

**EXPLORING TEACHERS' STRATEGIES FOR ADDRESSING
STUDENTS PERSONALITY DIFFERENCES IN ENGLISH LANGUAGE
CLASSROOM**

THESIS

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PERSONALITY DIFFERENCES IN ENGLISH LANGUAGE CLASSROOM**

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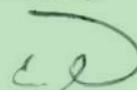
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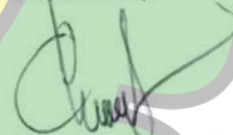
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ABSTRACT

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This study is entitled "Exploring Teachers' Strategies for Addressing Students' Personality Differences in the English Language Classroom". The researcher conducted this study to explore English teachers' strategies in identifying and addressing students' personality differences in the classroom. This study aims to find out how teachers recognize students' personality differences, and to explore what strategies teachers use to address them. This research uses qualitative methods. Data were collected through in-depth interviews with two English teachers and five ninth-grade students at MTsN 1 Aceh Selatan, who were purposively selected based on their differing personalities. Separate interviews were conducted using distinct protocols, the teacher interviews focused on how they identify students' personality types and the teaching strategies they employ in the classroom, while the student interviews aimed to understand their learning perspectives and experiences. All interview data were transcribed and analyzed thematically. The study found that teachers used two main approaches to identify student personalities: observing students' responses during classroom activities and analyzing students' regular exercises during the lessons. Based on this identification, teachers implemented five main strategies: Collaborative Learning with Differentiated Groups, Scaffolded Participation and Direct Motivation, Varied Interactive Methods, Differentiated Instruction through Routine Activities, and Psychological Safety & Adaptive Discipline. Students' perceptions of these strategies were highly positive; they felt more supported, motivated, and confident to participate actively in English language learning.

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CHAPTER I

INTRODUCTION

This chapter provides an overview of the study, including the background of the problem, research questions, research aims, significance of the study, and research terminology. It sets the foundation for understanding the importance of English teachers' strategies for addressing students' personality differences in the classroom.

A. Background of the Problem

Education is an important process to shape students' character, personality and abilities. Personality diversity among students is nothing new in the world of education, and it is a reality that every teacher, including English teachers, must face. Especially in the growing age of globalization, it is important for teachers to know how to deal with the different attitudes and personalities of students during the learning process including in English language learning.

English is used as an international language by individuals of diverse origins, and is taught to students of different nationalities, ethnicities and characters. In Indonesia, English is taught from primary to tertiary level as it is considered as an important subject. As each student has different characters and personalities, an English educator needs to consider various strategies that can create an inclusive and supportive learning environment. In English language teaching, the variety of student personalities can be an interesting challenge for teachers in creating an inclusive and dynamic learning environment.

Students' personalities play an essential role in the language learning process, particularly in terms of motivation, self-confidence, and tendencies to engage in social interactions during lessons (Dörnyei, 2005). Differences in personality can affect how students process and respond to new information. Each student has a unique background, character and personality, which can affect how they receive, understand and respond to lessons (Brown, 2007).

Komaraju et al. (2011) state that personality traits are significant predictors of students' academic motivation and achievement, suggesting that understanding students' personalities can help educators develop more effective teaching strategies. Therefore, it is important for teachers to understand and develop strategies that are responsive to students' individual characteristics and learning needs (Tomlinson, 2017). By understanding student character, teachers can adjust their teaching methods so that each student feels appreciated and supported.

According to Komaraju et al. (2011) student personality in the learning process is categorized into five types, namely Openness to Experience (open to new and creative ideas), Conscientiousness (disciplined, responsible, and organized), Extraversion (social, confident, active in class discussions), Agreeableness (friendly, cooperative, easy to work with), and Neuroticism (easily anxious and emotionally unstable). Understanding these five personality types is essential for educators, as it can help them design teaching methods that suit the character and emotional needs of their students. According to Soto and John (2017), understanding these five dimensions can help teachers create a more effective learning atmosphere and support students' academic and social progress.

It is important for teachers to understand and adapt learning methods to the different characteristics of each student. Introvert learners tend to prefer cognitive and metacognitive strategies which often involve individual, independent learning activities, while extrovert learners are more likely to use social strategies, which involve interaction and collaboration with others (Citra & Zainil, 2021). Student behavior can be influenced by a number of factors including family environment, peers, teacher roles, and past learning experiences, this attitude is also influenced by motivation, interest, and the level of individual confidence in participating in learning (Santrock, 2011). Therefore, teachers play a very important role in forming and maintaining positive attitudes in students in the classroom.

In addition to understanding the differences in student personalities, English teachers are also expected to be able to develop adaptive, creative, and flexible learning strategies. Because the diversity of student characters in the class requires learning strategies that can be adjusted to individual needs effectively and are not rigid during the learning process. In their research, Anggraeny and Dewi (2023)

emphasized the importance of implementing a differentiated learning approach to address the diversity of student characters in the learning environment. This approach can make it easier for teachers to design more varied learning experiences, where teachers adjust materials, methods, and learning outcomes according to the characteristics of individual students. With this approach, it is hoped that no students will be left behind due to psychological barriers that arise due to inconsistencies in teaching methods.

The use of adaptive learning strategies is also considered to be able to increase student participation in learning. According to Tomlinson (2017), teachers who have a deep understanding of the variations in individual characteristics of students will be able to design appropriate and interesting learning activities, thereby increasing students' motivation to actively participate in the teaching and learning process. A deep understanding of this is needed, because differences in student character can impact the extent to which they feel comfortable in participating in the learning process and interacting, especially in the context of English learning which demands courage and communication skills.

In addition to teaching strategies, interpersonal relationships between teachers and students also play an important role in creating a conducive learning environment. Teachers who show empathy for students' personalities tend to be more successful in building emotional closeness, which can ultimately increase students' self-confidence and participation in the classroom (Hattie, 2012). When students feel valued and accepted unconditionally, they tend to be more adaptable to the learning process and are able to overcome psychological barriers that may arise.

In dealing with the diversity of student characters, English teachers are not only required to have pedagogical competence, but also good interpersonal skills. Dörnyei & Ryan (2015) stated that effective social interaction between teachers and students can influence learning motivation and the formation of student identity as language learners. Thus, understanding student personality becomes an important aspect in designing teaching strategies that focus not only on results, but also on the process of student self-development.

In addition, another important aspect in managing students with diverse personalities in the classroom is emotional intelligence. Emotional intelligence allows teachers to understand their own feelings and those of their students, so that they are able to respond to learning situations more empathetically and carefully (Mayer, Salovey & Caruso, 2004). Teachers with high levels of emotional intelligence often have better abilities in managing complex situations in the classroom, especially when interacting with students who are introverted, anxious, or dominant. This ability will help teachers overcome misunderstandings and conflicts, while creating a sense of emotional safety for all students.

Apart from the emotional intelligence aspect, the importance of cultural competence for a teacher should not be overlooked. Teachers who understand cultural aspects well are able to recognize and direct the values, beliefs and behaviors that students from various backgrounds bring more effectively (Gay, 2010). This ability helps teachers' understanding of how culture influences students' attitudes, learning styles, and interactions. By paying attention to and integrating students' cultural backgrounds into learning, teachers can create a more inclusive atmosphere that respects the uniqueness of each student.

In managing students' personality diversity, teachers can create a classroom environment that supports psychological safety. Psychological safety plays an important role in increasing student participation, especially in classrooms that encourage the courage to express opinions, make mistakes, and try new things. Han, Liu, and Lv (2022) state that psychological safety makes students feel safe to share ideas without fear of being judged or belittled, which in turn encourages openness in collaborative and creative learning. This condition is particularly important in language learning, where students are required to speak up, try new vocabulary, and accept mistakes as part of the learning process.

In addition to teaching strategies, peer interactions play an important role in shaping students' personalities, social skills and academic motivation. Classrooms that support collaboration provide opportunities for students to understand different points of view, foster empathy and strengthen a sense of community. student interactions, whether in digital or face-to-face contexts, significantly influence

learning outcomes, especially when they are based on support and confidence (Pan and Zhu, 2024).

Technology developments in the classroom bring both challenges and opportunities in managing student diversity. Various online platforms, digital tools and learning media can help reach students with different learning styles and personalities. For example, students with visual learning styles find it easier to understand material through videos, while students who prefer sound can learn better through discussions or podcasts. Technology also allows learning to be tailored to each student's individual learning needs and pace (Bakia, et al, 2012). However, teachers need to ensure that the use of technology does not separate students based on their personality types, but instead encourages them to work together and interact with each other.

Based on this description, it can be concluded that students' personality differences are an important challenge faced by teachers, especially in English language teaching. This diversity requires teachers to understand students' characters and apply appropriate learning strategies, so that all students feel valued and have equal learning opportunities. Teachers who are able to adapt teaching approaches to students' characteristics tend to be more successful in creating a positive classroom atmosphere and encouraging active participation. Therefore, it is important for researchers to further examine the strategies used by English teachers in dealing with students' personality differences. This research is expected to contribute to the development of learning strategies that are adaptive, effective, and able to create a learning environment that supports students' academic growth and personality development during the learning process.

B. Research Question

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

1. How do English teachers identify students different personalities in the classroom?
2. what strategies do english teachers use to address students' different personalities in the classroom?

C. Research Aims

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

1. To identify how English teachers recognize and understand students' different personalities in the classroom.
2. To explore what strategies used by English teachers in handling students' different personalities in the classroom.

D. Significance of the Study

This study is expected to provide both theoretical and practical contributions for the field of English language teaching, especially regarding the strategies used by teachers in handling students' different personalities in class.

1. Theoretical Significance

This research is expected to enrich the literature related to English language teaching, especially in the area of classroom management and teaching strategies that are responsive to students' personality differences. The findings of this study can serve as a reference for future researchers who are interested in exploring student personality diversity and the influence it has on teaching effectiveness and student engagement.

2. Practical Significance

a. For English Teachers

This study is expected to provide valuable insights into effective strategies for dealing with students who have diverse personalities, so teachers can create a more inclusive, adaptive, and supportive learning environment. Understanding these strategies will help teachers adjust their teaching approaches to meet the emotional and academic needs of each student.

b. For Students

The implementation of the right teaching strategies based on personality differences is expected to make students feel more recognized

and supported, which can enhance their motivation, confidence, and participation in the English learning process.

c. For Schools and Educational Institutions

The results of this research can be used as a consideration in the development of teacher training programs, particularly in increasing teacher competence in managing personality diversity and building positive classroom interactions.

E. Research Terminology

To avoid misunderstandings, here are some terms that need to be defined in this study:

1. Teaching Strategies

In this research, teaching strategies are defined as a combination of methods, approaches, and techniques selected by teachers to align the teaching and learning process with the diverse personality traits of students. Teachers are expected to recognize individual student characteristics such as introversion, extroversion, analytical thinking, or kinesthetic learning styles to ensure that learning remains effective, engaging, and appropriate to the classroom environment. The teaching strategies are methods used by educators to facilitate the learning process, to ensure students with varying characteristics and personalities can engage effectively with the content (Richards and Rodgers 2014). This indicates that teaching strategies involve not only instructional techniques but also the thoughtful selection of approaches that help students feel comfortable and supported during the learning process.

Moreover, teaching strategies also involve the teacher's role in fostering an adaptive and supportive learning environment where every student, regardless of personality type, feels valued and encouraged to grow. Teachers must adjust their teaching styles to meet the social and emotional needs of students in the classroom. Shabani (2016) supports this view, stating that Effective teaching strategies require flexibility and adaptation to the learners' psychological differences in order to create a supportive and productive

learning environment. Therefore, understanding student personalities is a crucial foundation for selecting appropriate strategies to ensure optimal learning outcomes.

2. Student Personality

In this study, student personality is understood as the pattern of behaviors, emotional responses, and thinking styles that shape a student's individual identity and influence how they engage with learning in the classroom. Differences in personality traits—such as introversion, extroversion, agreeableness, or conscientiousness—affect the way students participate in English learning activities, including discussions, group work, and individual tasks. Dörnyei (2005) explains that Personality influences how learners behave in social contexts and how they engage in language learning activities, thus affecting their educational experiences and outcomes. This highlights the significant role of personality in shaping students' motivation and involvement during the learning process.

Additionally, personality differences, particularly between introverted and extroverted learners, shape students' interaction patterns in the classroom. Introverted students tend to prefer working independently and are more selective in communication, whereas extroverted students are more open, communicative, and actively engaged in classroom discussions and peer collaboration. These differences influence how students participate in learning activities and interact with their peers (Kayaoglu, 2013). Therefore, recognizing personality differences is essential for designing teaching strategies that accommodate each student's learning needs.

3. Teaching and Learning Process

In this research, the teaching and learning process is defined as the interactive relationship between teachers and students aimed at achieving specific educational goals. This process goes beyond delivering content; it also involves developing critical thinking, collaboration, and problem-solving skills, especially in classrooms with diverse student personalities. The

teaching-learning process involves the interaction between teachers and students, where the teacher guides the students through tasks and activities that foster understanding and skill acquisition (Brown 2007). This means that teachers serve not only as instructors but also as facilitators who adjust their approach to suit the characteristics of their students for more effective learning.

Furthermore, the teaching and learning process involves creating a classroom environment that encourages the participation of all students, including those with different personalities. Teachers are expected to design learning activities that respond to the diversity of students' characteristics, ensuring that every student feels valued and has the opportunity to grow. Conboy et al. (2021) affirm that students who perceived that their teachers use more effective feedback had a higher level of behavioral engagement and school identification. Therefore, the teaching and learning process is inherently adaptive, where personality differences are a central consideration in designing inclusive and effective learning activities.



CHAPTER II

LITERATURE REVIEW

This chapter provides a general discussion of the theoretical foundations relevant to this study, which focuses on individual variation and learning strategies in the classroom. Important topics covered in this chapter include the definition of learning strategies, different types of student personalities, and the role of teacher strategies in addressing these differences in the context of English language learning.

A. An Overview of Strategies in Learning

1. Definition of Learning Strategy

Learning strategy is an important component in the teaching and learning process. This strategy includes a series of plans that are systematically prepared by the teacher to organize and direct learning activities so that educational goals can be achieved optimally. Learning strategies include approaches, methods, and techniques chosen according to the characteristics of students and teaching materials. According to Joyce, Weil, and Calhoun (2015) define a teaching model or strategy as a plan that comprises a structure, learning objectives, and guidelines for instructional actions (principles of reaction), all of which collectively form the tactics for its implementation.

Teaching is an interactive process that primarily involves classroom conversations between teachers and students that occur during a specific activity (Rajagopalan, 2019). This definition emphasizes the importance of interaction in the teaching process, which is at the core of effective teaching strategies. Learning approaches to learning English should take into account the needs of students, their language proficiency levels, and students' diverse learning styles and personalities. Effective methods provide a working structure to link educational goals with practical learning outcomes.

According to Orlich et al. (2010) effective teaching strategies involve deliberate planning and implementation to improve student learning outcomes.

which teaching strategies are systematic approaches used by teachers to design and implement learning effectively. These strategies include careful planning, conducive classroom management, and the use of appropriate methods and media to achieve learning objectives. Fitri's research (2022) explains that the indicators of English teaching strategies are: fostering and developing the potential that exists in learners, teaching and learning planning, managing the class, using methods and media

2. Type of Teaching Strategies

According to Brown (2007), teaching strategies include techniques, approaches and activities designed to achieve learning objectives by considering students' learning styles and personalities. Therefore, an in-depth understanding of various types of teaching strategies is very important for teachers, especially in dealing with the diversity of student characters in the classroom. In this context, some types of teaching strategies commonly used by teachers include:

a. Teacher-Centered Strategies

Teacher-centered strategies put the teacher at the center of the learning process. The teacher acts as the main conveyor of information, while students are more often passive recipients who listen and take notes. This strategy is considered effective when the material presented is quite a lot and requires systematic mastery of concepts in a limited time. As explained by Rosenshine (2012) explicit teaching, where the teacher assumes full responsibility for explaining and demonstrating content, is effective for teaching new and difficult material. Thus, the teacher has full control over how to deliver the material so that learning objectives can be achieved efficiently. This strategy uses methods:

1) Lecture method

The lecture method is a teaching technique in which the teacher presents the material directly to the students, usually with little interaction. It is a method that has long been used in education.

