

**EXPLORING TEACHER'S STRATEGY IN
ACCOMMODATING INTROVERT STUDENTS' NEEDS IN
LEARNING ENGLISH**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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**Exploring Teacher's Strategy in Accommodating Introvert Students' Needs
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 tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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This thesis discussed teachers' strategies in teaching English to introvert students'. In teaching and learning process, the teachers faced some difficulties to cooperate with the introvert students. They need to give serious consideration to engage various characters of introvert students to be well-motivated in the classroom. The aim of this study is to find out various strategies in accommodating introvert students' needs in learning English. The researcher used qualitative research and took purposive sampling to get the participants. The data collection process was carried out by interviewing three English teachers at MTsN 2 Suak Bakong. The results show that there are some strategies to support the introvert students, for instance, demonstration, cased-based small-group discussion, games, independent study and peer teaching. All of the participants have positive responses in teaching to introvert students. The participants assumed that the strategies are effective to establish the motivation of introvert students and reach the target of learning. However, the strategies depend on the dedication of the teachers to accomplish the obstacles and being creative to persuade all students to engage in the learning process. The teacher should give best efforts to be able to stimulate introvert students to be active in the class.

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CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and deals with several points such as the background of study, research questions, aims of study, the significance of study, and research terminologies.

A. Background of the Study

Introvert student is one of the characters that need special attention from many teachers. However, the teachers teach introvert students using similar method with the others. Eysenck (2006) defined that people with introvert personality is a person who is not easy to adjust to the surrounding environment, which tends to be influenced by their own world than the external world. Personality itself refers to individual's characteristic, which is different from one to another. Gazzaniga & Heatherton (2002) mentioned that personality is someone characteristics with feelings, thoughts, and behaviors, which are formed by the time and the experiences of the individual. Each characteristic has their unique because not everyone has the same character.

There are actually many complex problems that need to be considered in developing the proper of introvert personality. Introvert personality is not just being passive, reserved or not sociable, introvert personality it can be individuals active, jovial and sociable, introvert also need privacy and peace (Alavinia, 2012). Someone with an introvert personality generally appears alone. Unlike extroverts, who are happy and get energy from social interaction, an introvert actually feels

lonely, and expending a lot of energy when he has to socialize. In spite of misinterpreted as reserved, shy, and cloister, actually an introvert is not the kind of person who always shuts himself off from the outside world.

According to Jung (2008), introvert focused on the exploration of thoughts, feelings, and experiences. Jung (2009) stated that introverts are some psychic energy with a subjective orientation. Introverts are tuned into their inner world with everything they usually do. Introverts are orientations toward the personal world of one's self and one's inner thoughts and feelings, rather than to external world of people and things. For English teachers, they are required to understand students through their personalities.

Wengrum (2013) said that students' who have introvert and extrovert personality have different achievement in speaking performance. It means that students' with introvert personality affects the students' achievement in English language. In this era, most people take personality test to find out what their skills are mastered based on their personality. Unfortunately, in schools and colleges, students' personality has not considered in teaching learning enough. In fact, personality must be learned by language teachers in understanding students' characteristics to create more useful learning. According to Lestari (2013), there is a correlation between students' personality, learning styles and learning strategies that students develop to achieve better academic achieve better academic achievement.

As English foreign language, one of the main goals in EFL guidance is to train the students' to be able to understand their interlocutors. Personality becomes an important role in obtaining a foreign language both in schools and colleges. In school, the personality has formed strongly made the students' characteristic. It is supported by Wan (2011) stated that personality can be changed by maturational processes. Through the school activities, students tend to become more conscientious and sufficient. It is because teachers have aware of students' personality. This is the important moment to find out the effect of personality toward the learning achievement and how to create the strategy to accommodating introvert students' needs in learning.

Teacher or lecturers are important component that influence students' development. Leo (2013) said that teacher paid is a professional educator whose main job is to transform, develop spread science, technology and art through education, research and community service which is well educated, show high performance and get well paid. The statement before actually has been stated by the first Indonesian Minister of Education, Ki Hajar Dewantara who suggests three important characteristics of professional teachers. However, it is hard to find teachers who are able to fulfill the characteristics.

Walker (2013) said that an effective teacher tends to be acquainted with the subject he is going to teach and has already planned the strategies on how he will teach the material in a beneficial manner. An effective planning begins with a survey for each individual student in a classroom, and examination of the causes of certain behaviors. Teachers who understand the nature of students' introvert

and the needs of introvert students' can make their classrooms a safer and more pleasant environment for quiet students to learn. They can use some strategies to boost introvert students speak more in the classroom for the sake of enhancing their oral fluency. Teacher who accepted introvert as a normal feature of personality, in which they do not convey disapproval of related behaviors or misinterpret them as symptoms of disinterest, or disrespect, would seem to foster a safe learning environment for students' who are calm to participate more and hance improve their oral fluency.

Razali and Zulfikar (2018) stated that the main and foremost prerequisite in creating good learning takes place is called effective teaching. Teachers are appealed to respect students' tendency to introvert. They should avoid passing judgements on them immediately, with an inference that they are avoidant. Therefore, recognizing the characteristics of introvert students will greatly help for a good future. So that why, these parties can apply everything according to the students' introvert needs. It is very important to find out a good strategy that is suitable for each introvert students.

Learning strategies are the particular approaches or techniques that learners employ to try to learn an L2. Amir (2018, p. 94) explained "learning strategies are steps taken by students' to enhance their own learning, and they are important for language learners because they are tools for active, self-directed involvement, which is essential for developing communication competency". Language learning strategies can be described as various processes used by foreign language

students' in their learning process to make learning easier and faster (Boylu, 2015).

A recent study in 2017 on teacher's strategies in learning introvert students was also conducted by Hakim. He did a research about Teachers' Strategies in Teaching Speaking Lessons on introvert Students in Madrasah Aliyah (MA) Ja-Alhaq Bengkulu and the result of this research, it can be concluded that teachers are advised to apply the discussion, role play, storytelling, and interview. In addition, the teacher must also know the character of the learners because by knowing the personality of learners, the teachers can choose the appropriate learning strategy to be applied in the classroom.

