standing, race, culture, language ability, attitude, and learning preferences. It will be far more effective to use various teaching techniques for various students, utilizing their unique experiences and educational backgrounds (Borich, 2014). As Kubat (2018) said, there are disparities in individuals' interests and abilities, and each learning experience is unique. Some students learn more slowly than others while some pupils study best on their own, and others require more teacher assistance.

Individual differences, according to Ahmad (2014) as cited in Skehan (1991) are distinct from personal characteristics, particularly for English language learners. He and other academics claim that motivation, linguistic

ability, personality, cognitive style, and attitude are individual distinctions among pupils.

2. Types of Individual Differences in Class

Skehan (1991) claimed that personality, cognitive style, motivation, aptitude, intelligence, and attitude are the factors that affect learners especially second language learners.

a. Language Aptitude

Language aptitude, according to Skehan (1991), refers to a collection of certain cognitive skills that allow some people to learn a foreign or second language more quickly and successfully than others. According to Singleton (2017), language aptitude is a person's initial level of readiness and ability to acquire a second language. As to his argument, an individual's proficiency in a second language is not a result of self-learning, but rather of practice, effort, experience, and memory. Wen et al. (2023) stated that language aptitude involves a set of unique skills that make it possible to foresee or understand why certain individuals have an easier and more successful time learning a foreign language or second language compared to others when all other factors are identical. According to Doughty et al. (2021), language aptitude is a crucial factor in second language research. Experts in the field concur that language aptitude refers to the individual differences that learners possess, and they measure this ability through a variety of tests that determine the extent of the learners' second language skills. Stated differently, a person's aptitude for language refers to their capacity for

learning English or a second language. A person with strong language aptitude will be sympathetic toward a foreign language; on the other hand, a person with weak language aptitude will be emphatic about a foreign language.

b. Motivation

Motivation is a dynamic process that affects people's reasons for choosing to start a particular activity, exactly how long they are ready to remain with it, and how hard they will pursue it (Skehan, 1991). One factor that might boost students' tenacity and enthusiasm in language acquisition is motivation. Specifically, Harmer (2007) maintained that there are two different types of motivation: intrinsic and extrinsic. The internal force that propels someone to act for its own sake is known as intrinsic motivation. On the other side, extrinsic motivation entails acting in a way that leads to an objective or reward from outside sources such as social acceptance, professional prospects, or academic standing.

According to Liu (2020) motivation, especially, intrinsic and extrinsic motivation has an impact on EFL learners. He claimed that intrinsic motivation in pupils was their degree of fulfillment of needs including happiness or enjoyment, self-challenge, and interest. However, extrinsic motivation, which is determined by the amount of external encouragement (such as awards, scholarships, college applications, future careers, etc.), also positively impacts intrinsic motivation.

c. **Attitude**

The general definition of attitude, according to Ahmad (2014), is the way that an individual interacts with other individuals as well as with things, objects, occasions, and so on. He went on to say that an individual's attitude is defined by their behavior, including how they agree or disagree and how they respond to things they enjoy or detest.

Referring to the definition of attitude, as stated by Susanti et al. (2019) attitude is important for how students act when they're learning. It's about what they do to learn, how much work they put in, and how much they want to learn. Attitude is an assessment of the value of something or someone, whether that someone or something is kind, negative, helpful, detrimental, necessary, or unnecessary.

In the overall scheme of education and learning, a learner's attitude is typically characterized as their inclination or disposition to react enthusiastically or negatively to certain parts of the educational process. This can apply to concepts, things, people, or circumstances that are experienced when learning (Ahmad, 2014)

d. **Personality**

According to Skehan (1991), personality is defined in terms of characteristics like introversion and extraversion. He proposed that the results of language learning processes can be influenced by these personality traits. For instance, extroverted students might do well in

listening and speaking exercises, whilst introverted students might do better in writing and reading assignments.

Jusuf (2018) claimed that the term "personality" in psychology refers to a person's everyday behavior. In his view, an essential educational goal that interests the child thoroughly will foster the development of a positive personality as well as the acquisition of particular habits, abilities, and attitudes.

Nevertheless, based on the definition of personality, De Goma et al. (2021) stated that extroverted learners are typically described as gregarious, and energetic. They could benefit from activities that require group collaboration and communication, as well as interactive learning environments. Conversely, introverted learners are typically quieter and more contemplative, and they frequently favor alone time for study and reflection.

e. **Cognitive Style**

Language learners' styles, according to Skehan (1991), are variances in cognition when learning a second language. It has to do with how each person prefers to perceive, conceptualize, organize, and recall language learning-related information.

Ahmad in Zafar et al. (2012) have identified the following cognitive styles below:

- *Concrete Learning Style*

Zafar et al. (2012) Stated that students who prefer hands-on learning are proactive and straightforward when it comes to absorbing information. Students usually enjoy diverse activities and moving around, and they want to be engaged and actively participate in their education. They don't like repetitive tasks or writing assignments, and they would rather learn through speaking or seeing things. Soelistijowati et al. (2023) also stated that students' preference in concrete learning is usually spontaneous in a learning activity, people-oriented, unpremeditated, and prefer playing a game while learning.