According to Klein et al. (2023) the lecture method is suitable if the teacher wants to convey a large amount of information in a limited amount of time. For example, when the teacher needs to explain an important theory or concept in a short amount of time. However, they also explain that this approach risks making students passive as they just listen without contributing much. To make the learning process more effective, teachers are encouraged to combine lectures with other methods that engage students, such as discussion or question and answer.

2) Demonstration Method

The demonstration method is a learning approach in which the teacher directly shows students how to perform a task or skill. In this method, the teacher acts as a real example to learn from. This makes it easier for students to understand the material, especially those that are abstract or difficult. According to Hussain (2020) the demonstration method is very effective in helping students understand complex concepts because the material is conveyed visually and can be practiced directly. By seeing and imitating what the teacher does, students become more confident, more skillful, and understand more quickly. In addition, this method also makes the learning process more interesting because it involves real activities, not just theoretical explanations.

b. Student-Centered Strategies

The student-centered learning approach places students at the center of learning activities. This strategy encourages students to be actively involved in learning activities, not just being passive recipients of teacher explanations. The teacher acts as a facilitator who guides students in acquiring knowledge through meaningful learning experiences. Student-centered learning shifts the focus of teaching from teachers to students. It

emphasizes active learning and responsibility for learning on the part of students (O'Neill and McMahon, 2005)

1) Inquiry-Based Learning

Inquiry-based learning is a learning approach that invites students to develop knowledge through questioning, investigating, analyzing, and reflecting. This approach places students as active participants in the process of finding information, not just recipients of answers, through explorative and collaborative activities. Justice et al. (2007) stated that inquiry-based learning is a process where students are involved in their learning, formulating questions, investigating to find answers, building new understandings, and communicating their learning to others. Thus, inquiry-based learning provides space for students to think critically and independently in the learning process.

2) Problem-Based Learning

Problem-based learning is a method that focuses on solving real problems as the center of the learning process. Students are given a difficult, real-life challenge, then they must work together in groups to solve the problem. This strategy helps in strengthening critical thinking, problem-solving and teamwork skills. Problem-based learning is a student-centered approach that organizes curriculum and learning around complex problems that require students to work in collaborative groups and develop problem-solving skills (Savery, 2006). Therefore, PBL is one of the methods that strongly supports active and contextual learning.

c. Active Learning Strategies

Active learning strategy is a student-focused learning method, where they are directly involved in building knowledge through activities that stimulate higher-order thinking. According to Doolittle, Wojdak, and Walters (2023) active learning is a learning approach that focuses on

students' active participation in constructing knowledge through activities and strategies that stimulate higher-order thinking.

1) Group Discussion

Group discussion strategy is one of the effective active learning methods in developing students' critical thinking skills. With discussion, students are invited to express their opinions, listen to other people's perspectives, and strengthen arguments together. Johnson, Johnson, and Smith (2014) stated that cooperative learning such as group discussion is proven to be able to improve critical thinking skills by encouraging positive and constructive social interactions between learners. Therefore, group discussion not only helps develop the ability of analysis, evaluation, and interpretation, but also increases students' cooperation and sense of responsibility in the learning process.

2) Role play and Simulation

Role play and simulation strategies support active learning by providing hands-on experiences that place students in real contexts. Through this method, students can strengthen their speaking skills, critical thinking ability, as well as their understanding of social roles better. According to Chan (2012) the use of role play in language learning provides a space for students to apply their knowledge in a real context and increase their confidence in communication. With this activity, the learning environment becomes more enjoyable and helps students understand the material more deeply through direct experience.

d. Collaborative Learning Strategies

These strategies focus on collaboration between students to achieve learning goals together.

1) Collaborative Learning

Collaborative learning is a method that relies on cooperation between learners to achieve the expected learning outcomes. In this method,

students conduct discussions, exchange ideas, and complete tasks in groups. Apart from completing tasks, the main goal is to build knowledge together through active interaction. Laal and Ghodsi (2012) state that collaborative learning can increase student engagement and produce deeper understanding because they jointly construct meaning in the learning process. This shows that collaborative learning not only improves academic outcomes, but also develops students' social and cognitive skills.

2) Cooperative Learning

Cooperative learning is a method that requires students to collaborate in small groups to help each other understand the material and complete tasks. Each member of the group has a specific role and responsibility, so that all members are actively involved. According to Slavin (2014) cooperative learning encourages students to take responsibility for their own learning and that of other group members, thus improving learning outcomes and teamwork. This strategy not only builds a sense of individual and group responsibility, but also strengthens positive interdependent relationships among students.

3) Peer Teaching

Peer teaching or peer learning is a strategy where students act as facilitators or teachers for their peers. This strategy is considered to be able to strengthen students' understanding because the process of teaching material to others requires deep understanding. Topping (2005) explains that peer teaching not only improves academic achievement, but also student motivation, as students feel more comfortable learning from their peers and are motivated to actively participate in class discussions. Simply put, peer teaching plays a role in improving students' communication skills and self-confidence.

e. Differentiated Instruction

Differentiated Instruction is a teaching strategy that focuses on customizing teaching approaches to meet the diverse needs, interests and learning styles of each student. Therefore, teachers must adapt their approaches to make them more effective and accessible to all students.

1) Content Differentiation

Students' ability levels are the main focus in the Content Differentiation process. For example, providing material with different levels of difficulty so that each student can understand according to their abilities. Content differentiation involves adjusting the complexity and depth of the content provided to students, offering different levels of difficulty or support based on students' readiness and learning profiles (Tomlison, 2001).

2) Process Differentiation

Process Differentiation alters learning strategies to suit the diverse learning needs of students. It involves applying a variety of learning approaches to suit the needs and learning styles of each student. Process differentiation involves providing a variety of learning activities that enable students to process and engage with content in ways that reflect their unique learning needs and styles (Subban, 2006).

f. Flipped Classroom Strategy

The Flipped Classroom Strategy approach involves students in the learning process at home using videos or other learning materials, so that time in class can be utilized to discuss and apply concepts that have been learned, this model reverses the traditional learning sequence. According to Bishop and Verleger (2013) in the Flipped Classroom model, students learn more actively outside of class by utilizing learning content, while class time focuses more on activities that allow students to actually apply concepts and discuss with their classmates.

Therefore, choosing the right learning strategy helps teachers adapt the learning process to the diverse personalities of students in English language learning. This approach enables all students to participate effectively. As a result, the classroom atmosphere becomes more comfortable and supportive. Ultimately, teachers can not only improve students' grades but also help them grow more confident.

B. An overview of Students Personalities

1. Definition of students personalities

Personality is generally defined as a stable pattern of thoughts, feelings, and behaviors characteristic of a person. In line with this, Fest, Feist, & Roberts (2021) define personality as a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. In every situation, personality plays a major role in determining how a person behaves and responds to external stimuli.

In education, students' personalities have a huge impact on how they absorb material, collaborate with peers and respond to teaching techniques applied by teachers. Individual traits play an important role in how one responds to information, faces obstacles and interacts in the educational environment. According to Brown (2006) Personality factors such as self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion may profoundly affect second language acquisition. students' personality is part of the affective factors that are very influential in language acquisition, including learning styles, participation levels, and adaptability in learning. Teacher sensitivity to personality dynamics plays an important role in creating a learning environment that supports and motivates student development.

In the classroom, students' personality diversity plays an important role in the teaching-learning dynamic. Each student brings a unique combination of personality traits that can either strengthen or hinder their academic performance and social interactions. Some students may show signs of strong extraversion, so they enjoy engaging in class discussions and group activities,

while others tend to be more introverted and prefer to work alone or in small groups. These differences affect the classroom and students' interactions with teaching materials. Openness to experience and conscientiousness influence how individuals respond to academic tasks, with openness related to creativity and conscientiousness to organization and perseverance (McCrae and Costa, 1987).

2. Types of Student Personalities

a. General Personalities Types

Personality can generally be classified into different types based on evolving psychological theories. One well-known concept is the Big Five Personality Traits which classifies human traits into five main dimensions. According to John & Srivastava (1999) the Five Factor Model has become the dominant framework for understanding the structure of personality traits.

1) Openness to Experience:

Openness to Experience indicates a person's level of curiosity, imagination, and interest in new things. Individuals with high openness to experience in this area tend to show creativity, openness to new ideas, and an interest in exploring different experiences. They usually enjoy art, adventure, and abstract and complex thinking. McCrae and Costa (1997) state that openness describes the breadth, depth, originality and complexity of an individual's mental life and experiences. In the context of learning, students who have a high level of openness tend to prefer innovative and unconventional learning methods, such as creative discussions or open-ended research projects. They are also more adaptable to change and have high critical thinking skills. The influence of this trait is enormous in encouraging innovation and the development of broader knowledge.

According to Digman (1990) openness includes traits related to imagination, aesthetic sensitivity, attention to inner feelings, preference

for variety, and intellectual curiosity. However, people with low levels of openness are usually more conservative, prefer habits, and tend to avoid risks or uncertain ideas. In the context of teaching, teachers need to adapt methods to the needs of these two types to make the learning process more effective. In the class This type of student may like the task of creating poems, reading fiction stories, or exploring new ideas in English.

2) Conscientiousness

Conscientiousness behavior indicates a person's level of discipline, diligence, and responsibility. Individuals with high conscientiousness usually exhibit highly organized, reliable, and goal-focused traits. Typically, they have good study habits, follow rules, and prepare thoroughly. Poropat (2009) in his meta-analysis found that students who score high in conscientiousness tend to have better academic performance due to their diligence and self-discipline. This suggests that conscientiousness is a major factor in academic success, as it is directly related to time management, setting learning targets, and timely completion of tasks.

In addition, conscientiousness also plays a role in shaping responsible character and increasing intrinsic motivation. However, having too much of this trait can also cause one to become too perfectionistic or rigid towards change. Therefore, a balance between discipline and flexibility is necessary so as not to stifle creativity and innovation (Roberts et al., 2007). In the classroom: For This student usually sits in the front, takes neat notes, and asks questions if they don't understand, prepares for exams in advance, and always brings school supplies.

3) Extraversion

Extroverts are energetic, outgoing individuals who enjoy social interaction. They are active in conversations, easily cooperate, and like

collaborative learning settings such as discussions or role-playing (Goldberg, 1990; Soto & John, 2017). In the classroom, extroverted students tend to be dominant, love attention, and are quick to express opinions. However, without proper management, extroverts can disrupt concentration and dominate the classroom atmosphere, so teachers need to balance interactions so that all students get equal opportunities. In class, extroverted students actively answer the teacher's questions, like to discuss with classmates, and do not hesitate to perform in group presentations.

In contrast, introverted students are more reserved, reflective and comfortable working individually or in small groups. They may not talk much, but have high concentration and deep thinking skills (Digman, 1990). Teachers need to understand that participation does not always have to be verbal; making room for activities such as writing, personal reflection, or paired discussions can help introverted students demonstrate their understanding. With appropriate teaching strategies, both extroverts and introverts can develop optimally through different approaches.

4) Agreeableness

Agreeableness is a trait that reflects friendliness, empathy, and a tendency to cooperate with others. Students who have high levels of agreeableness are usually friendly, patient, and care about the feelings of others. They enjoy collaborating, avoid conflict, and often mediate in tense situations. In class, they are liked because they are polite, easy to talk to, and helpful. Wang et al. (2023) stated that Agreeableness positively relates to prosocial behavior, such as cooperation and empathy, which contribute to social harmony. This shows that students with this personality play an important role in creating a harmonious social atmosphere and supporting the process of learning together.

However, although this personality helps create a comfortable learning environment, there is a side that needs to be considered. Students who are too conflict-avoidant tend to be less motivated to be assertive or think critically, especially in competitive situations. Wang et al. (2023) also found that agreeableness has a small negative effect on academic achievement, especially when courage is needed to express ideas or make critical decisions. Therefore, teachers need to encourage agreeable students to balance empathy with courage in expressing opinions and analytical thinking.

5) Neuroticism

Neuroticism describes a person's tendency to experience negative emotions such as anxiety, sadness, or fear excessively. Individuals with high levels of neuroticism tend to feel stressed easily, lack self-confidence, and are very sensitive to criticism or failure. In educational settings, students with this trait often have difficulty dealing with academic pressure, such as panicking during exams or feeling inferior when having to perform in front of the class. John et al. (2008) stated that High neuroticism is associated with emotional instability and vulnerability to psychological distress, which shows that students with this type are more susceptible to emotional instability and psychological distress.

Students who have high neuroticism often need more emotional attention from teachers so that they feel safe and accepted. They can feel afraid of failure, delay assignments for fear of being wrong, or be overly disappointed when their grades are not as expected. In this case, teacher support is very important. As explained by Lahey (2009) neuroticism is a risk factor for emotional distress and low academic performance if not managed properly. Therefore, teachers should provide encouragement, use a gentle approach, and if necessary, adjust assignments so that students do not feel overly stressed.

b. Students personalities in Class

Understanding these different characters is very important for teachers to create inclusive and effective learning strategies. Here are some common types of student personalities found in the classroom learning process

1) Leader

Students who have a leader personality tend to be active in taking initiatives, are able to organize classmates, and inspire groups to achieve common goals. Leadership in education plays a major role in supporting the success of group learning. According to Johnson, Johnson, and Smith (2014) effective leadership in learning groups can increase participation, social responsibility, and overall student learning outcomes. Therefore, teachers must provide space for students who demonstrate leadership to lead discussions or projects, so that their potential can develop optimally.

2) Quiet

Students who are quiet or introverted generally avoid crowds, prefer to study independently, and show limited participation in class discussions. However, they still have high academic abilities. According to Zhang (2002) the reflective learning style of introverted students makes them more effective in understanding abstract concepts through individual tasks and text-based learning. Teachers need to adjust to this learning style by creating a supportive atmosphere and providing opportunities for participation in writing and small groups.

3) Social

Students who are included in the social type usually show activeness in interacting with classmates and are easily involved in conversations that are not related to the lesson. Without good direction, this character can be difficult to control. According to Vygotsky (1978) social interaction is an important element in learning because it supports

students' cognitive development. Teachers can take advantage of this social character of students by inviting them to participate in organized group work activities, so that their social energy can be directed to useful activities.

4) Perfectionist

Students with perfectionist traits usually set very high standards for themselves. When the results obtained do not match expectations, they usually feel disappointed and even stressed. Flett and Hewitt (2002) suggest that academic perfectionism can cause significant emotional distress if not accompanied by positive reinforcement from the surrounding environment. Teachers need to appreciate students' efforts, not just the end result, so that they stay motivated without feeling burdened.

5) Passive Learners

In the learning process, passive students generally follow without showing initiative or deep curiosity. They often listen without actively participating. Zimmerman (2002) states that passive learners need help to become independent learners, one of which is through guidance, encouragement, and the development of gradual learning strategies. Teachers play a role in activating passive students through open questions, challenging individual tasks, or small discussion sessions.

6) Fast Learners

Students who have fast learning abilities are generally able to master material earlier than their peers and tend to get bored if there are no additional challenges. Tomlinson (2001) explains that fast learners need curriculum differentiation in the form of additional assignments, independent projects, or exploration of advanced material to keep them motivated and not lose interest. Teachers need to be sensitive to this need

and prepare enrichment activities as a form of appreciation for their abilities.

7) Disruptive Students

Students who disrupt the learning atmosphere are a challenge for teachers. They can be a source of disruption if not handled properly. Lewis (2001) emphasizes the importance of a positive discipline approach and a strong relationship between teacher and student as the key to managing disruptive behavior in the classroom. This approach serves not only to regulate order in the classroom, but also to understand the emotional needs of students and guide them to more positive behavior.