The similarities of this study and previous studies are concerned in the same topic and problem. This study is almost similar with the previous study but something that make it distinguish from the other are the researcher focus on exploring teacher's strategy in accommodating introvert students' needs in learning English while the previous study, they did not focus on teachers' strategies in learning English to introvert students', but they only focus on teaching speaking lessons to introvert students.

Based on the fact on the important teaching strategies, the researcher motivated to find out the various strategies in accommodating introvert students' needs in learning English at MTsN 2 Suak Bakong.

B. Research Question

According to background of study the research questions were briefly stated as follows: what are strategies used by teachers at MTsN 2 Suak Bakong in accommodating introvert students' needs in learning English?

C. The Aim of Study

Based on the problem that have been described, the aim of this study is to find out various strategies used by teachers in accommodating introvert students' needs in learning English.

D. Significance of Study

This study would like to explore teacher strategies in accommodating introvert students' needs in learning English. The result of the study is expected to have benefits for:

1. Teachers

Based on this research, the researcher hopes this study will make every teacher more appreciate to students' who have introvert personality in other to elaborate in teaching or treating them according to the introvert students' needs. The researcher also expected to help teachers use appropriate strategies to teach English to students with introvert personality in order to achieve the desired result in a learning process.

2. Students

For students', the researcher hopes that students with introvert personality are aware of their different personalities with others. So, they can adjust it to others and realize that they need the best education for their future.

3. Parents

The results of this study also hope that parents know what will happen in the future for their children who have introverted personality. Researcher expected that parents who have introverted children will explore various schools and programs that are right for their children.

E. Terminology

To avoid ambiguous meaning of some terms in this research, the writer gives the operational definition of the topics.

1. Introvert

Introverts are usually interpreted as "quiet" by reason of introverts have the following characteristics: interested in thoughts and his own feelings, appear with a quiet face and look thoughtful, do not have many friends, difficult to start communication, likes concentration and loneliness, and would rather work alone than in a group. Jung (2006) stated that people with introvert personalities tend to withdraw and cloister. They are more likes to think alone rather than talk with others. They often have a lot of knowledge or able to develop talent above average but they only show this talent in a certain place. People with introvert

personalities are at their peak when alone or in small groups that they are familiar with.

Rauch (2006) explained that introverts always need to turn off (turn-off) and recharge (recharge) after making social contact with others. This is not anti-socialize, a sign of depression and it is not called meditation. For those who are introvert, being alone with their mind is better than socialize. It means that teachers are able to know how their students' personality to finds out a good strategy in learning English. A good strategy can help teachers and students' in teaching and learning process. In this research, researchers examined the strategy used by teachers at 2 MTsN Suak Bakong to students with introvert personality in teaching and learning process.

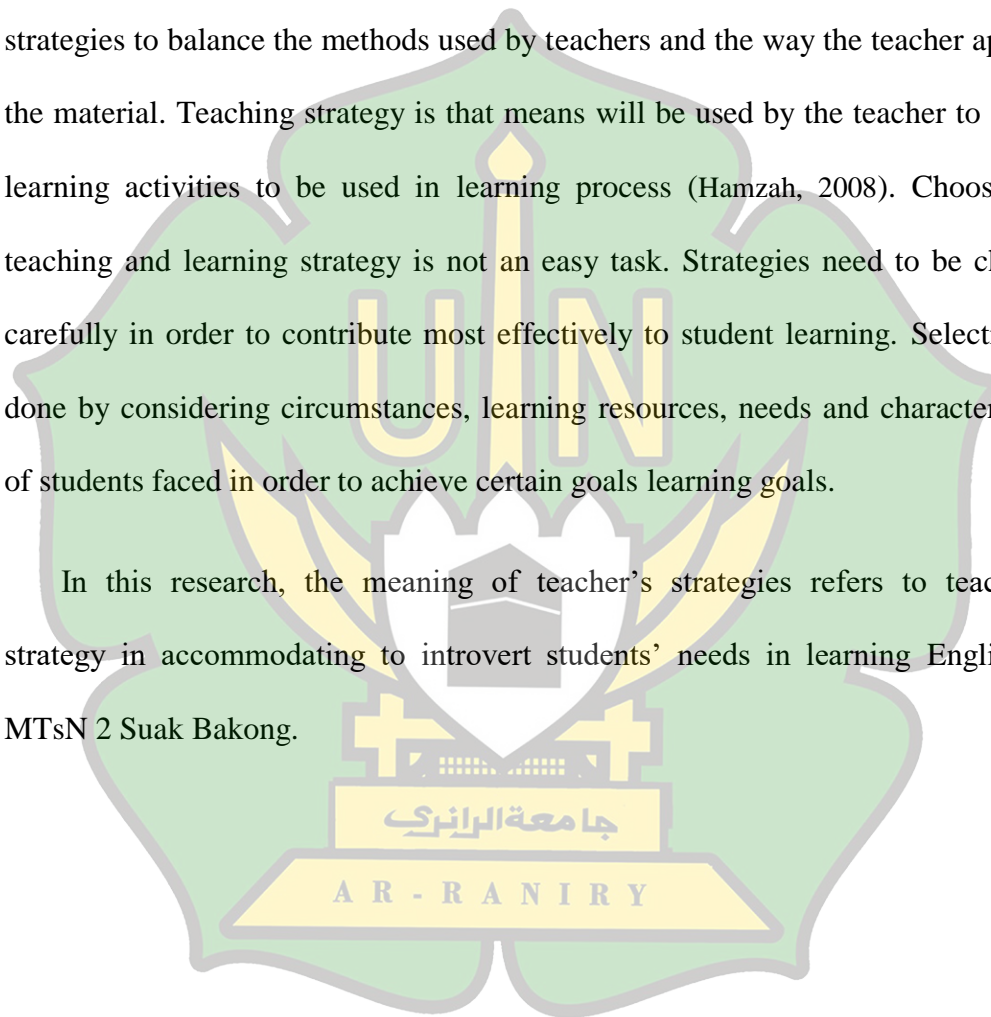
2. Strategy

Nickols (2016) suspects that strategy is “a term that refers to complex web of thoughts, ideas, insights, experiences, goals, expertise, memories, perceptions, and expectations, that provides general guidance for specific actions in pursuit of particular ends”. In the world of education strategy can be interpreted as a plan, method, or series of activities designed to achieves a particular educational goal (David, 1976). Learning strategies are things that need to be considered by a teacher in the learning process. In this case, the researcher tries to explore various strategies used by introvert students' needs in learning English.