- *Analytical Learning Style*

    Analytical learners are self-reliant, love problem-solving, and take an interest in discovering concepts and formulating theories on their own. These students are best served by a methodical, logical introduction to new content coupled with options for independent study. Analytical learners are serious, self- motivated, and resistant to failure (Zafar et al., 2022). Pupils with analytical learning styles value grammar, enjoy reading English-language books and newspapers, prefer to work independently, finish assignments on their own, and identify their errors (Wong & Nunan, 2011)

- *Communicative learning style*

Zafar et al. (2022) stated that social learning is preferred by learners who have a communicative learning style. Their learning is enhanced by group activities and discussions, and they require individual feedback and connection. Wong and Nunan (2011) said that students with communicative learning styles prefer to learn while communicating with classmates in English, enjoy learning new vocabulary through conversation or what they hear, like to listen to native speakers, and enjoy discussion.

▪ *Authority-oriented learning style*

Soelistijowati et al. (2023) claimed that the authority learning style needs teacher direction in learning so it tends to only depend on the explanations given by the teacher. According to Zafar et al. (2022), dependability and responsibility characterize learners who have an authority-oriented learning style. They enjoy growth that is sequential and well-organized. They fit very nicely in a conventional classroom. They prefer having precise instructions and are adept at what they do. They also enjoy having discussions that lead to an agreement.

However, Shaheela (2012) also lists the following additional language learning styles as follows:

▪ Field-independent (more to left brain dominance)

▪ Field-dependent style (more to right brain dominance)

Particularly when it comes to language learning tasks like grammar analysis and vocabulary acquisition, field-independent learners appear to be more analytical and adept at differentiating components. Contrariwise, field-dependent learners process information more globally and tend to do better in communicative tasks that require social cues and context. They are more adept at observing concepts, observing circumstances, as well as being emotionally and visually focused (Shaheela, 2012)

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains aspects related to research methodology which covers some points including research design, research participants, method of data collection, and method of data analysis.

A. Research Design

In this study, the researcher used qualitative approach as the research design. This approach is used because the research methodology focuses on understanding complex and exploratory phenomena through analyzing and collecting data such as words, non-numerical, observations, or pictures. Creswell (2014) stated that qualitative research seeks to reveal the context of the problem, and the depth and meaning inherent in human views and experiences. Qualitative design has a very strong philosophical foundation and usually involves interviews to collect data.

According to Creswell (2014), qualitative research encompasses approaches like *ethnography, grounded theory, narrative, phenomenology, and case studies*. *Ethnography* involves a thorough examination of a cultural or social group in a natural setting. *Grounded theory* emerges from participant perspectives in data collection. *Narrative* research focuses on individual anecdotes, transforming them into a chronological narrative. *Phenomenology* describes individual experiences related to specific activities. *Case studies* involve in-depth analyses of situations, events, or procedures in one or more activities.

In accordance with the theoretical framework, this study adopted *case study* approach, delving deeply into the analysis of an individual or a small group selected from five distinct qualitative research designs. The objective of case studies is to generate precise descriptions and offer an understanding of individual attitudes or behavior. As outlined by Creswell (2014), a well-structured case study should encompass elements such as problems, contexts, issues, and lessons.

B. Research Participant

A generalization field known as "population" consists of items or subjects that the researcher has chosen to analyze to conclude particular quantities and traits (Sugiyono, 2015). Sugiyono said that population is the total of every element studied and has the same characteristics, the same events, can be individual from a group, or something important to study as a whole. Therefore, the population of this research are English teachers and students at SMAN 8 Banda Aceh.

Furthermore, after selecting the population, the researcher determined the sample in the study. According to Creswell (2014), the sample is the main subset of the target population that will be researched by the researcher to draw generalizations about the target population. Creswell (2016) said that the average number of research participants is in the range of 3-10 participants. Therefore, in this study, the sample selected are 2 teachers who teach English in the second grade and 4 students from the second grade who are directly involved in the teaching-learning process.

In determining participants, purposive sampling is a technique chosen by the researcher. Purposive sampling is a sampling technique that predetermined goals, criteria, or traits (Campbell et al., 2020). It aims to find a suitable sample that is expected to provide information related to the research being conducted (Braun & Clarke, 2013). In this study, the criteria for appropriate participants are 2 teachers who are experienced in dealing with individual differences in students, they are also those who have taken part in professional development or training and have one year of active experience in teaching English in class XI A2-1 (Kedokteran) and XI A1-2 (Teknik).

As for students, the researcher chose 2 students from class XI A2-1 and 2 students from class XI A1-2 with the criteria that they are students who play an active and passive role in the classroom which is the researcher gets the information of active and passive students from the teachers who teach in that class, the students are also those who must be directly involved when the teacher delivers the subject. The researcher chose classes XI A2-1 and XI A1-2 from a total of 8 classes. This class was chosen because it is a core/main/essential class, aside from that teachers already know the students better than those who are still in first grade, also the teachers who teach in this class matched the criteria proposed by the researcher.

C. Method of Data Collection

The data collection steps involve defining the study's parameters, gathering data through unstructured or semi-structured interviews, observations, documents, and visual materials, as well as designing the technique for

capturing information (Creswell, 2014). This study used interviews and observations to collected the data. Griffe (2012) says that interviews are one-on-one communication to obtain and collect information data which is then validated and analyzed. According to Braun and Clarke (2013), there are three types of interviews in research, namely semi-structured, unstructured, and structured. An interview can be conducted online/by email, face-to-face, and by telephone.

This study employed semi-structured interviews, involving a list of prepared questions posed to participants with 8 interview questions, 6 for each teacher and 5 questions for each student, the interview was also conducted within a timeframe of 5-15 minutes and using the Indonesian language to prevent misunderstanding during the interview. Semi-structured is chosen to uphold flexibility during the interview, mitigating the risk of deviating from the intended topics and ensuring focused information retrieval.