8) Idea Generators

Students with creative characters or «idea generators» often produce innovative solutions and demonstrate divergent thinking patterns. They really need a flexible and intellectually challenging learning environment. Runco and Acar (2012) state that creativity develops optimally when students are given the freedom to think and support to express ideas without fear of being wrong. Teachers should provide opportunities for these students to participate in open-ended projects, problem solving, or experimentation with ideas in the learning process.

By recognizing and understanding the different personalities of students, teachers can design more appropriate approaches to classroom management and teaching material.

c. Students' Different Personalities in Class

Students' different personalities influence how they learn in class. Teachers need to understand these differences in order to implement appropriate and effective learning strategies.

1) Extroverts vs. Introverts

According to Laney (2002) introverts get their energy from their internal world—from ideas, impressions, and emotions—while extroverts get their energy from the external world—from activities, people, and places. In the classroom, this difference is clearly evident: extroverted students enjoy speaking, discussing, and working in groups. They are confident in front of others. Meanwhile, introverted students prefer individual tasks, quiet reflection, and need time before speaking. Zhang (2002) emphasized that students' thinking and learning styles are directly proportional to their personality types. Extroverts are more effective in tasks involving verbal interaction, while introverts tend to excel in writing processing and independent reflection. Therefore, teachers need to use a variety of approaches such as group discussions, written assignments, and individual projects so that both can develop optimally.

2) Orderly vs Sloppy

Orderly and sloppy students, which is related to the dimension of conscientiousness (obedience and perseverance). According to John & Srivastava (1999) Individuals with high levels of conscientiousness are organized, reliable, diligent, self-disciplined, and able to control their emotional impulses. On the other hand, individuals with low scores tend to be less reliable, more hedonistic, disorganized, and careless. Orderly students typically complete tasks on time, while careless students often forget tasks and need encouragement to stay focused. To help careless students change, teachers need to provide additional support such as clear assessment rubrics, personal guidance, and recognition for small improvements. Chamorro-Premuzic and Furnham (2003) state that one of the strongest predictors of academic success is conscientiousness, a personality trait that includes perseverance, responsibility, and orderliness.

3) Sensitive vs. Stubborn

According to Rothbart and Bates (2006) a child's temperament reflects individual differences in emotional reactivity and self-regulation, which influence their social adjustment and academic achievement, including in the context of learning. Highly sensitive students tend to be empathetic, easily anxious, and require emotional support when facing academic challenges. Conversely, stubborn students typically resist advice and find it difficult to accept criticism. According to a meta-analysis by Nasvytienė and Lazdauskas (2021) children's temperament, including self-control and negative affectivity, is closely related to academic achievement, Children who have high self-control usually show better academic achievement, while children with high levels of negative affectivity tend to have lower achievement

4) Independent vs. Dependent Learners

Independent students tend to show initiative in learning, set personal goals, and seek additional materials without constant guidance. In contrast, dependent students require guidance from teachers or peers, even for basic tasks. Grow (1991) states that the educator's task is to adapt their teaching style to the level of student independence and gradually help them move toward independent learning. This can be done through a scaffolding approach, in which teachers provide intensive support at the beginning and reduce it as students progress.

5) Rational vs. Emotional

According to Brown (2007) Language learners vary widely in their cognitive styles, affective states, and personality characteristics, all of which interact in complex ways in the learning process. This shows that students respond to learning in different ways, both rationally and emotionally. Rational students tend to think logically and analytically, while emotional students are more influenced by their moods. A study by

Zhang (2024) highlights that academic emotions have a significant impact on students' learning behavior. Positive emotions can increase motivation and engagement, while negative emotions can inhibit learning. Therefore, teachers need to create a learning environment that balances logic and empathy and help students manage their emotions.

6) Acting Fast vs. Acting Slow

System 1 processes are fast and automatic, requiring little cognitive effort, whereas System 2 processes are slow and effortful (Sinayev & Peters, 2015). This quote explains the fundamental difference in students' thinking styles. Students who act quickly tend to make spontaneous decisions and excel at tasks that require immediate responses, while slower students are more cautious and excel at analytical tasks. Research by Evans and Stanovich (2013) reinforces this understanding through dual-process theory which explains the existence of two thinking systems in human cognition. They state that there are two different types of cognitive processing: one that is fast, automatic, and intuitive, and one that is slow, effortful, and reflective. Therefore, both styles of thinking need to be accommodated in learning so that each student can develop optimally.

By understanding the different personalities of students in the classroom, teachers can create more effective learning and support each student in reaching their full potential.

3. Learning Style for Students

One of the most common frameworks for understanding individual learning differences is the VARK Model, which classifies learners into four categories: Visual, Auditory, Reading/Writing, and Kinesthetic, based on how they best process information (Fleming & Mills, 1992), namely:

- a) Visual (V)

Visual learners find it easier to understand information when it is presented in the form of images, graphs, diagrams, or videos. They tend to remember things they see faster than what they hear or read. According to research by Othman and Amiruddin (2010), visual learners prefer to see information and visualize the relationships between ideas. They benefit from diagrams, graphs, and other visual representations. This shows that visual media directly helps their cognitive work processes in absorbing and organizing information.

b) Auditory (A)

Auditory learners learn more effectively through hearing. They tend to absorb information well through lectures, discussions or listening to sound recordings. They also prefer to learn by discussing or re-explaining material in their own voice. Auditory learners learn best through listening to lectures, discussions and verbal explanations (Hussain, 2017). This suggests that they learn most effectively through listening and speaking. In this way, they can understand information better than by just looking or reading.

c) Reading/Writing (R/W)

Students who fall into this category prefer to learn by reading and writing. They tend to understand information presented in text form more easily, such as books, articles or written instructions. They may prefer to take notes or summarize the taught material to deepen their understanding. Mahmood et al. (2023) explain students with reading/writing preferences learn best through reading and writing activities such as essays, reports, and manuals. This suggests that text-based activities help them process information in a more in-depth and structured way.

d) Kinesthetics (K)

Kinesthetic learners learn best through hands-on experience and physical activity. They remember information more easily when they can

practice or do activities related to the material. For example, they prefer to learn through experiments, practical projects or physical activities that allow them to be directly involved. According to Subagja (2022), kinesthetic learners prefer hands-on experience and learn best through movement and touch, which means they understand material more effectively when they can move and touch learning objects directly. This approach is also proven to increase students' motivation and understanding as they actually experience the concepts being learned.

It is important to remember that while a person may have one dominant learning style, most people often exhibit a combination of several learning styles. These styles can change depending on the situation or the type of information being learned. Therefore, learning approaches that accommodate these different styles can help learners to understand the material more easily.

C. Previous Study

To achieve the purpose of this study, the researcher refers to several previous studies related to the researcher's title of English teacher strategies in dealing with students' personality differences in the classroom. There are three previous studies, conducted by several researchers that are relevant to this study and the following is an explanation of these previous studies.

The first title of related research is from Mazizah, Suwardi, and Hartono (2021) entitled *"The Effectiveness of Team Teaching and Blended Learning Strategies in Speaking Class to Students with Different Personalities"*. The purpose of this study was to investigate the effectiveness of team teaching and blended learning strategies in improving the speaking skills of students with different personality types, namely introverts and extroverts. To understand whether these strategies can effectively improve students' speaking skills by considering their personality differences. Using a quantitative method with a 2x2 factorial experimental design, this study involved 52 students from Airlines Business Career Semarang who were divided into two experimental groups: one

group was taught using a team teaching strategy, and the other group used a blended learning strategy.

The results showed that the team teaching strategy was more effective in improving students' speaking skills, both introverts and extroverts. ANOVA analysis showed no significant interaction between teaching strategies, students' personality types, and their speaking skills. This study provides important insights for educators in selecting appropriate teaching strategies to accommodate differences in student personality in learning to speak English.

The second related research comes from Zulkifli and Basikin (2024) with the title *“Recognizing and Interpreting Personality Types of Senior Secondary School EFL Learners”*. The purpose of this research is to examine how personality types based on MBTI affect the process of learning and teaching English as a foreign language (EFL) to senior secondary school students in Indonesia. This research emphasizes the importance of recognizing and interpreting students' personality types in order to effectively implement student-centered learning in English classes. This research uses a descriptive qualitative method through literature review and interviews with three students from different schools. The MBTI (Myers-Briggs Type Indicator) test was used to identify students' personality types, such as introvert/extrovert, thinking/feeling, intuitive/sensing, and perceiving/judging. Analysis was conducted to understand how each personality type affects language skills such as speaking, writing, listening and reading.

The results show that personality type has a significant effect on English learning performance, particularly in the four main skills: speaking, listening, writing and reading. For example, students with extroverted personalities tend to excel in speaking, while introverted students show more in-depth analytical skills but also experience higher anxiety. This research confirms the importance of understanding students' personalities as a basis for designing learning and classroom management strategies that suit students' individual characteristics in the context of English language learning.

The third title of related research is from Yusuf, Muziatun, and Miolo (2024) entitled *"English teacher strategies in teaching extrovert and introvert students in junior and senior high schools in Gorontalo to develop communication skills"*. The purpose of this study is to analyze the teaching strategies applied by English teachers in developing communication skills of students with extrovert and introvert personalities at junior and senior high schools in Gorontalo. This study uses a qualitative method with a case study approach, which includes in-depth interviews, classroom observations, and documentation to collect data.

The results showed that the strategies used by teachers varied, with teachers applying group discussion techniques for extrovert students and individual-based approaches for introvert students. The effectiveness of these strategies depends on the teacher's understanding of student characteristics, where extrovert students are more active in discussions, while introvert students thrive better in individual tasks. This study also identified challenges faced by teachers, including difficulties in balancing attention between students with very different personalities and adjusting appropriate teaching methods for each personality type.

The similarity between previous studies and this study lies in its main focus, namely teacher strategies in dealing with individual differences or student personalities in learning English. The second similarity equally highlights the importance of the teacher's role in adjusting learning methods or approaches according to student characteristics to create effective and student-centered learning. In addition, all studies were conducted in the context of English teaching and aimed to improve learning effectiveness through the application of strategies that are appropriate to students' personalities and consider students' psychological aspects, thus supporting the direction and objectives of this study.

The main difference between this study and previous studies is that this study has a broader focus. It discusses how English teachers deal with students' various personality types in general in the classroom, without limiting it to just one language skill such as speaking, or only to certain personality types such as introverts and extroverts. Another difference is in the purpose and angle of the research. This study focuses more on exploring from the teachers' point of view -

how they adjust their teaching strategies when facing a class of students with diverse personalities. It emphasizes teachers' teaching practices in the context of students' diverse personalities, rather than being limited to a particular aspect or group.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology applied in this study, including the research design, research participants, data collection techniques, and data analysis techniques used to address the research questions.

A. Research Design

This research uses a qualitative approach because it allows researchers to deeply understand complex social phenomena in the context of real life. Qualitative research emphasizes meaning, subjective experiences, and participants' perspectives. As explained by Creswell (2014) qualitative research is an approach to exploring and understanding the meaning that individuals or groups consider as a social or humanitarian problem. Qualitative research is an activity that places researchers in the real world. This approach consists of a series of interpretive and material practices that make the world visible, such as through field notes, interviews, conversations, and recordings (Denzin and Lincoln, 2018). Through this approach, the researcher can explore more deeply and holistically how English teachers understand and handle students' personality differences in the classroom.

Hancock, Ockleford, and Windridge (2009) explain that qualitative research focuses on developing explanations of social phenomena and is very effective in answering the questions 'why', 'what', and 'how' related to human behavior. In a qualitative approach, there are several types of research designs that can be used according to the focus and objectives of the research, such as phenomenology, ethnography, grounded theory, narrative, and case studies. Each type has its own characteristics and procedures in collecting and analyzing data. According to Merriam and Tisdell (2016) Each type of qualitative research emphasizes an in-depth understanding of phenomena in a natural context, but has a different focus and strategy in its implementation. By choosing the right type of research,

researchers can obtain relevant and meaningful results according to the problems being studied.

B. Research Participant

The subjects in this study were two English teachers and five students at MTSN 1 Aceh Selatan. The selection of subjects were carried out using purposive sampling techniques, a method of selecting participants intentionally based on certain criteria that are relevant to the focus of the study. Participants in qualitative research are selected because they are in a social situation that the researcher wants to understand and are able to provide the most meaningful perspective on the issues studied (Merriam & Tisdell, 2016).

In this study, the appropriate participant criteria were two teachers who had more than three years of experience teaching English and were proven to be able to manage classes with students with diverse personalities. Patton (2002) stated that purposive sampling is used to select individuals who are considered information-rich, namely people who can provide broad and deep insights into the issues being studied. Therefore, this teacher is considered able to provide relevant and in-depth information according to research needs.

As for the students, the researchers selected 5 students from grade IX who had different personalities in the class. Information about the differences in student personalities was obtained from the teachers who taught in that class and through the distribution of personality questionnaires. The purpose of administering these questionnaires was to identify and select students with diverse personality characteristics as part of the research subjects.

The object of this study is the strategies used by English teachers in dealing with differences in student personality in the classroom. These strategies include pedagogical approaches, communication patterns between teachers and students, the creation of an inclusive learning environment, and various forms of adaptation in teaching carried out by teachers to adjust to the different characters of students. Teachers need to be flexible in choosing a teaching approach according to the

psychological needs and characteristics of students so that the teaching and learning process can take place effectively (Richards and Farrell, 2005)

The study was conducted in MTSN 1 Aceh Selatan . The selection of schools was based on considerations of relevant social contexts, including the diversity of characters and backgrounds of students, as well as the willingness of schools to work together to provide the data needed. Miles, Huberman, and Saldaña (2014) emphasize the importance of considering social and cultural contexts in qualitative research so that the data collected reflects phenomena authentically.

The focus of the class in this study was grade IX, where students are in a developmental phase that begins to show more complex personalities. The characteristics of students at this level are very diverse, ranging from introverts, extroverts, sensitive, anxious, easily bored, to very socially active. This makes grade IX the right place to observe how teachers adjust teaching strategies to the dynamics of student personality. As stated by Pianta, Hamre, and Allen (2012), the relationship between teachers and students at the secondary education level has a significant influence on students' academic and social development. Therefore, by focusing on one class with diverse student characters, this study aims to understand in depth the teacher's strategy in dealing with differences in student personality in the classroom.

C. **Data Collection Techniques**

This study uses a qualitative approach with exploratory and in-depth data collection techniques. In the data collection process, two main techniques were used, namely interviews and direct observation. The use of these two techniques aims to obtain triangulation and complementary data so that it can comprehensively describe teacher strategies in dealing with diverse student personalities in the classroom. These techniques were chosen because they are relevant to the case study approach which emphasizes contextual understanding of the phenomena being studied (Creswell, 2014).

interviews were conducted with English teachers and students in the classroom as the main participants in the study. In this interview, the researcher used

a previously prepared open-ended question guideline, but still provided space for participants to explain freely and in depth. Interviews were conducted face-to-face so that researchers could capture expressions, body language, and implied meanings from participants' answers. This method is considered effective for understanding personal experiences, teaching strategies, and teacher considerations in dealing with students who have different characters and personalities. As explained by Creswell (2014), interviews in qualitative research are useful for revealing participants' perspectives directly through open and reflective communication.

Direct observation is carried out by the researcher being present in the classroom and observing the learning process in a participatory manner but not disrupting the teaching and learning activities. This observation aims to directly document the interaction between teachers and students, as well as the strategies used by teachers in responding to diverse classroom dynamics. During the observation, the researcher records all important events in the form of field notes, including teacher and student behavior, teaching methods, and social situations that arise. Patton (2002) states that field observations provide rich and realistic contextual data, which cannot be obtained only through interviews or questionnaires. This technique is very important to see the real implementation of the strategies explained by teachers in interviews.

D. Data analysis technique

Data analysis techniques are an important stage to use. In analyzing, we can identify and categorize data collected through interviews, observations and documentation. The data analysis technique used in this study is a qualitative data analysis model that includes three main stages, namely: data reduction, data presentation, and drawing conclusions and verification (Miles & Huberman, 1994).