3. Teaching Strategies

Aswan et al (2010) stated that the teaching strategy is a deep teacher plan teaching and learning process to achieve a planned goal. In other words, teaching strategy is an approach to teaching students. The teacher must implement strategies to balance the methods used by teachers and the way the teacher applies the material. Teaching strategy is that means will be used by the teacher to select learning activities to be used in learning process (Hamzah, 2008). Choosing a teaching and learning strategy is not an easy task. Strategies need to be chosen carefully in order to contribute most effectively to student learning. Selection is done by considering circumstances, learning resources, needs and characteristics of students faced in order to achieve certain goals learning goals.

In this research, the meaning of teacher's strategies refers to teacher's strategy in accommodating to introvert students' needs in learning English at MTsN 2 Suak Bakong.



CHAPTER II

LITERATURE REVIEW

This chapter explains a brief overview about some important theories of the study. Based on the need of this study, this chapter begins with the conceptual meaning of introvert personality, the definition of strategy, teaching strategies and previous study.

A. Introvert

1. Definition of Introvert

Richard (2002) defined that personality as aspect of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person or other. There are two types of personality that is introvert and extrovert. An extrovert is associated with an orientation towards things outside of oneself, in contrast to an introvert who tends to focus on thoughts and exploration of one's own feelings and experiences. Both have tendencies, either extroverted or introverted, but one of them is more dominant (Friedman & Schustack, 2008). Introvert, besides that, are motivated from inside and they are oriented towards the inner realm of imagery, ideas, and reflection by themselves. They got their gumption from inside rather than from the outside world. An introvert prefers in the quiet time alone for thinking while an extrovert wants time with others for action.

Jung (in Eysenk, 2006, p. 293) which stated several characteristics of introverted people, namely especially in emotional or conflict situations, people

with this personality tend to withdraw and be alone. They prefer their own thoughts to talking to other people. Introverted are seen as reserved, quiet, aloof, shy, and distant. When an introvert is tired, stressed or feels bad they are likely to withdraw to a quiet place and engage in reflective activity that only involve themselves. Introvert look to the inner world for intelligence and meaning. Introvert tends to be cautiously pessimistic, and always try to maintain good qualities for themselves so that they are themselves difficult to understand. Often they have a lot of knowledge or can develop above average talents and they can only show their talents in the environment they want to.

Nuqul (2006) explained that, people with introverted personalities have a calm nature, like to take care of himself, careful thinkers, do not believe in impulsive decisions, prefer to live regularly, moody, worried, stiff, simple, pessimistic, like separately, less sociable, quiet, passive, cautious, considerate, peaceful, in control, reliable and self-controlled. It can be concluded that people with introverted personality are people who are not easy to adjust to their surroundings, which tend to be influenced by their own world (subjective) rather than the outside world (objective).

Sunaryo (2008) supported the above theory that introverts are closed people and they do not like to live with other people, clumsy with new people, it is difficult to express their ideas in front of people, and didn't really like showing themselves to the public. Sometimes they feel afraid to open up conversations with other people and are more easily offended, especially about a few jokes associated with them. They also always feel insecure.

According to Hedges (1993), who developed Jung's theory, stated that there are complex differences in characteristics an introvert personality type, including:

- a. Her attention was fixed on the world within herself
- b. Get energy from within him
- c. Filtering ideas and thoughts from within
- d. Tend to communicate in writing
- e. Think first then speak
- f. Having difficulty connecting with other people
- g. Has a closed nature
- h. Difficult to adapt to new environments
- i. Prefer to work alone.

One of the common myths about introverts is that they are shy. Some introverts may be shy, but this doesn't apply to all introverts. As cited by Smith (2020), explained that there are several myths related to introvert personality include: Introverts are not friendly. Being an introvert doesn't affect how friendly you are. Some people may think that introverts are unfriendly because they tend not to have many friends, and they may contemplate the situation quietly rather than join the conversation at meetings; Introverts cannot be leaders. Introverts have the skills to be both bosses and leaders. Some of their qualities make them effective leaders, they listen to their employees' ideas, they can stay focused on long-term goals, and they may appear less threatening, so people can accept them in their roles; It's hard to get to know introverts. Introverts prefer to have deep friendships with only a handful of people. They may not be open to everyone

wanting small talk, but their close people know them well and develop true friendships with them.

2. Causes of Introvert

Scientists do not know for sure if there are symptoms of introvert or extrovert personality. What they know is the brains of the two personalities type work differently from each other. Researcher have found that introvert have a higher blood flow to their frontal lobe than extrovert do. This part of the brain helps you to remember the things, solve the problems, and plans ahead (Smith, 2020).

Smith (2020) also explained that introvert brains also react differently to dopamine than extrovert brains do. That is a chemical that activates the search and pleasure part of your brain. Introvert and extrovert have the same amount of chemicals, but extrovert brains get an excited buzz from their appreciation center. Conversely, introvert tend to feel damaged by it.

3. Type of introvert

Introverts are often misunderstood by groups of people. There are more subtypes of introvert than we might imagine. Here some of the more widely mentioned “type” of introvert you might hear about.

a. Social Introvert

A social introvert is someone who certainly prefers to spend time alone. They will go to great lengths to make sure they have enough time for themselves. But if they were social, it would only happen with a very close group of friends.