Observations is also used while collecting the data. Smit (2018) claimed that observation in a qualitative approach entails gathering information with one's senses, particularly by listening and looking in a methodical and significant manner. Kawulich (2012) states that researchers typically select between two methods for gathering data observation: covert observation, which happens when the subjects are not aware that they are being observed, and overt observation, which happens when the subjects are conscious that they are being observed.

In this study, when conducting observations, overt observations is used with a checklist table approach, namely taking notes with *yes* and *no* for every observation activity that the researcher has determined, the researcher also added some comments activities at the end of every session. The researcher only a non-participant observation which means did not follow the teaching and learning process in the classroom. The researcher prepared the tools such as camera or recorder, and then observe the class activities based on items that the researcher adopted from Hayati et. al (2021) in Killen (1996). Observations activity were carried out with permission from each partisipants and happened on the date February 28, 2024 in class XI A1-2 and March 01, 2024 in class XI A2-1.

D. Method of Data Analysis

Referring to the preview researcher, data analysis in the qualitative research process with hand-in-hand with other stages of developing the qualitative study, which are, the data collection and the write-up of findings (Creswell, 2014). The interview was recorded to aid in the scripting process of this research's findings. Thematic content analysis was used to analyze data in this study.

The researcher used thematic analysis based on Braun (2011), there are certain procedures involved in the thematic analysis of data. The first step in data analysis is to become familiar with the data and discover relevant themes. The next step is to evaluate the interview audiotape and convert it into a Word document transcript. The full transcripts were then studied and discussed to better comprehend what participants said. Before it was ultimately translated

narratively, techniques for evaluating and coding were established based on some themes.

To analyze the observation data, the researcher transcribed the results of note-taking from the checklist table approach that the researcher chooses from overt observation. After that, the researcher explained it narratively on the findings to clarify the obsesrvations activity.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter contains findings and discussion. It includes research findings and discussion on teachers' strategies and students' perceptions of the strategies teachers use in the classroom.

A. Research Findings

This study aimed to explore the strategies used by English teachers in dealing with students' individual differences in learning English and students' perceptions towards those strategies. The research was conducted from February 28 to March 02, 2024. The researcher conducted interviews with two English teachers and four students to obtain the data. In addition, the researcher also conducted classroom observations to deepen and clarify the classroom activity.

1. Interview

The interview comprises six primary questions for teachers and two for each student, along with additional supporting questions related to the teachers' strategy in addressing individual differences among students in learning English and the students' opinions on those strategies. Each interview session for respondent lasts 5 to 15 minutes. Subsequently, participants were labeled: RB for teacher 1, RM for teacher 2, P1 as student participant 1, P2 as student participant 2, and so on.

In detail, the data analysis was organized into two themes and coded based on the research question that needed to be clarified. The themes are teachers' strategy in dealing with students' differences in learning English, and students' perceptions on teachers' strategy in teaching.

1.1 Teachers' strategy in dealing with students' individual differences in learning English

There are three strategies used by teachers in dealing with students' individual differences in English lessons. This is based on the results of interviews with teacher RB and teacher RM.

a. Cooperative learning

The first strategy is cooperative learning; teacher RB and teacher RM use this strategy in teaching because according to them this strategy helps students in tolerance and respect each other's opinions. As stated by teacher RB:

> We make a group which consists of four people, give some information to the group. Later on, two students will listen and the other two will separate to explain to another group. This is because we have to teach from an early age how to cooperate well and how to be tolerant of others. [RB]

Teacher RM also stated that:

> In speaking class, I ask the students to have a conversation in pairs, each group will present the results of the task they have completed in front of the class. I see that students' ambition and motivation to learn increases if I ask them to come in front of the class. [RM]

Teacher RB and teacher RM choose the cooperative learning strategy to help students increase their positive attitude toward each other, and this strategy also motivates them to learn.

b. *Discussion*

Based on the data, RB uses the discussion method in the classroom, especially when teaching text-based lessons. Meanwhile, RM uses discussion strategy when teaching speaking classes.

RB said:

> If we look at, for example, the narrative textbook, I ask them what they think, and what is the storyline, and then we continue how to develop it further, it makes it easier for us to do activities in class. [RB]

In line with RB, RM also stated:

> I usually take the conversation in the printed book. After that, they will discuss a conversation. So, they read the conversation. There I can see how the children read, the conversation, the pronunciation, the focus, whether it's good or not. [RM]

The discussion strategy is used by participants RB and RM to lead all students understand the material presented and to increase students' confidence in conveying information and allows students to exchange opinions, and ask questions with both the teacher and fellow friends.

c. *Technology-based learning strategy*

Based on the interview results, both teachers use technology-based learning strategy to make it easier for all students to understand the learning material. This statement is proven by RB and RM.

RB stated:

> I am using technology as a teaching strategy, one example is using a computer or a big screen, we play a movie, it's usually in narrative text, I

ask what you think about the movie, how is the storyline, if using today's technology, they are very enthusiastic in learning. [RB]

RM also stated:

Sometimes we watch movies with English nuances. So, they hear the real person speaking directly. It's more effective, motivates them, and more absorbing for the kids, and both the active and quiet ones like it. There's also, sometimes we ask the children to search on Google, on their cellphones about the knowledge of something and they read it to explain back to us and some are written or oral. [RM]

Implementing a technology-based learning strategy enhances students' learning experiences. It fosters enthusiasm among students, boosts their motivation to learn, and enhances their language aptitude. This strategy also creates a more engaging and effective learning environment.