Data reduction is the process of sorting, selecting, and simplifying raw data to make it more focused and easy to analyze. This stage is very important for managing complex data so that researchers can find relevant patterns and themes. Data reduction refers to the process of selecting, focusing, simplifying, abstracting,

and transforming data that appears in field notes, interview transcripts, and other raw data sources (Miles & Huberman, 1994).

Data Display is the process of organizing information that has been reduced into a systematic form, so that researchers can understand and see the relationship between parts of the data more clearly. The form of data presentation can be in the form of narrative text, tables, matrices, or graphs. Data presentation helps researchers to understand what is going on and do something-either analyze further or take action based on that understanding (Denzin & Lincoln, 2011).

Conclusion Drawing and Verification is the process of inferring the meaning of the data that has been analyzed. These conclusions are provisional and may change if there is new data. Therefore, verification is very important to maintain data validity and trustworthiness through processes such as triangulation and member checking. Conclusions in qualitative research are tentative, evolving, and verified continuously through returning to the data, triangulation, and member checking (Patton, 2002).

In analyzing data, researchers use data reduction by filtering and simplifying data from observations and interviews to focus only on information related to teacher strategies in dealing with diverse student personalities. The next stage is data presentation, where the reduced data is arranged in the form of descriptive narratives and tables to illustrate the relationship between teacher strategies and student personality types. This presentation helps researchers identify patterns of strategies used. The final stage is drawing conclusions. Conclusions are drawn based on the categories found in the data, then concluded continuously to maintain the validity of the findings.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results of the data analysis, including the research findings and the discussion of teachers' strategies in managing students' different personalities in English classroom.

A. Research Findings

This study, titled "Exploring Teachers' Strategies for Addressing Students' Personality Differences in the English Language Classroom," aims to determine how English teachers adapt their teaching strategies to address the personality differences of students in the classroom and know how they identify differences in student personalities in the classroom. This study explores the strategies, techniques, and learning practices teachers employ to ensure that every student, both active and quiet, can participate and achieve optimal learning outcomes.

This study employed a qualitative approach through in-depth interviews with two English teachers and five students, direct observation of the learning process, and the distribution of personality questionnaires to students to identify different personality types. Through data triangulation, the researchers sought to gain a more comprehensive understanding of the dynamics of teacher-student interactions and how these teaching strategies contribute to effective English learning for different personality types.

Interviews with five students (each asked eight questions) and two English teachers (each was given ten questions) yielded an in-depth look at the strategies used to address students' diverse personalities. These two experienced teachers face the same challenge: creating an inclusive learning environment for students with varying personalities, from active and confident to shy, passive, less enthusiastic, or less disciplined. Each interview lasted 5–15 minutes, and respondents were coded as SR (teacher 1), IZ (teacher 2), and S1 (for student participant 1), S2 (for student participant 2), and so on for each student.

In general, both teachers stated that each classroom has complex social dynamics, so no one-size-fits-all method works for all students. Teaching strategies must be tailored to each student's personality to ensure everyone can participate and understand the material effectively. Data analysis was then grouped into three main themes: identifying student personality differences, teacher strategies for addressing these differences, and implementing learning strategies in the classroom.

1. Identifying students' personality differences

Based on in-depth interviews with teachers and students, teachers acknowledged that the first step in dealing with diverse student personalities is identifying and understanding each student's character through two main approaches:

a. Students Responses in Classroom Activities

The process of identifying student personality is carried out through systematic observation of students' spontaneous responses in daily learning interactions in class. As explained in detail by teacher SR :

In every class, I encounter students with various characteristics, such as students who are lazy, quiet, active, smart, less capable, and those who show indifferent attitudes. I identify these differences through learning activities, such as conducting direct question-and-answer sessions. Active students usually respond to my questions, while quiet students prefer to remain silent and do not answer. (SR)

This teacher's statement is supported by the confessions of students with various personality types. S2 who has a shy/introvert personality, stated:

My personality tends to be shy and quiet, and this affects my learning process in class. I rarely ask the teacher questions even when I do not understand the material. If there is something I don't understand, I prefer to stay silent or ask a seatmate rather than asking the teacher directly.(S2)

In contrast, S3 who is confident/extrovert, showed a different response pattern:

I have an enthusiastic, lively, cheerful personality, and I speak loudly. This personality affects my learning process, such as frequently asking questions and volunteering to come to the front of the class even when

I do not fully understand the material or the teacher's explanation, but I still have the courage to try.(S3)

The teacher applies an assessment for learning approach through structured activities to identify students' personalities. Activities such as presenting the introduction material function as performance-based assessments that allow the teacher to observe students' behavioral tendencies in situations that require confidence. Shy students like S2 demonstrate avoidance behavior by delaying participation, while

b. Regular Exercises During the Lessons

The teacher also uses regular activities and exercises to identify students' personalities. Teacher 2 (IZ) explained:

Differences in students' characteristics within a class are inevitable. I recognize these differences by giving daily exercises and questions. For example, during a lesson on introductions, students with shy personalities tend to refuse to come forward first and prefer to present at the end, while confident students will immediately volunteer to perform in front of the class. (IZ)

This approach is reflected in students' experiences with structured classroom activities. S2 (shy/introvert) described how game-based exercises encouraged gradual participation:

I have participated in learning that was packaged in the form of games. This kind of learning makes me and my friends indirectly actively involved, because the teacher asks all students to participate in learning while playing, so I feel more encouraged to participate. (S2)

Similarly, S5 (inconsistent) noted how interactive exercises increased engagement and focus:

I have participated in learning that was packaged through playing activities and discussions. For example, like word guessing games using a projector. Activities like this make the learning process more interesting and encourage me to be actively involved. (S5)

The teacher applies an assessment for learning approach through structured and routine exercises. These activities such as games, word-guessing tasks, and interactive discussions function as diagnostic tools that

reveal students' behavioral patterns, comfort levels, and readiness to engage. Shy students like S2 demonstrate increased willingness to participate in low-pressure, game-like formats, while students with inconsistent engagement like S5 show improved attention and motivation when exercises are varied and interactive. This method allows the teacher to identify personality traits through observable responses to structured tasks, complementing the insights gained from spontaneous classroom interactions.

2. Teachers' Strategies for Addressing Students' Different Personalities

After identifying student personalities, teachers design learning strategies tailored to their needs. Interviews with teachers SR and IZ revealed that both teachers used five strategies to address the differences in student personalities in their classrooms.

a. Collaborative Learning through Differentiated Grouping of Students

The first strategy used by both teachers is collaborative learning with differentiated groups. This strategy aims to help students with different personalities work together, support each other, and respect each other's ideas. as stated by teacher SR :

The strategy I use is holding dialogue activities, group discussions, and mixing active students, quiet students, and students with different academic abilities in one group. This aims to help all students interact with each other and participate actively. (SR)

Teacher IZ stated that:

In addition to drills and front-of-class activities, I also use partner practice. This strategy is effective because some students become more motivated when learning with a friend. (IZ)

The strategies implemented by this teacher are in line with the students' experiences in class. As stated by S1 (Active):

I have participated in classes that used quizzes, crossword puzzles, and Q&A methods, sometimes even in groups. I found this type of learning very enjoyable. (S1)

S3 (confidence/extrovert) said :

Learning activities that include games, such as quizzes and group work, make the classroom feel more lively and relaxed. (S3)

The differentiated grouping strategy successfully creates an inclusive learning environment. By combining students with different personalities in one group, a complementary process occurs where active students can motivate quieter students to participate.

b. Scaffolded Participation and Direct Motivation

The second strategy focuses on helping shy students participate more actively by using a step-by-step approach and giving direct encouragement. The teacher gives extra attention to building the confidence of students who are usually quiet. As stated by teacher SR:

Besides increasing students' participation, I also give motivation and support to quiet students, such as giving advice not to be shy and helping them build confidence. I also approach students personally and show that I trust them. (SR)

Teacher IZ said :

As an English teacher, I intentionally call on or ask shy students to come to the front of the class. I give them encouragement and create a supportive atmosphere, for example by asking their classmates to give applause and cheer them on. (IZ)

Consistent support from the teacher has a positive impact on students' confidence to participate, as stated by S2 (shy/introvert) :

The teacher often asks me questions after explaining the material and sometimes asks me to come to the front to answer, even though I am shy. (S2)

S5 (Inconsistent) said :

When I become quiet, the teacher gives me encouragement and support so I can participate bravely. (S5)

S4 (Talkative) stated :

Even though I talk a lot, the teacher still gives me attention by asking about my difficulties and explaining the material again. (S4)

The gradual participation approach effectively builds shy students' confidence. With proper attention and motivation, the teacher creates a safe environment that helps them step out of their comfort zone.

c. Varied Interactive Methods

The third strategy implemented is the use of a variety of interactive methods to increase student engagement. This approach is designed to provide participation options that suit different personalities. Teacher IZ stated :

I often provide exercises, quizzes, and note-taking activities. Through note-taking and dictation, I can observe which students are actively participating and which are passive. Furthermore, I also ask students to take turns coming to the front of the class as a form of evaluation and to cultivate courage. (IZ)

This variation of interactive methods allows different forms of participation. As stated by S4(Talkative):

I have experienced learning through games, such as guessing pictures or guessing English vocabulary using images. These activities make me feel excited. (S4)

S2 (Shy/introvert) said:

The teacher uses many activities like games, quizzes, group work, using a projector, and working in pairs so all students can join the lesson. (S2)

Teachers employ a variety of interactive methods, such as pair work, quizzes, and educational games, so that students with different personalities can participate according to their preferences. These methods allow for the involvement of both active and quiet students and support their English language skills practice.

d. Differentiated Instruction through Routine Activities

The fourth strategy involves the implementation of differentiated instruction through regular classroom activities. The teacher adjusts the content, process, and learning outcomes based on students' individual needs,

despite facing challenges related to limited time and large class sizes. Teacher SR explained her approach:

When conducting group work, I often encounter students who are less active or unwilling to participate. To address this, I prioritize quiet students or those with less discipline to perform first. Although this sometimes makes bright students feel like they're not getting enough opportunities, I explain clearly that this prioritization is intended to help other students who need more attention. (SR)

Teacher IZ acknowledged the challenges and solutions:

Managing learning in a public school with a large number of students in one class is a challenge in itself. Developing different learning strategies for each student is difficult due to time constraints, which are only three hours of lessons per week divided into two meetings. Therefore, I use general methods and adapt my approach to suit the students' needs. For students who are struggling, I provide motivation and support, and I don't push them too hard, but I still strive to provide the best possible instruction.(IZ)

This regular monitoring and adjustment help the teacher meet the individual needs of students with different personalities, as stated by S4 (Talkative):

Based on what I see, the teacher often asks questions to quiet students and asks them to come to the front of the class. The teacher also talks with all students, whether they are quiet, naughty, or smart, so everyone gets the same attention.(S4)

S3 (Confident/introvert) understands the reason behind the teacher's strategy:

I think quiet students and talkative students should be treated differently. Quiet students are usually silent, shy, or less confident, so they need more motivation and encouragement. Meanwhile, talkative students are more active, ask questions often, and are more confident in sharing their opinions.(S3)

S5 (inconsistent) said:

The teacher also often calls students' names randomly, whether they are quiet, active, naughty, or smart, to make sure everyone is involved equally. (S5)

Differentiated instruction allows teachers to provide challenges tailored to each student's abilities. Confident students have the opportunity to develop leadership skills, while shy students remain engaged through activities that align with their comfort zones. This way, all students can develop English language skills according to their readiness level and learning style.

e. Psychological Safety & Adaptive Discipline

The fifth and most important strategy is creating a safe learning environment combined with adaptive discipline. This approach becomes the main foundation for the success of all other teaching strategies. Teacher SR stated :

Direct interaction with students to ask whether they have understood the material or not. When I face students who are shy and reluctant to come to the front of the class, I provide encouragement gradually. Meanwhile, for students who are less disciplined, I give warnings or consequences so that they continue to follow the learning well. (SR)

Teacher IZ said :

For undisciplined students, I also give firm instructions or consequences such as grade deductions if they refuse to participate. However, when dealing with students who are having problems, I approach them directly and ask about their difficulties, then provide gentle guidance while providing additional practice. (IZ)

This balanced approach creates a safe and structured environment. S3 (confident/extrovert) said :

When I come to the board and make a mistake, the teacher does not get angry. Instead, the teacher encourages me and tells me that trying is important. (S3)

S2 (Shy/introvert) said :

I feel more comfortable trying because the teacher never embarrasses me when I give a wrong answer.(S2)

S1 (Active) said :

in our class there are students who are quite active and some who behave mischievously. The teacher reprimands disruptive students and directs them to stay focused on learning. Meanwhile, for quiet students,

the teacher gives direct questions or approaches them to get them involved in learning. (S1)

Creating psychological safety with adaptive discipline establishes a balanced learning environment essential for language acquisition. This approach reduces language anxiety by normalizing mistakes as part of learning, while structured discipline maintains focus and respect. Students thus feel secure to take risks and practice English without fear of embarrassment, accelerating their communicative confidence and competence.

B. Discussion

This section presents a discussion based on data from interviews and observations. Data from interviews and observations prove that teacher awareness and their ability to adapt strategies are very important for creating an inclusive learning environment. There are two research questions asked by the researcher in the first chapter. The first research question is “How do English teachers identify different student personalities in the classroom?”

From interview and observation data, there are several findings showing that teachers use two complementary methods, namely: observing student responses during class activities and regular exercises during the lessons. The first method is observing student responses during learning activities. Teachers like SR use spontaneous Q&A sessions as a tool to map student participation patterns. For instance, confident students like S3 respond immediately and volunteer eagerly, while shy students like S2 tend to remain silent or seek peer assistance before engaging with the teacher. This direct observation helps teachers quickly understand student personalities, in line with the dynamic principles of classroom management. This approach is supported by Brown (2007) who emphasizes that continuous assessment of student behavior is crucial for adapting teaching methods.

The second method is regular exercises during the lessons, as done by teacher IZ. Through tasks like presentations or daily exercises, tasks such as games, quizzes, and presentations, teachers can observe how students respond to

situations that require confidence and participation. Shy students like S2 noted that game-based activities made them feel more encouraged to participate, while inconsistent students like S5 reported that interactive exercises encourage me to be actively involved. According to Tomlinson (2017) such assessments are important for understanding student readiness and emotional responses, which are part of their personality in learning. These methods enable teachers to build a holistic understanding of their students. The combination of informal observation and structured assessment forms a robust framework for identifying personality differences, which is the foundational step toward differentiated and responsive teaching.

The second research question is "What strategies do English teachers use to address student personality differences in the classroom?". Based on the findings from interviews with English teachers, the researcher found that teachers use five main strategies to manage student personality differences effectively.

The first strategy is *Collaborative Learning through Differentiated Grouping of students*. This strategy involves organizing students with diverse personalities and academic abilities into the same learning groups to promote collaborative interaction. Teachers strategically combine active, quiet, and academically varied students to encourage peer-supported learning and social scaffolding. This approach is consistent with Vygotsky's (1978) sociocultural theory, which highlights the role of social interaction in enhancing learning. Furthermore, Johnson et al. (2014) argue that cooperative learning not only improves academic achievement but also develops students' interpersonal skills and empathy across different personality types. Positive responses from students, particularly those who reported higher engagement and enjoyment during group activities, further indicate that this strategy helps reduce learning anxiety and fosters inclusive classroom participation.

The second strategy is *Scaffolded Participation and Direct Motivation*. This strategy involves providing structured and gradual support to students who demonstrate shyness or low self-confidence. Teachers actively engage with these students by offering targeted encouragement and creating low-risk opportunities for

participation. This approach aligns with Vygotsky's (1978) scaffolding theory, which emphasizes that instructional support should be adjusted to learners' current abilities and gradually reduced as their competence increases. By fostering a classroom environment where mistakes are viewed as a natural part of the learning process, teachers help reduce language anxiety (Dörnyei, 2005), particularly among less confident students. As a result, this strategy not only enhances classroom participation but also supports the development of students' self-confidence and sense of belonging over time.