The reason a social introvert chooses to live this way is they genuinely enjoy being with themselves and feel emotionally drained if they spend too long in the presence of other people. It is not the shame or anxiety. Social introvert is a preference which is often mistaken for feelings of aloofness or indifference (Cheek, 2019).

b. Introspective Introvert

Cheek (2019) argued that the introspective introvert is someone who spends a lot of time in their head. This kind of person it is likes to think about everything they see and hear of. They are adept at analyzing social dynamics and are very aware of the effect their presence will have on certain situations. An introspective person is a person who tends to look inward. Of course, this doesn't literally mean that they turn their gaze on their head, they tend to give their attention to their own thoughts, feelings and experiences. An introspective introvert increases their understanding of the world through the lens of their own experience.

c. Anxious Introvert

Cheek (2019) stated that the anxious introvert is who has genuine struggles interacting with people that it can border on social anxiety. These individual actions are centered surrounded inability to function in crowd gathering because they expected based on their own mindset. This type is a clumsy figure and feels nervous in public, and even it does not mean anxiety can go away on it is own. Anxious introverts may seek solitude because they feel awkward or insecure

around other people, because they are not very confident in their own social abilities. Often, however, their anxiety doesn't fade when they are alone.

d. **Restrained Introvert**

The restrained introvert type is a little less known but it is actually quite common if we are noticed. Cheek (2019) mentioned that restrained introvert is someone who holds themselves back and take a little while to “warm-up” to people before completely putting themselves out there. Most of them enjoy meeting a new people, but they are usually very selective about who are they open to.

B. Strategy

1. Definition of Strategy

The word of Strategy comes from the word “*Strategos*” in Greek is a combination of “*Stratos*” or soldiers and egos or leaders. A strategy has a basis or scheme to achieve the intended goals. So basically strategy is a tool to achieve goals. According to Marrus (2002, p.31) a strategy is defined as a the process of determining the plans top leaders focus on long-term goals of the organization, accompanied by the preparation of a method or efforts how to achieve these goals.

The use of strategies is very important in language learning. Juste and Lopez (2010) stated that strategy is a process used to implement something that is being learned. She (2017) defined that “strategy can make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations”.

C. Teaching Strategies

1. Definition of Teaching Strategies

Issac (2010) stated that teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies. Teaching strategies known as a method that used to help students in learning the desired course contents and be able to develop achievable goals in the future. Furthermore, Issac (2010) explains that teaching tactics are that behavior of the teacher which he manifests in the class i.e., the developments of the teaching strategies, giving proper stimulus for timely responses, drilling the learnt responses, increasing the responses by extra activities and so on.

Sumarno (2011) explained that, learning strategies can be interpreted as activities that are chosen by the learner or instructor in the learning process that can provide facilities for learners towards achieving certain predetermined learning goals. Learning strategies are not only limited to the procedures or stages of learning activities, but also include the arrangement of material or learning program packages that will be delivered to students.

2. Characteristic of Teaching Strategies

Teaching strategies suggest a way in which a teaching situation can be approached. It is important to underscore their essential characteristics. Ionescu & Radu (2001, p.184-185) describes the characteristics of teaching as follows:

- (1) They are normative without rigid rules; they are a training component of dynamic situations, which are characterized by internal flexibility and

elasticity. The general teaching approach outlined by the educational strategy can be "adapted" and adapted to training events and conditions. Most of these strategies follow in the footsteps of the coach's teaching style, creativity, and personality;

- (2) They have structuring and modeling functions to relate the learning situations in which learners are placed and to trigger their psychological learning mechanisms;
- (3) Strategic components (methods, ways and forms of work organization) form a system, build relationships between them, even interrelation and interdependence. The teaching strategy can be broken down into a series of operations, steps, specific rules of behavior for different teaching sequences so that each decision shows a transition to the next by making use of the information obtained in the previous step;
- (4) They do not identify either with the system methodology chosen or the basic teaching method because the teaching strategy is aimed at the whole training process, not a series of training;
- (5) Has a probabilistic meaning, namely that a particular teaching strategy, even though scientifically and in accordance with the participants' psychological resources, cannot guarantee the success of the training process because many variables can be intervened in the process;
- (6) They engage students in specific learning situations and rationalize and adapt training content for their personalities;

b. Case-based Small-group Discussion

In this teaching strategy, small groups of 5-10 tackle case-based tasks, exchanging viewpoints while working through the problem-solving process. Srinivasan, Wilkes, Stevenson, Nguyen, and Slavin (2007) explained that the group focuses on creative problem solving, with some advance preparation. Discovery is encouraged in a format in which students and facilitators share responsibility for covering major learning points.

c. Demonstration

Demonstration means doing an activity so that students can observe how it is done to help prepare students to transfer theory to the practical application. In addition, the demonstration strategy involves the teacher showing students how to do something (Adekoya and Olatoye, 2011).

d. Games

Games are used to bring competition, participation, practice, and feedback to the learning experience as motivators and opportunities for principle application. Use of carefully planned games in the classroom (for example, to practice certain verbs, tenses, questions, locatives, etc.) adds interest to the classroom (Brown, 2000: 146).

e. Independent Study

Alberta (2002) also pointed out independent study as an individual learning experience that allows students to choose a focus topic, define a problem or

question, collect and analyze information, apply skills, and create products to show what has been learned. Independent study is a teaching strategy designed to enhance and support other instructional activities. Learning activity is typically done entirely by the individual learner (or group of learners) using resource materials. It may be done using computer/web-based technology.

D. Previous Study

Hakim (2015) conducted a study on Experienced EFL Teachers' Challenges and Strategies in Teaching Speaking for Introvert Students. In this study, the findings show that cooperative learning is one the solution in teaching speaking. The writer recommended all readers especially EFL teachers to consider what our class is dominantly with, the extrovert or the introvert. In this case, teacher should be a facilitator to their students. In cooperative learning, they have a lot of opportunities to share and speak each other. Then, the teacher should be a controller during the activity. If the teacher still get some students who has less motivation in speaking, do not change the strategy, still use cooperative learning but you can change the activity as you want.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodological procedures which include a brief description of research location, research design, research participants, methods of data collection and methods of data analysis.

A. Research Design

Cresswell (2008, p. 297) said that research design is used “to collect, analyze, and interpret data using quantitative and qualitative research”. In this case of the study, the researcher uses qualitative approach as the research design. Cresswell (2009) mentioned that qualitative research is a type of educational research that aims to explore and understand of individuals and group related to social and human problems. In the qualitative research design, the researcher uses interview to collect the information from the interviewees. The researcher would like to find out the appropriate strategy used by teachers in teaching English to students with introvert personality by using qualitative research.