1.2 Students' perception on teachers' strategy in teaching

In this section, it shows how students perceive the strategies used by their teachers in teaching English. Before conducting the interviews, students were first given an understanding of what strategies their teachers have used so far when teaching. The following are the opinions of each participant on the research question that needs to be clarified.

a. Students' feelings of the teaching strategy

1. Students feel supported

All participants agreed that the strategies their teachers used so far supported their learning. As P1 stated:

In my own opinion, the learning provided by the teacher helps my learning, it supports my learning. [P1]

In line with P1, P2, P3, and P4 also agree with P1's argument, where according to them, the teaching strategy is very supportive and helps them in learning.

P2 said:

> In my own opinion, I am very helpful for teacher learning at SMA 8 because we can discuss this with the teacher or fellow friends. [P2]

P3 stated:

> Yes, it is quite supportive because it makes me faster to understand the lessons and can also facilitate the teaching-learning process. [P3]

P4 also stated:

> In my opinion, it is very supportive, it's helping me in learning English. [P4]

It can be concluded that all students feel they are supported by the teaching strategy that their teacher used in class. Teaching strategy helps them to understand more about the material they learn and facilitate them in achieving their needs.

2. *Students feel motivated*

Based on the responses, they agreed that the teaching strategy motivates them to learn English. This is proven by the statement of P1, P2, and P4.

P1 said:

> What motivates me is that they usually use strategies such as doing group work with five or more members. It makes me learn or digest the material faster. [P1]

P2 stated:

When discussing with the teacher, we can know where it is wrong and the teacher can also explain what, which part is wrong, and then justify it, that's motivated me to learn. [P2]

P4 also stated:

With the materials and teaching strategy, it can be used in everyday life, we can talk or speak with the teacher or friends, so it's stimulated me. And so, the performance that we can produce from ourselves can be adjusted to what the teacher explains. [P4]

It can be concluded that the strategies used by teachers when teaching in the class make students more motivated to learn English. Students feel motivated when working in groups or when discussing the learning material with friends or teachers.

b. *Students preferences of teaching strategy in English Classroom*

From the data collection, students' preferences to teachers' teaching strategies include discussion and cooperative learning strategy.

1. *Discussion strategy*

Based on the responses, the discussion is a strategy that helps P2, P4, and P5 to learn English in the classroom.

P2 stated:

I think the most helpful strategy when I learn English is discussion, which is discussing with the teacher or with friends in language learning. Because I think discussion is the place that gets the most information, even if we are wrong in the pronunciation or sentence, we can discuss together which one is right and which one is wrong. [P2]

In line with P2, P4 also stated:

I think discussion strategy helps me more because, with discussion, we can provide ideas and can also be given ideas by our friends so that our ideas are not too monotonous. In quotes, it's not always the same thing, our mind is more open. [P4]

P5 also stated that:

The strategy that can help me in the process of learning English is the discussion strategy because the discussion strategy aims to make me discuss with friends a lesson that we can learn together. [P5]

The discussion strategy allows students to find out more about the learning material. They can ask directly to the teacher or even to their friends. This strategy is student-centered learning (SCL) where students are more active and teachers facilitate students.

2. *Cooperative learning strategy*

Based on the interview results, one of the respondents chose cooperative learning as a strategy that helped the participant in learning English. As stated by P1:

In my opinion, cooperative learning, because this learning is made in groups with friends, thus, we can respect the opinions of friends more and allow friends to express their own opinions. Why this strategy, because it's more fun. [P1]

According to the responses, this strategy helps the participant to engage in the learning process because students can express their opinions in group work. Cooperative learning is one of the strategies that can encourage an individual to accept others' suggestions or positively increase their attitude.

2. Observation

The following are the results of the classroom observation activity with teachers RB and RM in dealing with students' individual differences in learning English.

a. *Teachers preparation in teaching*

Teacher RB taught about Reading Comprehension with the material "Narrative Text". The teacher had prepared appropriate materials and resources by defining narrative text, the generic structure, and examples. The teacher also differentiated instruction for different students' levels and needs. Based on the observation activity, for silent students, the teacher came to their seats and asked them which parts they didn't understand. In the end, the teacher made a group discussion to make them more active.

Teacher RM taught about Party Time and the sub-material "Conversation in Invitation". The teacher gave examples and types of invitations. As for differentiated instruction for different students, almost all students were active in the classroom, but for students who were too shy to talk in front of the class, the teacher asked them directly and called their names one by one.

b. *Teaching strategies/technique*

At first, teacher RB used cooperative learning strategy. The teacher engaged the students in meaningful communication and interaction to make the class into cooperative learning and made them discuss the material. They were more active in the classroom after discussing with each other, which was the same as

the discussion strategy. To provide feedback and correction constructively, the teacher corrected the grammar with their task and gave a score to students who finished the task.

Meanwhile, teacher RM used discussion strategy to enhance students' knowledge about the material. To make every student active, the teacher used cooperative learning which involved writing conversation text in pairs, then they were asked to speak with their classmates in front of the class. The teacher also allow students to search the vocabulary trough their phone, it means that teacher RM also use technology-based learning in her class. The teacher provided feedback by correcting the pronunciation, giving a reward or score for those who finished the task, and lastly giving applause for students who finished the conversation task in front of the class.

c. *Students/teacher relationship*

Both teachers have a good relationship with their students. Teacher RB knew the students name and the teacher also had a friendly relationship with the students. Teacher RM also remembered every student's name and knew which students were active and passive in the classroom.