The third strategy is *Varied Interactive Methods*. To address the diversity of student personalities, teachers employ a range of interactive activities, including educational games, quizzes, pair and group work, and project-based tasks. This variety accommodates different learning preferences visual, auditory, reading/writing, and kinesthetic by providing multiple opportunities for students to participate and demonstrate understanding. This approach reflects the practical application of process differentiation as outlined by Tomlinson (2017), in which teachers adjust how students engage with learning content. For example, extroverted students may participate more actively in discussions, while introverted students may perform better in reflective writing or small-group activities. Through the regular rotation of these methods, teachers foster an inclusive and dynamic classroom environment that values diverse forms of student participation.

The fourth strategy is *Differentiated Instruction through Routine Activities*. Despite constraints such as large class sizes and limited instructional time, teachers incorporate differentiated instruction into daily classroom practices by adapting content, learning processes, and expected outcomes to accommodate students' diverse needs. Strategies including encouraging participation from quieter students, adjusting task difficulty, and providing alternative assignments reflect the core principle of Differentiated Instruction as articulated by Tomlinson (2001), which defines fairness as responsiveness to individual learning needs rather than uniform treatment. These continuous adjustments demonstrate teachers' pedagogical flexibility and promote equitable student engagement and learning within the classroom.

The last strategy is *Psychological Safety and Adaptive Discipline*. This strategy emphasizes the creation of a classroom environment in which students feel safe to take intellectual risks, which is particularly important in language learning. Teachers foster psychological safety by responding to students' mistakes with encouragement rather than criticism, thereby increasing their willingness to experiment with the target language (Han et al., 2022). At the same time, teachers implement adaptive discipline by maintaining clear behavioral expectations through fair and consistent consequences, while also seeking to understand the underlying causes of disruptive behavior. This integrated approach ensures that the classroom remains both supportive and well-managed, enabling students to participate confidently without fear of embarrassment or excessive rigidity.

These five teaching strategies are integrated in managing student personality diversity and fostering inclusive learning. These strategies increase student participation, understanding, and self-confidence. Therefore, this study confirms that successful English learning depends heavily on teachers' ability to implement an adaptive and empathetic approach to individual student differences in the classroom.



CHAPTER V

CONCLUSION AND SUGGESTION

This final chapter summarizes the main findings of the study, presents conclusions based on the research objectives and research questions, and provides both practical and theoretical recommendations for English teachers, educational institutions, and future researchers.

A. Conclusion

This research aimed to explore how English teachers identify and address students' personality differences in the classroom. Using qualitative methods, including interviews with two English teachers and five students, classroom observations, this study produced comprehensive insights into the teaching strategies used in response to student personality diversity at MTSN 1 Aceh Selatan.

The research conclusions, based on the data, indicate that teachers use two complementary approaches to identify students' diverse personalities. First, teachers conduct direct observation of students' responses during classroom activities, such as question-and-answer sessions. Second, teachers analyze students' in regular exercises during the lesson, such as presentations or tasks. These approaches enable teachers to gain a comprehensive understanding of their students, which serves as an important foundation for implementing differentiated and responsive teaching strategies.

Building on this foundation, the English teachers apply five integrated teaching strategies to manage students' different personality effectively. These strategies include: (1) collaborative learning with differentiated groups to encourage peer support and inclusive participation; (2) scaffolded participation and direct motivation to increase the confidence of shy or hesitant students; (3) varied interactive methods that use different activities to engage diverse learning preferences; (4) differentiated instruction through routine classroom activities by adjusting content and learning processes to individual needs; and (5) psychological safety and with adaptive discipline to maintain a supportive environment with clear

rules. Overall, these strategies show that managing diverse student personalities requires flexible teaching approaches, empathy, and a strong commitment to creating an inclusive learning environment.

B. Suggestion

Based on the research findings, the following recommendations are provided for various stakeholders. The researcher offers primary suggestions for English teachers. First, teachers are advised to continually develop a variety of cooperative and participatory learning strategies to ensure the active engagement of all students in the classroom. Second, before implementing a strategy, teachers need to consider its ability to manage classroom dynamics and ensure that all students can participate effectively. Lastly, during group learning activities, teachers are recommended to monitor all groups evenly to minimize irrelevant conversations and maintain the focus of learning.

For schools and educational institutions, policies should support the development of learning approaches that are responsive to student diversity. Schools can consider providing more flexible access to multimedia-based learning facilities, as well as integrating appropriate technology into the curriculum to support the varied learning styles of students. The development of continuous training programs on inclusive classroom management is also an important need.

Meanwhile, for future researchers, opportunities exist to expand the scope of research by involving larger and more diverse samples. Therefore, future researchers can conduct studies with a broader scope, involving more classes and different educational levels, to obtain more comprehensive findings. Such research will enable better generalization and provide deeper insights into effective strategies for managing student personality differences in English language learning.

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APPENDICES

Appendix A Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1088 TAHUN 2025**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBİYAH 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 Institut 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 dan 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 Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh 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** : Menunjuk Saudara :
Syarifah Dahliana, M.Ag., M.Ed., Ph.D
Untuk membimbing Skripsi
Nama : **Aja Helfima**
NIM : **210203148**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring Teachers' Strategies for Addressing Students' Personality Differences in the English Language Classroom**
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT** : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** : 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 : 28 Juli 2025
Dekan,

Safrul Muluk

Tembusan

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



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 TARBİYAH DAN KEGURUAN

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

Nomor : B-6776/Un.08/FTK.1/TL.00/09/2025

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala MTsN 1 Aceh Selatan

Assalamualaikum Warahmatullahi Wabarakatuh.

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

Nama/NIM : AJA HELFIMA / 210203148

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Desa sialang sialang, kec. Samadua, kab. Aceh selatan

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' Strategies for Addressing Students Personality Differences in English Language Classroom**

Banda Aceh, 2 September 2025

An, Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 10 Oktober 2025

Appendix C Confirmation Letter From the School



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN ACEH SELATAN
MADRASAH TSANAWIYAH NEGERI 1 ACEH SELATAN
 Jalan Tapaktuan - Meulaboh Desa Jilatang Kecamatan Samadua
 Email : mtsn.samadua@yahoo.co.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : B-452 MTs/01.01.12/PP.00.05/09/2025


Yang bertanda tangan di bawah ini Kepala MTsN 1 Aceh Selatan, dengan ini menerangkan bahwa :

Nama : AJA HELFIMA
 NIM : 210203148
 Semester : IX
 Jurusan : Pendidikan Bahasa Inggris
 Judul Skripsi : "Exploring Teachers' Strategies for Addressing Students Personality Differences in English Language Classroom"

Benar nama yang tersebut diatas telah melaksanakan penelitian ilmiah tanggal 06 September 2025 di MTsN 1 Aceh Selatan Kecamatan Samadua Kabupaten Aceh Selatan dengan Judul "Exploring Teachers' Strategies for Addressing Students Personality Differences in English Language Classroom"

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Samadua, 08 September 2025
 Plt Kepala,


 Julia Bahri, S.Pd
 NIP.198610162005012001

جامعة الرانيري

AR - RANIRY

Appendix D List of Interview Question

Interview Question for Teachers :

Assalamualaikum Wr. Wb. My name is Aja Helfima, I am a student of Department of English Language Education at UIN Ar-Raniry. I would like to interview you about “Exploring Teachers’ Strategies for Addressing Students’ Personality Differences in English Language Classrooms.” The purpose of this interview is to find out how teachers deal with students’ different personalities when teaching English in the classroom. Therefore, I would like to delve deeper into this topic and ask a few questions.

Interview transcript Teacher 1: SR

Questions	Answer
<p>1. Do you observe differences in personality among your students (such as shy, active, quiet, or talkative)? If yes, how do you recognize them?</p> <p><i>Apakah Anda mengamati adanya perbedaan kepribadian di antara siswa Anda (seperti pemalu, aktif, pendiam, atau banyak bicara)? Jika ya, bagaimana Anda mengenalinya?</i></p>	<p>“In every class, I encounter students with varying characteristics, such as lazy, quiet, active, intelligent, less intelligent, and indifferent students. I recognize these differences through learning activities, such as direct Q&A sessions. Active students typically answer my questions, while quiet students choose to remain silent and not respond. Therefore, I conduct direct observations of student behavior throughout the learning process.”</p> <p><i>“Dalam setiap kelas, saya menghadapi siswa dengan karakteristik yang beragam seperti siswa yang malas, pendiam, aktif, pandai, kurang pandai, serta siswa yang menunjukkan sikap acuh. Cara saya mengenali perbedaan karakter tersebut adalah melalui kegiatan pembelajaran, seperti melakukan tanya jawab secara langsung. Siswa yang aktif biasanya merespons pertanyaan saya, sementara siswa pendiam memilih diam dan tidak menjawab. Oleh karena itu, saya melakukan pengamatan secara langsung terhadap perilaku siswa selama proses pembelajaran berlangsung.”</i></p>

<p>2. In your opinion, how does students' personality affect their English learning?</p> <p><i>Menurut Anda, bagaimana kepribadian siswa memengaruhi pembelajaran bahasa Inggris mereka?</i></p>	<p>"Students' personality differences strongly affect the learning process, especially in English classes that require active participation. When students are not active, they often have difficulty developing their language skills, particularly speaking skills, which are very important in learning English."</p> <p><i>"Perbedaan kepribadian siswa sangat memengaruhi proses pembelajaran yang saya lakukan, terlebih dalam mata pelajaran Bahasa Inggris yang menuntut keaktifan. Jika siswa tidak aktif, mereka akan kesulitan dalam mengembangkan keterampilan berbahasa, terutama kemampuan berbicara (speaking skill), yang merupakan aspek penting dalam pembelajaran Bahasa Inggris."</i></p>
<p>3. What strategies do you usually use to deal with students who have different personalities in your class?</p> <p><i>Strategi apa yang biasanya Anda gunakan untuk menghadapi siswa dengan kepribadian yang berbeda di kelas Anda?</i></p>	<p>"Strategi yang saya terapkan untuk menghadapi perbedaan kepribadian siswa adalah dengan mengadakan kegiatan dialog, diskusi kelompok, dan mengombinasikan siswa aktif, pendiam, serta siswa dengan kemampuan akademik yang berbeda dalam satu kelompok. Hal ini bertujuan agar semua siswa dapat saling berinteraksi dan berpartisipasi aktif dalam pembelajaran."</p> <p><i>"The strategy I employ to address students' personality differences is to hold dialogues, group discussions, and combine active students, quiet students, and students with different academic abilities into one group. This aims to ensure all students can interact with each other and actively participate in learning."</i></p>
<p>4. Can you give examples of how you adjust your teaching based on students' personality types (e.g., introvert and extrovert or shy and active)?</p> <p><i>Bisakah Anda memberikan contoh bagaimana Anda menyesuaikan cara mengajar berdasarkan tipe kepribadian siswa (misalnya introvert dan ekstrovert atau pemalu dan aktif)?</i></p>	<p>"Contoh strategi yang saya gunakan antara lain kegiatan kerja kelompok dan interaksi langsung dengan siswa untuk menanyakan apakah mereka telah memahami materi atau belum. Ketika saya menghadapi siswa yang pemalu dan enggan maju ke depan kelas, saya memberikan dorongan secara bertahap. Sementara itu, untuk siswa yang kurang disiplin, saya memberikan peringatan atau konsekuensi agar mereka tetap mengikuti pembelajaran dengan baik."</p> <p><i>"Examples of strategies I use include group work activities and direct interaction with students to ask whether they have understood the material. When I encounter students who are shy and reluctant to come to the front of the class, I provide gradual</i></p>

	<i>encouragement. Meanwhile, for students who are less disciplined, I give warnings or consequences so they continue to follow the lesson well."</i>
<p>5. How do you ensure that both active (outgoing) and passive (quiet) students are equally engaged in learning?</p> <p><i>Bagaimana Anda memastikan bahwa siswa yang aktif (ramai) dan pasif (pendiam) sama-sama terlibat dalam pembelajaran?</i></p>	<p>"To ensure all students are engaged in learning, I implement group work activities, practice presentations in front of the class, ask students to work on problems on the board in turns, and conduct individual Q&A sessions to determine each student's level of understanding."</p> <p><i>"Untuk memastikan seluruh siswa terlibat dalam pembelajaran, saya menerapkan kegiatan kerja kelompok, latihan presentasi di depan kelas, meminta siswa mengerjakan soal di papan tulis secara bergiliran, serta melakukan tanya jawab secara individual untuk mengetahui tingkat pemahaman masing-masing siswa."</i></p>
<p>6. How do you support passive or quiet students to participate more actively in the class?</p> <p><i>Bagaimana Anda mendukung siswa yang pasif atau pendiam agar lebih aktif berpartisipasi di kelas?</i></p>	<p>"In addition to increasing student participation, I also provide motivation and support to quiet students, such as advising them not to be shy and building their self-confidence. I also approach students personally and instill confidence so they feel valued and encouraged to participate in learning."</p> <p><i>"Selain meningkatkan partisipasi siswa, saya juga memberikan motivasi dan dukungan kepada siswa yang pendiam, seperti memberikan nasihat agar tidak malu dan membangun rasa percaya diri. Saya juga mendekati siswa secara personal dan memberikan kepercayaan agar mereka merasa dihargai serta terdorong untuk berpartisipasi dalam pembelajaran."</i></p>
<p>7. Have you ever changed your teaching strategy for certain students because of their personality? If so, what did you change and why?</p> <p><i>Pernahkah Anda mengubah strategi mengajar Anda untuk siswa tertentu karena kepribadiannya? Jika ya, apa yang Anda ubah dan mengapa?</i></p>	<p>"When conducting group work, I often encounter students who are less active or unwilling to participate. To overcome this, I prioritize students who are quiet or who have less disciplined behavior to appear first. Although this sometimes makes bright students feel less opportunity, I explain nicely that the priority is intended to help other students who need more attention."</p> <p><i>"Dalam pelaksanaan kerja kelompok, saya sering menghadapi siswa yang kurang aktif atau tidak mau berpartisipasi. Untuk mengatasi hal ini, saya memprioritaskan siswa yang pendiam atau yang memiliki perilaku kurang disiplin untuk tampil terlebih dahulu. Meskipun hal ini terkadang</i></p>

	<p><i>membuat siswa yang pandai merasa kurang mendapat kesempatan, saya memberikan penjelasan secara baik bahwa prioritas tersebut bertujuan untuk membantu siswa lain yang membutuhkan lebih banyak perhatian."</i></p>
<p>8. Do you use any tools (e.g., technology, group work) to help students with different personalities learn better? How effective are they?</p> <p><i>Apakah Anda menggunakan alat bantu (seperti teknologi atau kerja kelompok) untuk membantu siswa dengan kepribadian yang berbeda belajar dengan lebih baik? Seberapa efektifkah alat-alat tersebut?</i></p>	<p>"Saya pernah menggunakan media pembelajaran seperti infokus dan audio speaker dalam proses pembelajaran. Namun, berdasarkan pengalaman saya, media tersebut kurang efektif jika tidak disertai interaksi langsung. Saya lebih memilih metode pembelajaran langsung seperti tanya jawab, praktik berbicara, dan meminta siswa menulis di papan tulis karena lebih mampu meningkatkan partisipasi siswa serta memudahkan saya dalam melakukan pengawasan."</p> <p><i>"I've used learning media like infocus and audio speakers in the learning process. However, in my experience, these media are less effective without direct interaction. I prefer direct learning methods like Q&A, speaking practice, and having students write on the board because they are more effective in increasing student participation and make it easier for me to supervise."</i></p>
<p>9. What challenges do you face in dealing with various student personalities, and how do you overcome them?</p> <p><i>Apa saja tantangan yang Anda hadapi dalam menghadapi kepribadian siswa yang beragam, dan bagaimana Anda mengatasinya?</i></p>	<p>"The challenges I face in dealing with the diversity of student personalities include differences in understanding levels, a lack of initiative in asking questions, and some students who are passive or lack discipline. To overcome these, I take a personal approach, provide balanced attention to all students, and increase creativity in managing the classroom to create a conducive learning atmosphere."</p> <p><i>"Tantangan yang saya hadapi dalam menghadapi keberagaman kepribadian siswa antara lain perbedaan tingkat pemahaman, kurangnya inisiatif untuk bertanya, serta adanya siswa yang bersikap pasif maupun kurang disiplin. Untuk mengatasi hal tersebut, saya melakukan pendekatan personal, memberikan perhatian yang seimbang pada seluruh siswa, serta meningkatkan kreativitas dalam mengelola kelas guna menciptakan suasana belajar yang kondusif."</i></p>
<p>10. How do you improve your skills in dealing with different student personalities (e.g., by attending</p>	<p>"I continually strive to improve my competency by attending training, studying independently, and experimenting with various learning strategies. I do this to find the most effective learning methods so</p>