The researcher used a semi-structured interview to find more information from teachers who teach introvert students’. In the interview, the researcher asked four main questions and some supporting questions. All of the questions are related to teachers teaching strategies to introvert students’ in learning English. The interview process took 15-20 minutes for each participant. The data of this research was the interview result which is analysed qualitatively. The participant was teacher-1 (JM), teacher-2 (RM) and teacher-3 (MR). All the participants were

given the same questions by researchers to assess their teaching strategies in learning English to introvert students’.

B. Research Participants

1. Population

Population is a generalization area that consist of objects or subjects which become certain quantities and characteristics determined by researchers to be studied and can produce conclusions (Sugiyono, 2016). The population of this study is English teachers at MTsN 2 Suak Bakong.

2. Sample

Cresswell (2008) stated that sample is the core group of the target population to be studied by researchers with the aim of making generalization to be the target population. Sample is a portion of the number and characteristics possessed by the population (Sugiyono, 2016). The sample in this study is 3 English teachers at MTsN 2 Suak Bakong.

In choosing the sample, the researcher used purposive sampling in conducting this research. According to Arifin (2012), purposive sampling is a sampling technique based on the consideration of certain aims and criteria or characteristics that have been set beforehand. Bryman (2012) mentioned that, a purposive sampling technique is used to select people, organizations, documents, departments, and others with direct reference to the research questions being asked.

The participants are those who are involved in a research. Mackey and Gass (2005) stated that the characteristics of the participants are depended on the kind of research itself. The participants of this study are all of the teachers who teach English lesson at MTsN 2 Suak Bakong. There are three English teachers who teach English at MTsN 2 Suak Bakong. The researcher believes that the teachers are appropriate for this study. The reason in choosing the teachers because those teachers teach some students with introvert personalities.

C. Method of Data Collection

In getting and collecting the data, the researcher will use interview technique. Creswell (2008) “a qualitative interview occurs when researchers ask one or more participant general, open-ended questions and record their answer”. In the interview section, the researcher applied a semi-structured interview. Mackey and Gass (2005) described a semi-structured interview that uses a written list of question as a guide, but the interviewer can still explore additional information by asking additional questions. The interview lasts about 20-30 minutes for each participant. Thus, the researcher asked the participant to answer the question.

In collecting data, the researcher had conversations with the interviewees, and then the questions emerged, depending on their narration. Therefore, the data from different participants had different patterns. Before starting the interview, the researcher firstly conveyed brief information to the participants about the study’s background, the purposes of the study, the significance of the study, the research procedure, and the participants protection of confidentiality. The participants

consent were also seek to record the whole interview process using a voice recorder. Seven interview questions were provided for each participants.

During the interview, the writer used a voice recorder to record the entire interview. Furthermore, note-taking was also employed in this interview to highlight some essential points. Both recording and note-taking are functioned to help the researcher to achieve accuracy in the transcription process.

D. Method of Data Analysis

Data analysis is a systematic process to help the researcher understand the data. Barbara (2004) stated that analysis is the process of understanding the data by decreasing the amount of data collected. The data analysis is finished as soon as possible after the data has been collected, even though the researcher was still in the field.

The researcher chose thematic analysis in analyze the interview transcript. Maguire and Delahunt' (2017) argued that, the thematic analysis identifies pattern or themes within qualitative data. It emphasized identifying, analyze, and interpreting pattern of meaning (or "theme") within qualitative data.

Through thematic analysis, the researcher examines the data to construct core themes that could be distinguished between and within transcripts (Bryman, 2012). According to Braun (2011), thematic analysis involves some steps in analyze the data. First, get familiar with the data and identifying items of potential themes, and next step to do in analyzing the data was reviewing the audiotape

from the interview and transferring it into word document transcript. Next, the whole transcripts were read and reflected to get understanding of what participants said. Finally, analyzing and coding processes based on some themes were implemented before it was interpreted narratively in the end.



CHAPTER IV

FINDING AND DISCUSSIONS

This chapter provides findings and discussions based on the data that researchers obtained from the interview. This study is about teachers' strategies in accommodating introverted students' needs in learning English based on the result from a data interview.

A. Research Findings

The research findings were explained based on the research question. The research question was "What are strategies used by teachers at MTsN 2 Suak Bakong in accommodating introverted students' needs in learning English". To answer the research question, the researcher provided interview findings. The researcher interviewed 3 English teachers of MTsN 2 Suak Bakong.

In this section, the researcher elaborated on research findings of the data from the interview. All the participants were given the same questions by the researcher to assess their strategies in teaching English. Based on the interview, the results are varied.

1. Teachers difficulties in facing introvert students

Based on the interview, the researcher found that the teachers' difficulties in facing introvert students in learning English.

As RM said:

“There are some problems in learning English for my students: First, they don’t understand what I say when I teach in English. Second, they still poor of vocabularies so, it make them confuse in learning English. Third, some of my students feel bored in learning, even though I have applied many strategies but, the still not interest.”

MR also had the same problem:

“Sometime student bored in learning English, so as a teacher I have explore more strategy in classroom, try a little hard to make them comfortable with the lesson, so they don’t get bored.”

Based on the result of the interview, the teachers argue that they have difficulties in facing the introverted student. They also admit that in order to teach the introvert students they need to give more attention to the students. Firstly, in this case some of the students find it hard to focus on learning because the introvert students are only by themselves. It means that the teachers do not know whether the students understand or not about the lesson. Then, the students find it hard to conceive. The second reason is that the teacher was confused to determine whether the student understood or not about the material and said that the introvert students lack vocabulary because when the teachers asked about the vocabularies, the teachers can not decided weather they know or not about the vocabularies because the students seemed quiet, they are only just being silent and just confused in answering the question. Because introverted students seem to quit, it makes them inactive in learning. That way, they will lose motivation to learn.

2. English teachers' strategies in accommodating introvert students' needs

During this stage, there were some strategies used by the participants. They are: demonstration, case-based small-group discussion, games, independent study and peer teaching.

a. Demonstration

Based on the data, the researcher found that demonstration includes the strategy to face introverts students in the classroom. The interviewees taught that students need to have a real practice to push their attention and interest in the learning process. The teacher understands that one of the ways to trigger introvert students is to be active by involving themselves directly and make them believe that all students are able to show up as long as they are brave to do it.