The teachers dealt with classroom management and discipline issues effectively. Teacher RB came directly to noisy students' seats and warned them to be silent, he also gave a penalty to students who didn't listen. Teacher RM instructed students to be quiet when the class was uncontrollable and gave penalties to noisy students.

d. *Learning outcomes*

In the class of teacher RB, the students read a narrative text and understood the generic structure of the narrative text. The students achieved learning goals; they agreed to make a narrative text as homework to further their knowledge and understanding of the material. Meanwhile, in teacher RM's class, the students excelled in a conversation task. After the class, they actively engaged in English conversations by revisiting the dialogue and conversing with their peers to improve their English proficiency.

B. Discussion

This section provides a discussion based on the data from interviews and observations. There are two research questions that the researcher proposed in the first chapter. The first research question is "What are the strategies used by teachers in dealing with students' individual differences in learning English?".

From the data interview and observation, there are several strategies that participants apply when teaching English, namely: cooperative learning strategy, discussion strategy, and technology-based learning strategy. The first teaching strategy is cooperative learning. The researcher agreed with the participants' statement that the teacher must familiarize students to interact with each other, this habit will encourage individual students to accept different opinions, help each other, and exchange ideas. In the application of cooperative learning strategy, one student can help another student to understand the

learning material, or students who have higher cognitive can help their friends who have standard or below-standard cognitive (Ali, 2021). This is a good intervention strategy to increase students' accessibility and engagement to academic goals so that later in life it benefits them positively (Mitchell, 2008). Some previous studies (Aporbo, 2023; Kubat, 2018) agreed that this strategy brings notable educational benefits, such as encompassing intrinsic motivation, fostering positive attitudes, enhancing self-esteem, and providing social support.

The second strategy is the discussion strategy. Discussion is one of the strategies used by participants when teaching in the classroom. This strategy helps participants to create a more active class. This finding has a similar result to Ahmad (2014), who mentioned that, the discussion strategy can invite students to be more active starting from questioning, observing, collecting, communicating, and processing activities. In this case, students are stimulated to receive and explore existing or new ideas and solve problems with the teacher and classmates. This activity makes all students participate in learning activities to increase their language aptitude.

The last strategy is the technology-based learning Strategy. The researcher found that both teachers applied this strategy to deal with their students. This strategy makes the students more enthusiastic in learning, establishes students to be more independent, and also helps teachers to improve students' understanding of the learning material. It is proven by previous study (Zhu & Zhang, 2021; Alqahtani, 2021) who mentioned that technology-based learning

strategy allows teachers to deliver material more deeply, and students are invited to see direct examples through videos or other media. This statement is supported by Mustika and Wardah (2021) who mentioned that using technology helps teachers encourage every student to learn and have more interest in learning.

The second research question is "How do students perceive these strategies and which strategy helps students in learning English?" Based on the interview results, the researcher found that students feel supported and motivated by the teaching strategy that teachers used in classroom. Based on their perceptions, they feel that the teaching strategies supported their learning needs, such as, they are easy to interact directly with the teacher, they can ask each other questions and receive knowledge more easily.

Furthermore, from the data, it was found that there are two strategies preferred by students in learning process. The first strategy that supports students' learning based on students' perceptions is cooperative learning strategy. The students feel this strategy helps them to improve their skills in social relationships with fellow friends and they enjoy learning with this strategy. Cooperative learning strategy is indeed one of the strategies that are very suitable to encourage each individual student to work together and respect the opinions of others to achieve learning goals. This statement is closely related to the previous study by Deysolong (2023), who mentioned that cooperative learning is useful for improving deep understanding through discussion with

group members or getting information from other groups, improving social skills with cooperation between one group or another.

The second strategy that supports students' learning based on students' perceptions is discussion strategy. The students feel this strategy motivated them to get as much information as they want by discussing it with the teacher. This strategy is indeed very suitable to be used to increase their focus on learning materials. In this case, a previous study by Fatma (2021) proved that structured classroom discussion encourages student motivation and participation, helps students appreciate diversity, helps teachers to better understand individual students, and fosters students' engagement.

The strategies that students choose based on their preferences are strategies that can help them to expand their knowledge. Apart from that, the strategies used by teachers in the classroom have similarities with previous studies with the aim of helping students in learning English. However, in this research, technology-based learning strategy is a new strategy used by teachers in dealing with all individual students in the class.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections, the first part provides the conclusion of the research findings, while the second part provides suggestion for future research on the related topic.

A. Conclusion

This study aimed to explore and analyse the strategies that teachers use in dealing with students' individual differences in learning English at SMAN 8 Banda Aceh and to discover students' perceptions of these strategies and which strategy helps students in learning English.

The study's conclusions, which are based on the data, indicated that all teachers used a variety of teaching strategies in dealing with students' individual differences in learning English. These strategies are cooperative learning, discussion, and technology-based learning strategy. These strategies are able to unite students' individual differences to learn actively in the classroom and to achieve students learning goals.

Moreover, students feel supported and motivated in learning through the teaching strategy that their teacher uses. In addition, strategies that support students learning based on students' perceptions are cooperative learning strategy and discussion strategy. These strategies help students to learning English in the class and achieve learning goals.