<p>training or collaborating with colleagues)?</p> <p><i>Bagaimana Anda meningkatkan keterampilan Anda dalam menghadapi kepribadian siswa yang berbeda (misalnya melalui pelatihan atau kolaborasi dengan rekan guru)?</i></p>	<p>that all students can be actively involved, according to their individual personality differences.”</p> <p><i>"Saya terus berupaya meningkatkan kompetensi diri dengan mengikuti pelatihan, belajar secara mandiri, dan mencoba berbagai strategi pembelajaran. Hal ini saya lakukan untuk menemukan metode pembelajaran yang paling efektif agar seluruh siswa dapat terlibat secara aktif sesuai dengan perbedaan kepribadian yang mereka miliki."</i></p>
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Interview transcript Teacher 2 : IZ

Questions	Answer
<p>1. Do you observe differences in personality among your students (such as shy, active, quiet, or talkative)? If yes, how do you recognize them?</p> <p><i>Apakah Anda mengamati adanya perbedaan kepribadian di antara siswa Anda (seperti pemalu, aktif, pendiam, atau banyak bicara)? Jika ya, bagaimana Anda mengenalinya?</i></p>	<p>"Perbedaan karakter siswa dalam satu kelas merupakan hal yang pasti terjadi. Cara saya mengenali perbedaan tersebut adalah melalui pemberian latihan dan pertanyaan secara rutin setiap hari. Misalnya, pada saat pembelajaran materi introduction, siswa yang memiliki kepribadian pemalu cenderung menolak untuk maju terlebih dahulu dan memilih tampil di akhir, sedangkan siswa yang percaya diri akan langsung mengajukan diri untuk tampil di depan kelas. Melalui interaksi ini, saya dapat mengidentifikasi kepribadian dan tingkat keberanian siswa dalam belajar."</p> <p><i>"It's inevitable that students will have different personalities within a class. I identify these differences through daily practice and questions. For example, during introductory material, shy students tend to refuse to go first and prefer to come last, while confident students will immediately volunteer to come to the front of the class. Through these interactions, I can identify students' personalities and levels of confidence in learning."</i></p>
<p>2. In your opinion, how does students' personality affect their English learning?</p>	<p>"Differences in student personality significantly impact the learning process. Quiet students tend to lack focus, while overactive or hyperactive students often exhibit disorganized behavior, leading to a lack of focus. Conversely, students who are interested in learning and enjoy English demonstrate better attention and are more serious about participating in learning."</p>

<p><i>Menurut Anda, bagaimana kepribadian siswa memengaruhi pembelajaran bahasa Inggris mereka?</i></p>	<p><i>"Perbedaan kepribadian siswa sangat memengaruhi proses pembelajaran. Siswa yang pendiam cenderung kurang fokus, sementara siswa yang terlalu aktif atau hiperaktif lebih sering menunjukkan perilaku yang tidak terarah sehingga juga tidak fokus. Sebaliknya, siswa yang memiliki minat belajar dan menyukai Bahasa Inggris menunjukkan perhatian lebih baik dan keseriusan dalam mengikuti pembelajaran."</i></p>
<p>3. What strategies do you usually use to deal with students who have different personalities in your class?</p> <p><i>Strategi apa yang biasanya Anda gunakan untuk menghadapi siswa dengan kepribadian yang berbeda di kelas Anda?</i></p>	<p>"As an English teacher, I intentionally point out or ask shy students to come forward. This is because there are students who are intellectually capable and enjoy English, but have fear and lack confidence. I provide motivational encouragement and create a supportive classroom atmosphere, such as asking friends to applaud and encourage. For students who are undisciplined, I also give firm instructions or consequences in the form of a grade reduction if they refuse to participate."</p> <p><i>"Sebagai pengajar Bahasa Inggris, saya secara sengaja menunjuk atau meminta siswa yang pemalu untuk tampil di depan kelas. Hal ini karena terdapat siswa yang secara intelektual mampu dan menyukai Bahasa Inggris, namun memiliki rasa takut dan kurang percaya diri. Saya memberi dorongan motivasi dan menciptakan suasana kelas yang mendukung, seperti meminta teman-teman memberikan tepuk tangan dan semangat. Untuk siswa yang tidak disiplin, saya juga memberikan instruksi tegas atau konsekuensi berupa pengurangan nilai jika mereka menolak untuk berpartisipasi."</i></p>
<p>4. Can you give examples of how you adjust your teaching based on students' personality types (e.g., introvert and extrovert or shy and active)?</p> <p><i>Bisakah Anda memberikan contoh bagaimana Anda menyesuaikan cara mengajar berdasarkan tipe</i></p>	<p>"Managing learning in a public school with a large number of students in one class is a challenge in itself. Developing different learning strategies for each student is difficult due to time constraints, which are only three hours of lessons per week divided into two meetings. Therefore, I use general methods and adjust my approach to suit the student's condition. For students who are having difficulties, I provide motivation, support, and do not push them too hard, but still strive to provide the best teaching."</p> <p><i>"Mengelola pembelajaran di sekolah negeri dengan jumlah siswa yang banyak dalam satu kelas merupakan tantangan tersendiri. Penyusunan</i></p>

<p><i>kepribadian siswa (misalnya introvert dan ekstrovert atau pemalu dan aktif)?</i></p>	<p><i>strategi pembelajaran yang berbeda untuk setiap siswa sulit dilakukan karena keterbatasan waktu, yaitu hanya tiga jam pelajaran per minggu yang dibagi menjadi dua pertemuan. Oleh karena itu, saya menggunakan metode umum dan menyesuaikan pendekatan sesuai kondisi siswa. Untuk siswa yang mengalami kesulitan, saya memberikan motivasi, dukungan, dan tidak memaksakan mereka secara berlebihan, namun tetap berupaya memberikan pengajaran terbaik."</i></p>
<p>5. How do you ensure that both active (outgoing) and passive (quiet) students are equally engaged in learning?</p> <p><i>Bagaimana Anda memastikan bahwa siswa yang aktif (ramai) dan pasif (pendiam) sama-sama terlibat dalam pembelajaran?</i></p>	<p>"To increase student engagement, I often provide exercises, quizzes, and note-taking activities. Through note-taking and dictation, I can observe which students are actively participating and which are passive. I also ask students to take turns coming to the front of the class as a form of evaluation and courage training."</p> <p><i>"Untuk meningkatkan keterlibatan siswa, saya sering memberikan latihan, kuis, serta aktivitas mencatat. Melalui kegiatan mencatat dan dikte, saya dapat mengamati siapa siswa yang berpartisipasi aktif dan siapa yang pasif. Selain itu, saya juga meminta siswa untuk maju ke depan kelas secara bergilir sebagai bentuk evaluasi dan pelatihan keberanian."</i></p>
<p>6. How do you support passive or quiet students to participate more actively in the class?</p> <p><i>Bagaimana Anda mendukung siswa yang pasif atau pendiam agar lebih aktif berpartisipasi di kelas?</i></p>	<p>"In addition to practice and moving forward, I also implement partner practice. This strategy is effective because some students become more enthusiastic when learning with a partner. For example, when studying introductory material, I pair students up to have a simple conversation so everyone is actively involved in the learning."</p> <p><i>"Selain latihan dan kegiatan maju ke depan, saya juga menerapkan partner practice atau latihan berpasangan. Strategi ini efektif karena sebagian siswa menjadi lebih bersemangat ketika belajar dengan teman. Misalnya, ketika mempelajari materi pengenalan, siswa saya pasangkan untuk melakukan percakapan sederhana agar semua terlibat secara aktif dalam pembelajaran."</i></p>

<p>7. Have you ever changed your teaching strategy for certain students because of their personality? If so, what did you change and why?</p> <p><i>Pernakah Anda mengubah strategi mengajar Anda untuk siswa tertentu karena kepribadiannya? Jika ya, apa yang Anda ubah dan mengapa?</i></p>	<p>"I once faced a situation in eighth grade where students, particularly boys, were starting to show signs of disorderly behavior. In this situation, I approached the students directly and asked about the difficulties they were experiencing. Some students expressed their dislike of English. In this situation, I provided guidance slowly while providing additional practice. However, if there were a large number of students requiring special attention, I prioritized my approach to ensure effective learning."</p> <p><i>"Saya pernah menghadapi kondisi di kelas VIII di mana perilaku siswa, khususnya siswa laki-laki, mulai menunjukkan kecenderungan untuk tidak tertib. Dalam menghadapi hal tersebut, saya mendekati siswa secara langsung dan menanyakan kesulitan yang mereka alami. Beberapa siswa menyampaikan bahwa mereka tidak menyukai Bahasa Inggris. Dalam kondisi ini, saya memberikan bimbingan secara perlahan sambil memberikan latihan tambahan. Namun, jika jumlah siswa yang membutuhkan perhatian khusus cukup banyak, saya mengatur prioritas pendekatan agar pembelajaran tetap efektif."</i></p>
<p>8. Do you use any tools (e.g., technology, group work) to help students with different personalities learn better? How effective are they?</p> <p><i>Apakah Anda menggunakan alat bantu (seperti teknologi atau kerja kelompok) untuk membantu siswa dengan kepribadian yang berbeda belajar dengan lebih baik? Seberapa efektifkah alat-alat tersebut?</i></p>	<p>"So far, I still use textbooks as the main source for learning, and have not used other media outside of the book."</p> <p><i>"Sejauh ini, saya masih menggunakan buku teks sebagai sumber utama dalam pembelajaran, dan belum menggunakan media lain di luar buku tersebut."</i></p>
<p>9. What challenges do you face in dealing with various student personalities, and how do you overcome them?</p> <p><i>Apa saja tantangan yang Anda hadapi dalam menghadapi kepribadian siswa yang beragam, dan bagaimana Anda mengatasinya?</i></p>	<p>"The challenges I face are quite diverse, both in terms of student attitudes, traits, and character in today's era. By the last period of class, students tend to be tired and lack focus. In these conditions, I don't force them to be too formal, as long as they stay in class, don't make noise, and don't come and go. I give them leeway so they stay engaged in learning even in a more relaxed atmosphere."</p> <p><i>"Tantangan yang saya hadapi cukup beragam, baik dari segi sikap, sifat, maupun karakter siswa di era saat ini. Pada jam pelajaran terakhir, siswa</i></p>

	<p><i>cenderung kelelahan dan kurang fokus. Dalam kondisi tersebut, saya tidak memaksakan mereka untuk bersikap terlalu formal, selama mereka tetap mengikuti pelajaran, tidak membuat keributan, dan tidak keluar masuk kelas. Saya memberikan kelonggaran agar mereka tetap terlibat dalam pembelajaran meskipun dalam suasana yang lebih santai."</i></p>
<p>10. How do you improve your skills in dealing with different student personalities (e.g., by attending training or collaborating with colleagues)?</p> <p><i>Bagaimana Anda meningkatkan keterampilan Anda dalam menghadapi kepribadian siswa yang berbeda (misalnya melalui pelatihan atau kolaborasi dengan rekan guru)?</i></p>	<p>"Untuk meningkatkan kompetensi mengajar, saya belajar secara mandiri melalui berbagai sumber seperti video pembelajaran di YouTube dan platform digital lainnya. Selain itu, saya juga memanfaatkan teknologi seperti Meta AI dan ChatGPT untuk mencari strategi pembelajaran yang efektif dalam menghadapi siswa dengan kepribadian yang beragam, dan kemudian menerapkannya dalam proses pembelajaran di kelas."</p> <p><i>"To improve my teaching skills, I study independently through various resources, such as instructional videos on YouTube and other digital platforms. I also utilize technologies like MetaAI and ChatGPT to find effective learning strategies for students with diverse personalities, and then apply them to my classroom."</i></p>



Interview questions for students

Assalamu'alaikum Wr. Wb. My name is Aja Helfima, I am a student of Department of English Language Education at UIN Ar-Raniry. I am conducting research titled "Exploring Teachers' Strategies for Addressing Students' Personality Differences in English Language Classroom." You are one of the students who actively participates in English lessons. Before this interview, I will explain some of the teaching strategies used by your teacher in addressing students' personality differences. Now I would like to ask you some questions about your opinions and experiences regarding these strategies.

Interview transcript with Student 1: (Active)

<p>1. How would you describe your personality in class (e.g., active, quiet, shy, confident)? Do you think it affects how you learn English?</p> <p><i>Bagaimana kamu menggambarkan kepribadianmu di kelas (misalnya aktif, pendiam, pemalu, percaya diri)? Apakah menurutmu itu memengaruhi cara kamu belajar bahasa Inggris?</i></p>	<p>"In class, I am an active student, like to ask questions, easy to get along with, and have a high curiosity. This personality really supports my learning process, especially in English. When I find a word or term that I don't understand, I immediately ask the teacher. This has a positive impact because I now know the meaning of the word and directly increases my English vocabulary."</p> <p><i>" Di kelas, saya termasuk siswa yang aktif, gemar bertanya, mudah bergaul, dan memiliki rasa ingin tahu yang tinggi. Kepribadian ini sangat mendukung proses belajar saya, terutama dalam mata pelajaran Bahasa Inggris. Ketika saya menemukan kata atau istilah yang belum saya pahami, saya langsung bertanya kepada guru. Hal ini memberikan dampak positif karena saya menjadi mengetahui arti kata tersebut dan secara langsung menambah kosakata Bahasa Inggris saya."</i></p>
<p>2. Has your teacher ever used a way of teaching that makes you feel more comfortable or helps you understand better?</p> <p><i>Pernahkah gurumu mengajar dengan cara yang bikin kamu lebih nyaman atau lebih paham?</i></p>	<p>"I've participated in classes that use quizzes, crossword puzzles, and Q&A methods, sometimes even in groups. I find this type of learning very engaging and can increase enthusiasm for learning because it provides a new and engaging learning experience."</p> <p><i>"Saya pernah mengikuti pembelajaran yang menggunakan metode kuis, teka-teki silang (TTS), dan tanya jawab, bahkan kadang dilakukan secara berkelompok. Menurut saya, pembelajaran seperti ini sangat menarik dan mampu meningkatkan</i></p>