RM said:

“I try to make them speak and be active in the class, share the ideas, and help each other.”

From the findings above, it showed that one of the participants used the demonstration strategy in the classroom. The researcher described the opinion of the teachers that demonstration strategies can help students solve their problems and help each other. Demonstration strategy encourages introvert students to be brave and believe in their own potential. As a result, the teacher can pursue the students to speak, show up, and think critically on every lesson.

b. Cased-based small-group discussion

Based on the data, the researcher found that cased-based small-group discussion includes the strategy to face introverts students in the classroom. The interviewees taught that students need to build cooperation among students in order to make an effective classroom. So that they can connect to study material in the learning process. Students sometimes can easily be involved in class activities after they are interested in the lesson, in this case as the teacher (JM) and (MR) said:

JM said:

“Kadang juga saya pakai metode grouping biar kelas lebih efektif dan membangun kerjasama sesama siswa.”

Translation:

(Sometimes I also use the grouping method so that the class is more effective and builds cooperation among students.)

MR said:

“Or if I and my students are bored I used a small group discussion.”

From the participants answer above, it showed that the students to be active in class is variation in the way teachers applied to students to be active in the classroom. The researcher thought making creative would be a more suitable model in making students to be active in understanding and discussing the topic/material. The teachers are applying those strategies in order to make the students better in learning English and support each other.

c. Games

Based on the data, the researcher found that games include the strategy to face introverts students in the classroom. The interviewees taught that students need to

have games strategy to create an interesting class to make the students more excited to be active and speak up in class. As the teacher (JM) said:

JM said:

“Nah kalau yang tidak aktif saya suka buat games supaya kelas aktif, jadinya ga boring. Itu yang diam diam semua saya buat aktif saya buat berani, pokoknya kalo dikelas saya semua nya speak up.”

Translation:

(Now, if the students it's not active, I like to make games so that the class is active, so it's not boring. That is what I keep quiet about, all I make active, I dare to, the point is when in my class everyone speaks up.)

From the findings above, one of the participants used these strategies in order to make the students active in the classroom. In the classroom activity teachers used games to make the students interested in the lesson and them happy with the lesson. The teachers include a games strategy to build student motivation in the learning process. So the teacher prepares a game because at any time when students feel bored, the teacher can apply this strategy.

d. Independent Study

Based on the data, the researcher found that independent study includes the strategy to face introverted students in the classroom. The interviewees taught that students need to have a comfortable zone for the students, so that they can connect to learn the material in the learning process. Students sometimes can

easily be engaged in the classroom activity once they are interested to the lesson, in this case teacher (MR) said:

“Sometimes students are bored in learning English, so as a teacher I have to explore more strategies in the classroom, try a little harder to make them comfortable with the lesson, so they don't get bored. Usually I used independent study, I give them choices to choose the topic then let them getting the information.”

The introvert students do not need such special treatment, but they only need the right way to understand them. RM realized that introvert students also need a personal approach directly to trigger the students to be active in the class. Besides, giving the independent study means that the teacher intimate students closer than just explaining in front of the class in which students are given their own topic or problem and let them explore the knowledge.

Moreover, the strategy of independent study also purposes to make the students more comfortable in the classroom where they can put their trust or believe in the teacher to help them in learning the lessons. Students get more excited to learn although they just do the assignment individually. Precisely, they are not getting bored in the process as long as the task given by the teacher should be appropriate based on the capacity of the students.

e. Peer teaching

In teaching learning process, the teacher not only become as the knower, the only person as the resources, but also the teacher role as the facilitator in the classroom. Including the strategy to build up the excitement of the introvert

students, the teacher needs to think creatively to encourage students to be active in the class. One of the strategies is peer teaching in which the teacher involves other students to teach and help the introvert students who face some obstacles in the learning process.

JM said:

“kadang-kadang saya suka suruh temannya yang aktif atau pande ini buat ngajarin temannya yang pendiam (introvert) ini.”

Translation:

(Sometimes I like to tell his active or smart friend to teach his introverted friend)

MR said:

“Sometimes when students are bored in class, I usually use a peer teaching strategy where students teach their other friends. As like a tutor for their friends.”

From the finding above, two of the participants agree to use peer teaching strategies in order to boost the students' motivation. Especially, when the other student is asked to help the introvert students as the tutor, they can be more flexible and open minded in the learning process. It is because the peer teaching strategy intends to establish the confidence of introvert students in the classroom.

Peer teaching can enhance the social ties of students in learning activities. When introverted students feel understood and appreciated by their environment, they can freely express themselves and eager to practice any lesson ordered by the

teacher. They do not feel that they are the only one having problems in understanding the materials, but many of the classmates get the same situation and keep trying to help each other.

This technique is also an effective way to increase academic achievement for tutors and those who are taught, useful for problem solving, and also effective in helping develop creativity, experimentation, problem-solving skills, and learning deep concepts.

3. *The effectiveness of the strategies*

The research has provided various strategies in terms of facing the introvert students. However, this study needs to be concerned on how effective those above strategies to help introvert students in the learning process and reach the target of the lesson. In this session, the research elaborates the result of the strategies that impact the positive effect for the students. In this case teacher (JM) said:

“Seperti yang saya katakana tadi, saya menggunakan berbagai macam cara untuk membuat kelas aktif tanpa menyamaratakan karakter mereka. Kalau siswa (introvert) ini hanya diam, saya samperin kursinya, saya ajak saya suruh di baca teks atau sekedar menjelaskan kembali apa yang telah saya jelaskan (pelajaran). Saya coba untuk dia berani dan tidak malu ataupun nervous, tidak dengan cara tegas, tapi dengan kasih sayang dan pengertian dan pemahaman yang baik. Karena mungkin terkadang mereka gugup dan tidak berani jadi saya bimbing sampai mereka (introvert student) itu berani. saya telah menerapkan ini bertahun-tahun dan cukup efektif dalam membuat kelas yang efektif. Mungkin sih, tidak ekspres atau cepat paham, setidaknya walau sedikit tapi mereka dikepala siswa. Yang penting mereka memahaminya”

Translation:

“As I said earlier, I used various methods to make the class active without equalizing their character. If the student (introvert) is just silent, I take his chair, I ask him to read the text or just explain again what I have explained (lesson). I try to be courageous and not shy or nervous, not in a bold way, but with love that says and understands and understands the good. Because maybe sometimes they are nervous and don't dare, so I bombard them until they (introverted students) are brave. I've been implementing this for years and it's quite effective at creating effective classes. Maybe, not express or quickly understand, at least a little but sticking to the heads of students. The important thing is they understand.”