B. Suggestion

Based on the results, the researcher provides tree key suggestions for teachers: Firstly, teachers are encouraged to use varied strategies when teaching English to create an active class. Secondly, before teaching process, EFL teachers must pay attention to whether the strategy is able to control the class activities and is able to keep all students involved in learning. Lastly, when using a teaching strategy, such as cooperative learning strategy, it would be better if the teacher pays attention to all groups during the group work process, this aims to minimize the occurrence of unnecessary conversations in learning process.

Furthermore, school policies should allow flexible access to multimedia spaces for students learning needs. Schools can consider integrating multimedia technology in the learning curriculum. By giving students wider access to multimedia spaces, students can develop digital skills that are important in the modern era.

However, this research was limited only to class XI high school students. Therefore, future researchers need to conduct research with a wider number of classes to get newer results. This will enable better generalization of findings and provide a better comprehensive insight into the strategies used by teachers in addressing students' individual differences in English language learning

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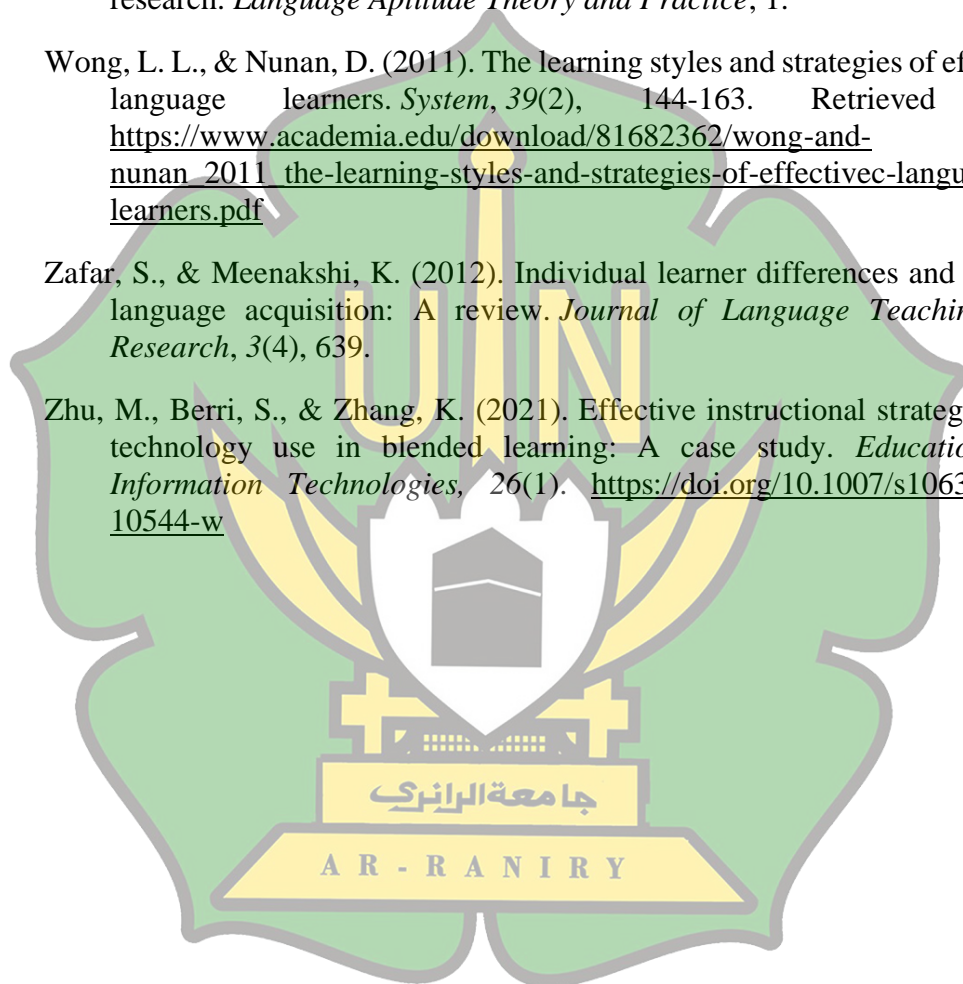
APPENDECES

Appendix A   Appointment Letter of Supervisor

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-2047/Un.08/FTK/Kp.07.6/02/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang   :   a.   bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b.   bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c.   bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat   :   1.   Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2.   Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3.   Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4.   Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5.   Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6.   Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7.   Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8.   Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9.   Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10.   Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11.   Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan   :   Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU   :   Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-6654/Un.08/FTK/Kp.07.6/06/2023
KEDUA   :   Menunjuk Saudara :

1.   Syarifah Dahliana, S.Ag., M.Ed., Ph.D   Sebagai Pembimbing pertama
2.   Azizah, S.Ag., M.Pd   Sebagai Pembibing kedua
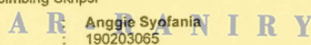
Untuk membimbing Skripsi

Nama   :   Anggie Syofania
NIM   :   190203065
Program Studi   :   Pendidikan Bahasa Inggris
Judul Skripsi   :   **Exploring Teachr's Strategy In Dealing With Students' Individual Differences in Learning English**

KETIGA   :   Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT   :   Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA   :   Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM   :   Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di   : Banda Aceh
Pada tanggal   : 15 Februari 2024
Dekan,

Safrul Muluk

Tembusan
1.   Sekjen Kementerian Agama RI di Jakarta;
2.   Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3.   Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4.   Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5.   Rektor UIN Ar-Raniry di Banda Aceh
6.   Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7.   Yang bersangkutan;
8.   Arsip.