	<p><i>semangat belajar karena memberikan pengalaman belajar yang baru dan tidak membosankan."</i></p>
<p>3. Can you describe how your teacher treats students who are more talkative and those who are quieter in class?</p> <p><i>Bisakah kamu jelaskan bagaimana guru memperlakukan siswa yang lebih banyak bicara dan siswa yang lebih pendiam di kelas?</i></p>	<p>"Our English teacher is active and interactive in teaching. She often asks questions to students, including the quiet ones. During tests, she helps us translate difficult words and explains the questions in detail. Furthermore, when there are students who are noisy or unfocused, she tries to calm them down and encourages them to return to the lesson properly."</p> <p><i>"Guru Bahasa Inggris kami bersifat aktif dan interaktif dalam mengajar. Guru sering mengajukan pertanyaan kepada siswa, termasuk siswa yang pendiam. Pada saat ulangan, guru membantu kami menerjemahkan kata-kata sulit dan menjelaskan soal secara rinci. Selain itu, ketika ada siswa yang ribut atau tidak fokus, guru berusaha menenangkan mereka dan mengajak mereka untuk kembali mengikuti pelajaran dengan baik."</i></p>
<p>4. Do the teaching methods used by your teacher help you feel more confident or comfortable in class?</p> <p><i>Apakah metode mengajar yang digunakan gurumu membantumu merasa lebih percaya diri atau nyaman di kelas?</i></p>	<p>"The teaching methods my teacher used really helped me build my confidence. When I felt incompetent or unsure about an answer, she motivated me and reassured me that trying is more important than being afraid of making mistakes. This made me more confident in participating in the learning process."</p> <p><i>"Metode pengajaran yang digunakan guru sangat membantu saya dalam meningkatkan rasa percaya diri. Ketika saya merasa tidak mampu atau ragu untuk menjawab, guru memberikan motivasi dan keyakinan bahwa mencoba itu lebih penting daripada takut salah. Hal tersebut membuat saya lebih berani untuk berpartisipasi dalam pembelajaran."</i></p>
<p>5. Do you think your teacher understands your personality and adjusts the teaching method to match it?</p>	<p>"Teachers also strive to understand the characteristics of the students in the class. For example, in our class, some students are quite active and some are misbehaving. Teachers reprimand disruptive students and direct them to stay focused</p>

<p><i>Apakah kamu merasa gurumu memahami kepribadianmu dan menyesuaikan metode mengajarnya?</i></p>	<p>on their studies. For quiet students, teachers ask direct questions or approach them to encourage them to participate in the learning process."</p> <p><i>"Guru juga berusaha memahami karakter siswa di kelas. Misalnya, di kelas kami terdapat siswa yang cukup aktif dan ada yang berperilaku nakal. Guru menegur siswa yang mengganggu dan mengarahkan mereka agar tetap fokus belajar. Sementara bagi siswa yang pendiam, guru memberikan pertanyaan langsung atau mendekati mereka agar ikut terlibat dalam pembelajaran."</i></p>
<p>6. How does your teacher treat students who are less active or shy?</p> <p><i>Bagaimana guru kamu memperlakukan siswa yang kurang aktif atau pemalu?</i></p>	<p>"In addition to asking direct questions, teachers also take a personal approach to build student confidence. They often provide motivation so students aren't afraid to make mistakes and remain brave enough to come to the front of the class to try."</p> <p><i>"Selain memberikan pertanyaan secara langsung, guru juga melakukan pendekatan personal untuk membangun kepercayaan diri siswa. Guru sering memberikan motivasi agar siswa tidak takut salah dan tetap berani maju ke depan kelas untuk mencoba."</i></p>
<p>7. What kind of teaching makes you feel most excited or confident when learning English?</p> <p><i>Jenis pengajaran seperti apa yang membuat kamu merasa paling semangat atau percaya diri dalam belajar bahasa Inggris?</i></p>	<p>"Playful learning, such as quizzes and group work, makes the classroom atmosphere more lively. Our teacher has also used an infocus in lessons, where we are asked to match or connect words. This activity makes us more enthusiastic about learning because we're not just stuck in a textbook."</p> <p><i>"Pembelajaran yang dilakukan sambil bermain, seperti kuis dan kerja kelompok, membuat suasana kelas menjadi lebih hidup. Guru kami juga pernah menggunakan infokus dalam pembelajaran, di mana kami diminta mencocokkan atau menyambungkan kata-kata. Aktivitas ini membuat kami lebih semangat belajar karena tidak hanya terpaku pada buku teks."</i></p>
<p>8. Do you think different students should be taught in different ways based on their personality?.</p>	<p>"In my opinion, learning strategies must be adapted to the different abilities and learning styles of each student. For example, some students understand material better through hands-on practice, others find it easier to understand through oral explanations, and still others learn better through written activities. Therefore, teachers need to use a variety of approaches so that all students can understand the lesson well.</p>

<p>Apakah kamu pikir siswa yang berbeda seharusnya diajar dengan cara yang berbeda berdasarkan kepribadiannya?</p>	<p>"Menurut saya, strategi pembelajaran memang harus disesuaikan dengan perbedaan kemampuan dan gaya belajar setiap siswa. Misalnya, ada siswa yang lebih memahami materi melalui praktik langsung, ada yang lebih mudah memahami melalui penjelasan lisan, dan ada pula yang lebih memahami melalui kegiatan menulis. Oleh karena itu, pendekatan yang digunakan guru perlu beragam agar semua siswa dapat memahami pelajaran dengan baik.</p>
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Interview transcript with Student 2 : (shy/introvert)

<p>1. How would you describe your personality in class (e.g., active, quiet, shy, confident)? Do you think it affects how you learn English?</p> <p><i>Bagaimana kamu menggambarkan kepribadianmu di kelas (misalnya aktif, pendiam, pemalu, percaya diri)? Apakah menurutmu itu memengaruhi cara kamu belajar bahasa Inggris?</i></p>	<p>"Kepribadian saya cenderung pemalu dan pendiam, dan hal tersebut memengaruhi proses pembelajaran saya di kelas. Saya jarang mengajukan pertanyaan kepada guru meskipun tidak memahami materi. Jika ada hal yang tidak saya mengerti, saya lebih memilih diam atau hanya bertanya kepada teman sebangku, bukan langsung kepada guru."</p> <p><i>"I tend to be shy and quiet, and that affects my learning process in class. I rarely ask questions to the teacher even if I don't understand the material. If there's something I don't understand, I prefer to stay quiet or just ask my deskmate, not directly to the teacher."</i></p>
<p>2. Has your teacher ever used a way of teaching that makes you feel more comfortable or helps you understand better?</p> <p><i>Pernahkah gurumu mengajar dengan cara yang bikin kamu lebih nyaman atau lebih paham?</i></p>	<p>"I once participated in a lesson that was structured as a game. This kind of learning indirectly engaged my friends and me, as the teacher encouraged all students to play while learning. This encouraged me to participate more."</p> <p><i>"Saya pernah mengikuti pembelajaran yang dikemas dalam bentuk permainan. Pembelajaran seperti ini membuat saya dan teman-teman secara tidak langsung terlibat aktif, karena guru meminta seluruh siswa untuk ikut serta bermain sambil belajar sehingga saya merasa lebih terdorong untuk berpartisipasi."</i></p>

<p>3. Can you describe how your teacher treats students who are more talkative and those who are quieter in class?</p> <p><i>Bisakah kamu jelaskan bagaimana guru memperlakukan siswa yang lebih banyak bicara dan siswa yang lebih pendiam di kelas?</i></p>	<p>"I think the teacher treats all students fairly without discrimination based on personality, whether they are quiet or talkative. The teacher often asks me questions after explaining the material and sometimes even asks me to come up to the front to answer questions, even though I'm shy."</p> <p><i>"Menurut pengamatan saya, guru memperlakukan seluruh siswa secara adil tanpa membedakan kepribadian, baik siswa yang pendiam maupun yang aktif berbicara. Guru sering memberikan pertanyaan kepada saya setelah menjelaskan materi dan kadang juga meminta saya maju ke depan untuk menjawab pertanyaan meskipun saya pemalu."</i></p>
<p>4. Do the teaching methods used by your teacher help you feel more confident or comfortable in class?</p> <p><i>Apakah metode mengajar yang digunakan gurumu membantumu merasa lebih percaya diri atau nyaman di kelas?</i></p>	<p>"The teaching methods used by the teacher are very helpful, as they don't just focus on textbooks. The teacher often holds games, quizzes, and randomly divides students into groups so that all students, including me who is quiet, can be actively involved and not just be an observer."</p> <p><i>"Metode pembelajaran yang digunakan guru sangat membantu, karena tidak hanya berfokus pada buku teks. Guru sering mengadakan permainan, kuis, dan membagi kelompok secara acak agar seluruh siswa, termasuk saya yang pendiam, dapat terlibat aktif dan tidak hanya menjadi pengamat."</i></p>
<p>5. Do you think your teacher understands your personality and adjusts the teaching method to match it?</p> <p><i>Apakah kamu merasa gurumu memahami kepribadianmu dan menyesuaikan metode pengajarnya?</i></p>	<p>"The teacher demonstrates an understanding of the students' different personalities through a variety of teaching methods. He often asks me and other students to come to the front of the class to re-explain material we have or haven't understood. Learning is carried out using various strategies such as games, quizzes, group work, the use of infocus, and pair exercises so that all students participate."</p> <p><i>"Guru menunjukkan pemahaman terhadap perbedaan karakter siswa melalui variasi metode pengajaran. Guru sering meminta saya dan siswa lainnya untuk maju ke depan kelas guna menjelaskan kembali materi yang sudah atau belum kami pahami. Pembelajaran dilakukan dengan berbagai strategi seperti permainan, kuis, kerja kelompok, penggunaan infocus, dan latihan berpasangan agar semua siswa ikut berpartisipasi."</i></p>

<p>6. How does your teacher treat students who are less active or shy?</p> <p><i>Bagaimana guru kamu memperlakukan siswa yang kurang aktif atau pemalu?</i></p>	<p>"The strategies the teacher used helped me, as a quiet student, to become involved in the learning process. I wasn't just sitting quietly, but participating in the learning activities because the lessons were made interesting and interactive."</p> <p><i>"Strategi yang digunakan guru membantu saya sebagai siswa yang pendiam untuk ikut terlibat dalam pembelajaran. Saya menjadi tidak hanya duduk diam, tetapi ikut serta dalam kegiatan belajar karena pembelajaran dibuat menarik dan interaktif."</i></p>
<p>7. What kind of teaching makes you feel most excited or confident when learning English?</p> <p><i>Jenis pengajaran seperti apa yang membuat kamu merasa paling semangat atau percaya diri dalam belajar bahasa Inggris?</i></p>	<p>"I feel more confident when learning is done through games. This method creates a fun and relaxed atmosphere, so I don't feel like I'm the center of attention. Furthermore, all the students are actively involved, so I don't feel alone when participating in activities in front of the class."</p> <p><i>"Saya merasa lebih percaya diri ketika pembelajaran dilakukan dengan permainan. Metode ini membuat suasana menjadi menyenangkan dan tidak menegangkan, sehingga saya tidak merasa menjadi pusat perhatian. Selain itu, seluruh siswa terlibat aktif sehingga saya tidak merasa sendirian saat mengikuti kegiatan di depan kelas."</i></p>
<p>8. Do you think different students should be taught in different ways based on their personality?.</p> <p><i>Apakah kamu pikir siswa yang berbeda seharusnya diajar dengan cara yang berbeda berdasarkan kepribadiannya?</i></p>	<p>"I think the teacher's teaching strategies are excellent and well-suited to the students' needs. Personally, I didn't expect any different treatment because I'm not comfortable being the center of attention. The teacher also tried to teach in a variety of ways and understand each student's individual characteristics throughout the learning process."</p> <p><i>"Menurut saya, strategi pembelajaran yang diterapkan guru sudah sangat baik dan sesuai dengan kondisi siswa. Saya pribadi tidak mengharapkan perlakuan yang berbeda karena saya kurang nyaman menjadi pusat perhatian. Guru juga telah berusaha mengajar dengan cara yang variatif dan memahami karakter masing-masing siswa selama proses pembelajaran berlangsung."</i></p>

Interview transcript with Student 3 : (confident/extrovert)

<p>1. How would you describe your personality in class (e.g., active, quiet, shy, confident)? Do you think it affects how you learn English?</p> <p><i>Bagaimana kamu menggambarkan kepribadianmu di kelas (misalnya aktif, pendiam, pemalu, percaya diri)? Apakah menurutmu itu memengaruhi cara kamu belajar bahasa Inggris?</i></p>	<p>"I have a lively, boisterous, cheerful personality, and a loud voice. This personality influences my learning process, such as I often ask questions, go to the front of the class even though I don't fully understand the material or haven't fully grasped the teacher's explanation, but I still dare to try."</p> <p><i>"Saya memiliki kepribadian yang bersemangat, heboh, ceria, serta memiliki suara yang lantang. Kepribadian ini memengaruhi proses pembelajaran saya, seperti saya sering bertanya, maju ke depan kelas meskipun saya belum terlalu paham materi atau belum sepenuhnya menguasai penjelasan guru, tetapi saya tetap berani mencoba."</i></p>
<p>2. Has your teacher ever used a way of teaching that makes you feel more comfortable or helps you understand better?</p> <p><i>Pernahkah gurumu mengajar dengan cara yang bikin kamu lebih nyaman atau lebih paham?</i></p>	<p>"I've participated in classes that I found interesting, such as those about animals that involved descriptive activities. I prefer classes that require describing objects or animals because they align with my interests and make me enthusiastic about participating."</p> <p><i>"Saya pernah mengikuti pembelajaran yang menurut saya menarik, seperti materi tentang hewan-hewan yang berkaitan dengan kegiatan mendeskripsikan. Saya lebih menyukai pelajaran yang mengharuskan mendeskripsikan benda atau hewan karena sesuai dengan minat saya dan membuat saya merasa antusias untuk berpartisipasi."</i></p>
<p>3. Can you describe how your teacher treats students who are more talkative and those who are quieter in class?</p> <p><i>Bisakah kamu jelaskan bagaimana guru memperlakukan siswa yang lebih banyak bicara dan siswa yang lebih pendiam di kelas?</i></p>	<p>"In my opinion, teachers ask quiet students more questions than talkative students. This is because quiet students tend not to express their opinions spontaneously, so teachers pay more attention to get them involved, while talkative students are usually already actively asking questions or coming forward without being asked by the teacher."</p> <p><i>"Berdasarkan pengamatan saya, guru lebih sering bertanya kepada siswa yang pendiam dibandingkan dengan siswa yang banyak bicara. Hal ini karena siswa pendiam cenderung tidak mengemukakan pendapat secara spontan, sehingga guru memberikan perhatian lebih agar mereka terlibat, sementara siswa yang banyak bicara biasanya sudah aktif bertanya atau maju ke depan tanpa diminta lagi oleh guru."</i></p>

<p>4. Do the teaching methods used by your teacher help you feel more confident or comfortable in class?</p> <p><i>Apakah metode mengajar yang digunakan gurumu membantumu merasa lebih percaya diri atau nyaman di kelas?</i></p>	<p>"I think the way the teacher teaches really helps build self-confidence. For example, when I go up to the board to describe something and I make a mistake, the teacher doesn't scold me, but instead encourages me and reassures me that trying is important and that mistakes are part of the learning process."</p> <p><i>"Menurut saya, cara guru mengajar sangat membantu dalam membangun rasa percaya diri. Contohnya, ketika saya maju ke papan tulis untuk mendeskripsikan sesuatu dan saya melakukan kesalahan, guru tidak memarahi, melainkan memberikan semangat serta meyakinkan saya bahwa mencoba itu penting dan kesalahan adalah bagian dari proses belajar."</i></p>
<p>5. Do you think your teacher understands your personality and adjusts the teaching method to match it?</p> <p><i>Apakah kamu merasa gurumu memahami kepribadianmu dan menyesuaikan metode pengajarnya?</i></p>	<p>"I feel like the teachers understand each student's character. For example, for quiet students, the teachers often ask direct questions to get them involved. For active students, the teachers also give them the opportunity to come forward. If there are students who lack confidence or make mistakes, the teachers always provide motivation and don't make them feel afraid. Meanwhile, for naughty students, the teachers reprimand them so they focus and want to learn."</p> <p><i>"Saya merasa guru memahami karakter setiap siswa. Sebagai contoh, untuk siswa yang pendiam, guru sering memberikan pertanyaan langsung agar mereka terlibat. Untuk siswa yang aktif, guru juga memberi kesempatan untuk maju ke depan. Jika ada siswa yang kurang percaya diri atau melakukan kesalahan, guru selalu memberikan motivasi dan tidak membuat siswa merasa takut. Sedangkan kepada siswa yang nakal, guru memberikan teguran agar fokus dan mau belajar."</i></p>