RM said:

“The strategies effectively used in learning English. Sometimes I feel more comfortable to teach my students by using those strategies, but sometimes I feel hard too because it is based on the student's condition and situation on that day (when teaching and learning process).”

MR said:

“After using those strategies in teaching English, I find it easier to teach my students, even sometimes it is difficult, just try to explore more and solve the problem well, cause that's our job, yeah. But of course it's effective for me and my students too.”

Based on the result of the interview showed that most of the strategies applied in the classroom gave positive impact to encourage introvert students to be active in the classroom. The strategies provide opportunity and space for introvert students to explore themselves freely. Furthermore, the introvert student triggers to be more creative, think critically, and confident to face the problems in

the classroom whether the obstacles come from inside or outside of themselves. They confidently attempt the new lessons and face the negative thinking in their mindset.

In addition, the success of the learning process also depends on the big dedication of the teacher to engage all students in the classroom. The strategies can be effective as long as the teacher hardly effort to involve introvert students who have many difficulties to be faced. Through applying different strategies in the learning process, the introvert students can directly find the way of their learning strategy that is appropriate to sustain the potential and talent of the students. Finally, all of the participants pointed out that using those strategies is effective and they found it easier in teaching English. Although there are problems but can be overcome properly.

B. Discussion

Based on the analysis of the data, the researcher would like to examine the research questions in this study. The research question is “What are strategies used by teachers at MTsN 2 Suak Bakong in accommodating introverted students’ needs in learning English?”. To answer this research question, the researcher conducted the interview. The purpose of this study is to find out various strategies used by teachers in accommodating introverted students’ needs in learning English. There are attractive results regarding teachers teaching strategies to introvert students’ in learning English. To get a clear idea on the result in this research, the explanation can be drawn as the following.

Based on the analysis of the strategies, it might be challenging for introvert students and they just need a specific process to settle it well. However, all of the participants said that the teachers should know the character of the students. Thus, most participants gave a positive effect regarding teaching English in the classroom which means the teacher realizes and understands the character of the students in the teaching and learning process.

Condon and Ruth (2013) mentioned that introverted and shy individuals' social behaviour tends to differ from that of extrovert individuals in a number of ways that are relevant to educators and advisers. Based on the definition, a teacher must understand the characteristics of the students to conduct the appropriate strategies in accommodating the teaching and learning process. In the interview, the researcher concluded that there are some strategies which participants apply in the classroom, they are: demonstration, cased-based small-group discussion, peer teaching, independent study and games. From the interview, the teachers used the strategies based on the condition and students' characteristics.

From the interview, RM have applied demonstration strategies to engage students' attention. Demonstration means doing an activity so that students can observe how it is done to help prepare students to transfer theory to the practical application. In addition, the demonstration strategy involves the teacher showing students how to do something (Adekoya and Olatoye, 2011). It helped students to show their braveness and confidence in the teaching learning process.

Cased-based small-group discussion strategy also used by JM and MR to make the students better in learning English and support each other. In small group discussion students are stimulated to explore the idea, improve the understanding of new things, techniques to solve problems, encourage the development of thinking and communicating effectively, improve the cooperation of the group, and improve and student involvement in making decisions (Djamarah, 2005). This strategy is useful for helping the participants explore pre-existing knowledge and build their ideas.

From the interview, JM and MR used a peer teaching strategy to make students independent in choosing their peers to become the partner in solving the problem in the learning process. As stated by Widodo (1997) that the learning process does not have to come from the teacher, students can teach each other with other students, so that the purpose of meaningful mathematics learning can be achieved. Moreover, this strategy is effective for students in learning English especially for introverted students.

Next, MR used the strategy of independent study for students in learning English. Alberta (2002) also pointed out that independent study as an individual learning experience that allows students to choose a focus topic, define a problem or question, collect and analyze information, apply skills, and create products to show what has been learned. In this research, the students are more enthusiastic in following the learning process and understand the goals.

The last one is game strategy, from the interview, JM used this strategy in the teaching learning process. The classroom activity teacher uses this strategy in order to make the students interested in the lesson and feel happy for participating in the lesson. According to Adam (2013) games strategy is an activity in the context of world reality, where the player reaches a goal with the rule within. Therefore, as a teacher sometimes needs to use this strategy to make the students enthusiastic and fun during the teaching learning process.

In addition, the researcher also concerned about the participant' difficulties in teaching English, because the researcher thought that it is essential to know their problems before knowing their strategies to solve it. Based on the participants' answer, some of the participants need an extra comprehension about their students during the teaching and learning process, because not all students can be understood quickly. They need more explanation to make the students able to understand the lesson. Another problem they had was their students' lack of vocabulary which makes the students confused in learning English. Subsequently, some of them said that their students' feel bored in learning English, even though they have used many strategies, the students' are still not interested and understood. Thus, there are a variety of teaching problems to introvert students' in learning English. However, two of the participants said that they did not face any problems in teaching to introvert students'.

Based on the interview, it can be seen that, variety strategies were used by teachers to introvert students' in teaching and learning English. One of the types of strategy often used by teachers to teach introverted students is cooperative

learning strategy, because it gives a positive effect to support the teaching process in learning English to introverted students'. Putri (2014) explained that, cooperative learning models are implemented in the classroom, it has some positive benefits, such as teaches students to trust in their teacher, ability to think, seek information from other sources and learn from others students, encourages students to express their ideas as well as compare with their friend's ideas, and help students learn to respect either good or weak students. This strategy is often used by teachers to teach introverted students in learning English at the time when they find problems in teaching English.