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Appendix B   Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to Conduct Field Research

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor   : B-2130/Un.08/FTK.1/TL.00/2/2024
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar
2. Kepala SMAN 8 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : ANGGIE SYOFANIA / 190203065
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Cadek, Baitussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Exploring Teachers Strategy in Dealing with Students' Individual Differences in Learning English*

Banda Aceh, 21 Februari 2024
An. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.
NIP. 197208062003121002

Berlaku sampai : 28 Maret 2024

Appendix C   Recommendation Letter from *Cabang Dinas Wilayah Kota Banda Aceh dan Kabupaten Aceh Besar* to Conduct Field Research

Appendix D   Confirmation Letter from the School

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 8 BANDA ACEH
Jalan Tgk. Chik Dipineung Raya ,Kel.KotaBaru, Kec.Kuta Alam, BandaAceh, 23125
Pos-el: sman8bandaaceh01@gmail.com Laman:www.sma8bna.sch.id

4 Maret 2024
Yth.
Nomor : 074/ 252/2024   Wakil Dekan Fakultas Tarbiyah dan Keguruan
Sifat   : Biasa   Universitas Islam Negeri Ar-Raniry
Hal   : Telah melaksanakan penelitian   di
                                 Banda Aceh

Sehubungan dengan Surat Kepala   Cabang Dinas Pendidikan Wilayah Kota Banda Aceh dan
Kabupaten Aceh Besar Nomor : 421.3/G.1/545/2024,22 Februari 2024 perihal Izin Penelitian
maka dengan ini menerangkan bahwa:

nama   : **Anggie Syofania**

NIM   : 190203065

Prodi/Jurusan   : Pendidikan Bahasa Inggris

Judul   : Exploring Teachers Strategy in Dealing With Students Individual
                      Differences in Learning English.

Yang tersebut namanya diatas telah selesai Melaksanakan Penelitian ilmiah di Sekolah Menengah
Atas (SMA) Negeri 8 Banda Aceh pada tanggal 28 Februari s.d 2 Maret 2024.

Demikian surat ini kami buat untuk dapat dipergunakan seperlunya.

Kepala,

Nurrizayani,S.Pd
Pembina
NIP 198101292007012001

Appendix E   List of Observation

1. Teachers preparation

Planning	Yes	No	Comments
The teacher has clear and specific lesson objectives.			
The teacher has prepared appropriate materials and resource.			
The teacher has differentiated instruction for different student levels and needs.			

2. Teaching strategies/technique

| Teaching strategies/technique	Yes	No	Comments
The teacher uses variety of methods and approaches to teach English			
The teacher engages the students in meaningful communication and interaction.			
The teacher provides feedback and correction in a constructive way			

3. Students/teacher relationships

Students/teacher relationships	Yes	No	Comments
The teacher knows well every student especially their individual differences			

	Yes	No	
while teaching-learning in English class			
The teacher motivates and encourages the students to learn English			
The teacher deals with classroom management and discipline issues effectively			

4. Learning outcomes

Learning outcomes	Yes	No	Comments
The students achieve the learning objectives of the lesson			
The students demonstrated their language skills and knowledge as well as feel supported to their need in learning English			
The students reflect on their own learning process and progress			
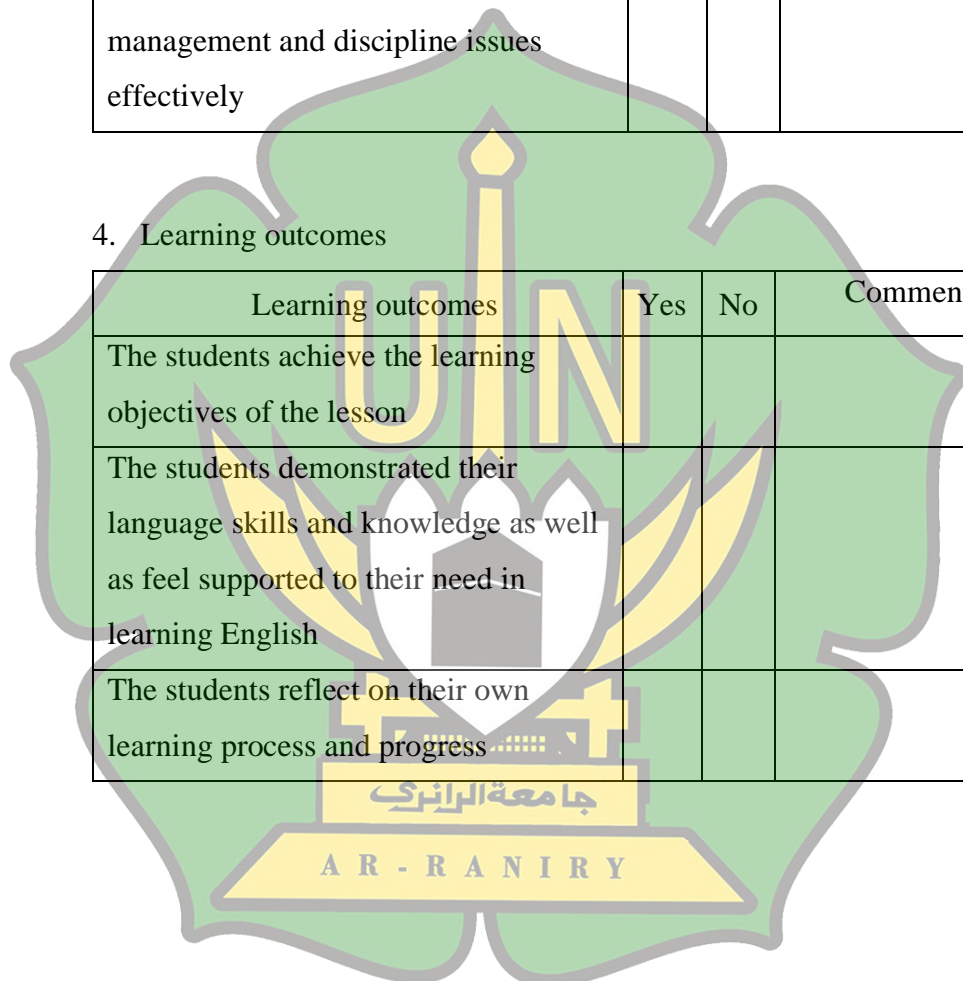
Appendix F   List of Interview Question

Interview questions for teachers:

Assalammu'alaikum Wr. Wb.

I am Anggie Syofania, a student of Department of English Language Education at UIN Ar-Raniry. I intend to interview you about "Exploring Teachers Strategy in Dealing with Students Individual Differences in Learning English. As is known, the application of teaching strategies is very important in the teaching process for the benefit of students. Therefore, I would like gain deeper knowledge about this problem and want to ask several questions.

1. Do you use teaching strategy while teaching English language, do you think it is important?

   1.Apakah Anda menggunakan strategi mengajar ketika mengajar pelajaran bahasa Inggris, menurut Anda apakah itu penting?

2. How did you teach students with individual differences in your English class, are you using specific teaching strategy?

   2.Bagaimana Anda mengajar siswa yang berbeda individu di kelas bahasa Inggris, apakah Anda menggunakan strategi mengajar tertentu?

3. What teaching strategy you use to help all students with individual differences to learn well in your class?

   3.Strategi mengajar apa saja yang Anda gunakan untuk membantu semua siswa dengan individu yang berbeda belajar dengan baik di kelas Anda?

4. How do you handle situations where students require additional support due to specific learning difficulties?

   4.Bagaimana Anda menangani situasi di mana siswa membutuhkan dukungan tambahan karena kesulitan belajar?

5. Have you implemented technology in your teaching strategy to cater students need in learning? If so, how well they work?

5.Sudahkah Anda menerapkan teknologi dalam teaching srategy untuk memenuhi kebutuhan siswa dalam pembelajaran? Jika ya, seberapa baik cara kerjanya?

6. How do you improve your skills in addressing students' individual differences, do you join any professional development or training?

6.Bagaimana Anda meningkatkan keterampilan Anda dalam mengatasi perbedaan individu siswa, apakah anda mengikuti pelatihan profesional?

Interview questions for students:

Before conducting the interviews, students were first given an understanding of what strategies their teachers have used so far when teaching. The researcher then explained with easy word the definition of each streategy that their teacher uses in the classroom.

Assalammu'alaikum Wr. Wb.

I am Anggie Syofania, a student of Department of English Language Education at UIN Ar-Raniry. I intend to interview you about "Exploring Teachers Strategy in Dealing with Students Individual Differences in Learning English. You are a student who is actively taking part in class. Previously, I explained what strategies teachers use when teaching in your respective classes. Therefore, I would like dig deeper into your perceptions regarding the strategies used by teacher when teaching in your class.

1. What is your experience toward English teaching strategies that teacher uses in classroom, does it support your learning or not?
1.Apa pengalamanmu terhadap strategi belajar yang digunakan guru di dalam kelas, apakah mendukung pembelajaranmu atau tidak?

2. Why do you think teachers strategy support you in learning?
2.kenapa kamu berpikir strategi guru mendukung pembelajaran mu?

3. Do you feel motivated when teacher teachs in your class? Why?
   3.apakah kamu merasa termotivasi ketika guru mengajar di kelas mu? Kenapa?

4. What teaching strategies helped you most in your English learning and why do you think it helps you?
   4.Strategi mengajar apa yang sangat membantumu dalam belajar bahasa Inggris dan mengapa kamu pikir strategi itu membantumu?

5. Does teaching strategy that you chose improve your understanding in learning?
   5.apakah strategi mengajar yang kamu pilih meningkatkan pemahaman dalam belajar?

Appendix G   Documentation of Research

AUTOBIOGRAPHY

1. Name   : Anggie Syofania
2. Palce / Date of Birth   : Banda Aceh/ 11 April 2001
3. Sex   : Female
4. Religion   : Islam
5. Nationality   : Indonesia
6. Address   : Jln. Laksamana Malahayati, Desa Cadek, Kec. Baitussalam, Kab. Aceh Besar
7. Email   : 190203065@student.ar-raniry.ac.id
8. Occupation   : Student of Departement of English Language Eduaction, Uin Ar-Raniry
9. Educational Background

   a. Elementary School   : SDN Alue Paku
   b. Junior High School   : MTsN 4 Aceh Selatan
   c. Senior High School   : SMAS Insan Madani Meukek
   d. University   : Departement of English Language Education, *Fakultas Tarbiyah dan Keguruan,* UIN Ar-Raniry

Aceh Besar, 21 April 2024

The Writer,

Anggie Syofania