Eventually, it shows that exploring teacher's strategies made a positive effect in increasing the students' learning outcomes in the cognitive and affective. The participants found benefits after using those strategies. All of the participants said that, using strategies in teaching English really helped their learning process. Nevertheless, there is one participant once in a while still difficult in some cases even after using strategies. Therefore, using strategies for introverted students' gave the teachers a positive effect in supporting English teaching and learning process.

In conclusion, there are many strategies that can be used by teachers to teach introvert students in learning English. Those strategies can be cooperative learning strategy, demonstration, independent study, games, Cased-based small-group discussion strategy, and peer teaching. However, before using each strategy, it is better if the teachers realize the problems in the teaching process, because each student who is introverted could have different problems in their learning process.

This means that they can have certain strategies according to the problems they faced. Because after using strategies to support their teaching and learning process with the differences, it will make it easier for them to teach the students.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After conducting the research, doing the analysis, and presenting the results, this chapter presents the conclusions and offers some suggestions. This chapter is divided into two parts. The first part aims to conclude the research about teacher's strategies in teaching English to introvert students. The second part presents suggestions for further research on the related topic.

A. Conclusions

The aim of this study was to find out various strategies used by teachers in accommodating introvert students' needs in learning English. The discussion explored the strategy of English teachers at MTsN 2 Suak Bakong who have problems in teaching English to introvert students. Subsequently, by using those strategy the teachers can solve their problems in teaching English to introvert students'. Here, the researcher would like to conclude the data collected in the previous chapters.

Based on the analysis of the data from the interviews in the previous chapters that have been described, the conclusions of this study indicate that all teachers have a variety of strategy in teaching to introvert students' in learning English. The strategies that used by teachers in accommodating introvert students' needs in learning English are demonstration, case-based small-group discussion, games, independent study and peer teaching.

The researcher concluded that the teacher's strategies to teach introvert students during learning process are crucial and varied. Teachers argued that strategies gave them the ease of understanding English with the deficiencies they have. Because the more often they use these strategies in teaching English, the more they feel teaching to introvert students' is not complicated for them. Therefore, the strategies that teachers itself, gave effective and positive effect for supporting their teaching to introvert students in learning English.

B. Suggestions

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

1. To teachers

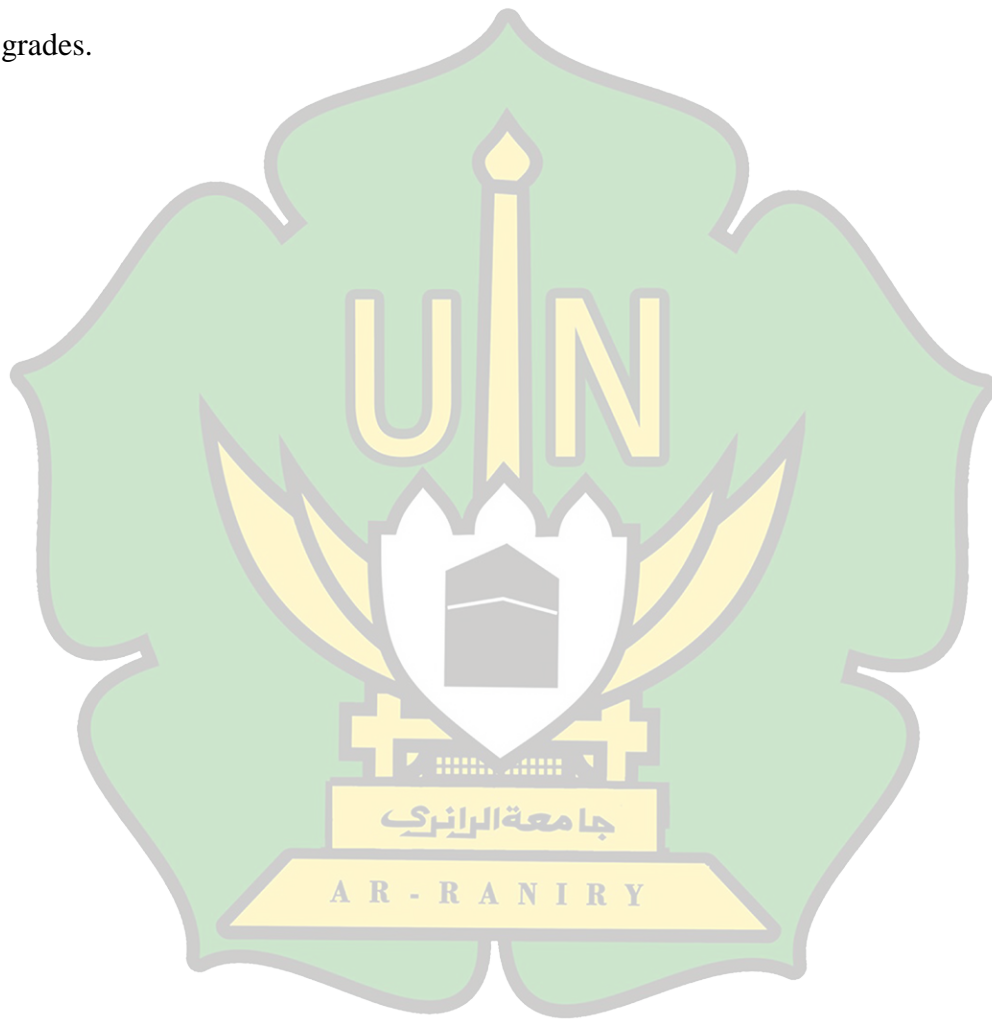
Considering the result of this research, the researcher suggested that, the teacher need to identify students personalities to know the different characteristic of students such as introvert and the other students. Hereafter, teachers should understand introvert students type and introvert students needs in order to explore various strategies in teaching to introvert students. Because as a teacher, they must ensure the personality of their students' in order to create effective learning.

2. To students

For introverted students, always be passionate about achievement, do not feel afraid or too worried. Because everything that is thought of sometimes will be easier if done. In addition, students who have an introverted nature must be more motivated, better understand themselves and be open to others.

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. In addition, future researcher can also study two teachers in different grades.



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