<p>6. How does your teacher treat students who are less active or shy?</p> <p><i>Bagaimana guru kamu memperlakukan siswa yang kurang aktif atau pemalu?</i></p>	<p>"I think teachers show a great deal of interest in quiet students. They often approach them, ask about any difficulties they're having, and re-explain the material until they seem to understand. This makes them feel cared for and not ignored."</p> <p><i>"Menurut saya, guru menunjukkan perhatian yang besar kepada siswa pendiam. Guru biasanya mendekati mereka, menanyakan kesulitan yang mereka hadapi, dan menjelaskan kembali materi hingga siswa terlihat paham. Hal tersebut membuat siswa merasa diperhatikan dan tidak diabaikan."</i></p>
<p>7. What kind of teaching makes you feel most excited or confident when learning English?</p> <p><i>Jenis pengajaran seperti apa yang membuat kamu merasa paling semangat atau percaya diri dalam belajar bahasa Inggris?</i></p>	<p>"Besides descriptive material, I also really enjoy learning that incorporates educational games. Teachers often create games like quizzes, charades, or picture games. This kind of learning is really fun, keeps me motivated, keeps me from getting bored, and provides a learning experience that isn't solely focused on textbooks."</p> <p><i>"Selain materi deskriptif, saya juga sangat menyukai pembelajaran yang disertai permainan atau game edukatif. Guru sering membuat permainan seperti kuis, tebak kata, atau tebak gambar. Pembelajaran seperti ini sangat menyenangkan, membuat saya bersemangat, tidak merasa bosan, dan memberikan pengalaman belajar yang tidak hanya berfokus pada buku."</i></p>
<p>8. Do you think different students should be taught in different ways based on their personality?.</p> <p><i>Apakah kamu pikir siswa yang berbeda seharusnya diajar dengan cara yang berbeda berdasarkan kepribadiannya?</i></p>	<p>"I believe that the treatment of quiet students and talkative students should be different. Quiet students tend to be quiet, shy, or lack self-confidence, so they need motivation and encouragement. Meanwhile, talkative students tend to be active, often ask questions, and are more confident in expressing their opinions. Therefore, teachers need to use different approaches so that both can develop optimally in the learning process."</p> <p><i>"Saya berpendapat bahwa perlakuan terhadap siswa pendiam dan siswa banyak bicara memang seharusnya berbeda. Siswa pendiam cenderung diam, malu, atau kurang percaya diri, sehingga membutuhkan motivasi dan dorongan. Sedangkan siswa yang banyak bicara cenderung aktif, sering bertanya, dan lebih percaya diri dalam menyampaikan pendapat. Oleh karena itu, guru perlu menggunakan pendekatan yang berbeda agar</i></p>

	<i>keduanya dapat berkembang secara optimal dalam proses pembelajaran."</i>
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Interview transcript with Student 4 : (talkative)

<p>1. How would you describe your personality in class (e.g., active, quiet, shy, confident)? Do you think it affects how you learn English?</p> <p><i>Bagaimana kamu menggambarkan kepribadianmu di kelas (misalnya aktif, pendiam, pemalu, percaya diri)? Apakah menurutmu itu memengaruhi cara kamu belajar bahasa Inggris?</i></p>	<p>"I have a talkative personality. I don't think this personality really affects my learning process because I usually talk about things other than the subject, not the lesson. I also often chat with my friends during class."</p> <p><i>"Saya memiliki kepribadian yang banyak berbicara. Menurut saya, kepribadian ini tidak terlalu memengaruhi proses pembelajaran saya karena yang saya bicarakan biasanya bukan tentang pelajaran, melainkan hal-hal lain di luar materi. Saya juga sering bercerita dengan teman saat jam pelajaran berlangsung."</i></p>
<p>2. Has your teacher ever used a way of teaching that makes you feel more comfortable or helps you understand better?</p> <p><i>Pernahkah gurumu mengajar dengan cara yang bikin kamu lebih nyaman atau lebih paham?</i></p>	<p>"I've participated in games that involve playing, like guessing pictures or guessing English vocabulary through pictures. These activities make me feel excited about the lessons."</p> <p><i>"Saya pernah mengikuti pembelajaran yang dilakukan sambil bermain. Contohnya seperti permainan tebak gambar atau menebak kosakata bahasa Inggris melalui media gambar. Kegiatan tersebut membuat saya merasa bersemangat dalam mengikuti pelajaran."</i></p>
<p>3. Can you describe how your teacher treats students who are more talkative and those who are quieter in class?</p> <p><i>Bisakah kamu jelaskan bagaimana guru memperlakukan siswa yang lebih banyak bicara dan siswa yang lebih pendiam di kelas?</i></p>	<p>"I feel like the teacher treats all students equally. She often asks me questions during class, re-teaches material I don't understand, and often tells me to come to the front of the class to participate in learning activities."</p> <p><i>"Saya merasa guru memberikan perlakuan yang sama kepada semua siswa. Guru sering mengajukan pertanyaan kepada saya saat pembelajaran, mengajarkan kembali materi yang belum saya pahami, dan juga sering menyuruh saya maju ke depan untuk berpartisipasi dalam kegiatan belajar."</i></p>
<p>4. Do the teaching methods used by your teacher help you feel more confident or comfortable in class?</p>	<p>"I don't think the learning process has had much of an impact on my academic performance because I often don't pay attention to the teacher when he's explaining. I'm less focused on the lessons because I don't enjoy learning and am less interested in English."</p>

<p><i>Apakah metode mengajar yang digunakan gurumu membantumu merasa lebih percaya diri atau nyaman di kelas?</i></p>	<p><i>"Menurut saya, pembelajaran tersebut tidak terlalu memengaruhi hasil belajar saya karena saya sering tidak memperhatikan guru ketika menjelaskan. Saya kurang fokus dalam mengikuti pelajaran karena saya kurang menyukai kegiatan belajar dan kurang tertarik pada mata pelajaran bahasa Inggris."</i></p>
<p>5. Do you think your teacher understands your personality and adjusts the teaching method to match it?</p> <p><i>Apakah kamu merasa gurumu memahami kepribadianmu dan menyesuaikan metode pengajarnya?</i></p>	<p>"Even so, I felt like the teacher understood my situation. When I was distracted, she tried to get my attention back to the lesson by asking questions, re-explaining material I didn't understand, and giving examples to help me understand better."</p> <p><i>"Meskipun begitu, saya merasa guru memahami keadaan saya. Ketika saya tidak fokus, guru berusaha menarik perhatian saya kembali ke pelajaran dengan cara bertanya, menjelaskan ulang materi yang belum saya pahami, dan memberikan contoh agar saya lebih mengerti."</i></p>
<p>6. How does your teacher treat students who are less active or shy?</p> <p><i>Bagaimana guru kamu memperlakukan siswa yang kurang aktif atau pemalu?</i></p>	<p>"Based on my observations, teachers often ask questions to quiet students and ask them to come to the front. Teachers also communicate with all students, whether they are quiet, naughty, or smart, so that all students receive equal attention."</p> <p><i>"Berdasarkan pengamatan saya, guru sering memberikan pertanyaan kepada siswa yang pendiam dan menyuruh mereka maju ke depan. Guru juga berkomunikasi dengan semua siswa, baik yang pendiam, nakal, maupun yang pintar, sehingga semua siswa mendapatkan perhatian yang sama."</i></p>
<p>7. What kind of teaching makes you feel most excited or confident when learning English?</p> <p><i>Jenis pengajaran seperti apa yang membuat kamu merasa paling semangat atau percaya diri dalam belajar bahasa Inggris?</i></p>	<p>"In general, I'm not very confident when studying. However, when learning takes place in a group, I feel a little more confident because I can be active and involved with my group mates, especially if I'm with close friends or deskmates."</p> <p><i>"Secara umum, saya tidak terlalu percaya diri ketika belajar. Namun, ketika pembelajaran berlangsung dalam bentuk kelompok, saya merasa sedikit lebih percaya diri karena saya bisa aktif dan terlibat bersama teman satu kelompok, terutama jika bersama teman dekat atau teman sebangku."</i></p>

<p>8. Do you think different students should be taught in different ways based on their personality?</p> <p><i>Apakah kamu pikir siswa yang berbeda seharusnya diajar dengan cara yang berbeda berdasarkan kepribadiannya?</i></p>	<p>"I think teachers should treat quiet students differently than active students. This is important to prevent quiet students from becoming more withdrawn, and to prevent misbehaving students from exhibiting more negative behavior. With the right approach, teachers can help each student better understand the lesson according to their individual characteristics."</p> <p><i>"Menurut saya, perlakuan guru terhadap siswa pendiam dan siswa yang aktif memang sebaiknya berbeda. Hal ini penting agar siswa pendiam tidak semakin tertutup, dan siswa yang nakal tidak semakin menunjukkan perilaku negatif. Dengan pendekatan yang tepat, guru dapat membantu setiap siswa agar lebih memahami pelajaran sesuai dengan karakter masing-masing."</i></p>
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Interview transcript with Student 5 : (inconsistent)

<p>1. How would you describe your personality in class (e.g., active, quiet, shy, confident)? Do you think it affects how you learn English?</p> <p><i>Bagaimana kamu menggambarkan kepribadianmu di kelas (misalnya aktif, pendiam, pemalu, percaya diri)? Apakah menurutmu itu memengaruhi cara kamu belajar bahasa Inggris?</i></p>	<p>"I have a personality that falls somewhere in the middle, as I can be quiet at times and other times be active or talkative depending on my mood. This personality slightly affects my learning process. When I feel like being quiet, I don't ask questions even if I don't understand the material, and prefer to just listen. However, when I'm in a good mood, I usually actively ask the teacher about material I don't understand, and occasionally discuss it with my friends in class during the lesson."</p> <p><i>"Saya memiliki kepribadian yang berada di tengah, karena terkadang saya bersikap pendiam dan di waktu lain dapat menjadi aktif atau banyak berbicara tergantung suasana hati saya. Kepribadian ini sedikit memengaruhi proses belajar saya. Ketika saya merasa ingin diam, saya tidak bertanya meskipun tidak memahami materi, dan lebih memilih mendengarkan saja. Namun, ketika suasana hati saya baik, saya biasanya aktif bertanya kepada guru mengenai materi yang belum saya pahami, dan sesekali berdiskusi dengan teman di kelas saat pembelajaran berlangsung."</i></p>
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<p>2. Has your teacher ever used a way of teaching that makes you feel more comfortable or helps you understand better?</p> <p><i>Pernahkah gurumu mengajar dengan cara yang bikin kamu lebih nyaman atau lebih paham?</i></p>	<p>"I've participated in learning activities that involved play and discussion. For example, a word-guessing game using an infocus. These activities make the learning process more engaging and encourage active participation."</p> <p><i>"Saya pernah mengikuti pembelajaran yang dikemas melalui aktivitas bermain dan berdiskusi. Contohnya seperti permainan menebak kata menggunakan infokus. Kegiatan seperti ini membuat proses belajar menjadi lebih menarik dan mendorong saya untuk terlibat secara aktif."</i></p>
<p>3. Can you describe how your teacher treats students who are more talkative and those who are quieter in class?</p> <p><i>Bisakah kamu jelaskan bagaimana guru memperlakukan siswa yang lebih banyak bicara dan siswa yang lebih pendiam di kelas?</i></p>	<p>"In my experience, teachers treat all students fairly. For students who talk a lot, teachers will reprimand and direct them to stay focused, while for quiet students, teachers ask questions directly or have them come to the front to work on problems, so teachers can see how far the students understand the material."</p> <p><i>"Menurut pengalaman saya, guru memperlakukan semua siswa secara adil. Bagi siswa yang banyak bicara, guru akan menegur dan mengarahkan agar tetap fokus, sedangkan bagi siswa yang pendiam, guru memberikan pertanyaan secara langsung atau menyuruh mereka maju ke depan untuk mengerjakan soal, sehingga guru dapat melihat sejauh mana pemahaman siswa terhadap materi."</i></p>
<p>4. Do the teaching methods used by your teacher help you feel more confident or comfortable in class?</p> <p><i>Apakah metode mengajar yang digunakan gurumu membantumu merasa lebih percaya diri atau nyaman di kelas?</i></p>	<p>"The teacher's teaching style is very helpful because she uses a variety of learning methods at each meeting. Sometimes learning is done through games, discussions, or listening to music, so the classroom atmosphere is not monotonous and students are more motivated to learn."</p> <p><i>"Cara mengajar guru sangat membantu karena guru menggunakan variasi metode pembelajaran setiap pertemuan. Terkadang pembelajaran dilakukan melalui permainan, diskusi, atau mendengarkan musik, sehingga suasana kelas tidak monoton dan membuat siswa lebih termotivasi untuk belajar."</i></p>

<p>5. Do you think your teacher understands your personality and adjusts the teaching method to match it?</p> <p><i>Apakah kamu merasa gurumu memahami kepribadianmu dan menyesuaikan metode pengajarnya?</i></p>	<p>"Teachers also demonstrate an understanding of each student's individual circumstances. When I'm quiet, they encourage me and encourage me to participate. Conversely, when I talk too much, they kindly reprimand me to stay focused on the lesson and help me understand material I haven't mastered."</p> <p><i>"Guru juga menunjukkan sikap yang memahami kondisi masing-masing siswa. Ketika saya bersikap diam, guru memberikan semangat dan dorongan agar saya berani berpartisipasi. Sebaliknya, ketika saya terlalu banyak berbicara, guru menegur dengan cara yang baik agar saya tetap fokus pada pelajaran serta membantu saya memahami materi yang belum saya kuasai."</i></p>
<p>6. How does your teacher treat students who are less active or shy?</p> <p><i>Bagaimana guru kamu memperlakukan siswa yang kurang aktif atau pemalu?</i></p>	<p>"Teachers encourage all students to be involved in learning. When a student is quiet or doesn't ask questions, teachers approach them and ask them directly, or invite them to come to the front to better understand the material. Teachers also often randomly call out students' names, whether they are quiet, active, naughty, or smart, to ensure everyone is equally involved."</p> <p><i>"Guru mendorong keterlibatan semua siswa dalam pembelajaran. Ketika ada siswa yang pendiam atau tidak bertanya, guru mendekati dan mengajukan pertanyaan secara langsung, atau menyuruh siswa maju ke depan agar lebih memahami materi. Guru juga sering menyebut nama siswa secara acak, baik yang pendiam, aktif, nakal maupun pintar, untuk memastikan semua terlibat secara merata."</i></p>
<p>7. What kind of teaching makes you feel most excited or confident when learning English?</p> <p><i>Jenis pengajaran seperti apa yang membuat kamu merasa paling semangat atau percaya diri dalam belajar bahasa Inggris?</i></p>	<p>"I prefer game-based learning because I get bored easily if I only study using books. Learning through play makes the atmosphere more fun, encourages activeness, and boosts self-confidence."</p> <p><i>"Saya lebih menyukai pembelajaran berbasis permainan karena saya mudah merasa bosan jika belajar hanya menggunakan buku saja. Belajar sambil bermain membuat suasana lebih menyenangkan, mendorong keaktifan, serta meningkatkan rasa percaya diri."</i></p>

<p>8. Do you think different students should be taught in different ways based on their personality?</p> <p><i>Apakah kamu pikir siswa yang berbeda seharusnya diajar dengan cara yang berbeda berdasarkan kepribadiannya?</i></p>	<p>"In my opinion, teaching strategies should be adapted to the differences in students' personalities so that all students can be actively involved in learning and have an equal opportunity to understand the material."</p> <p><i>"Menurut saya, strategi mengajar harus disesuaikan dengan perbedaan kepribadian siswa agar semua siswa dapat terlibat secara aktif dalam pembelajaran dan memiliki kesempatan yang sama untuk memahami materi."</i></p>
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Appendix E List of observation

1. Teaching Strategies/Techniques

Teaching Strategies/Techniques	observed	unobserved	Comments
The teacher adjusts the teaching method to suit all students in the class, such as quiet students, talkative students, or naughty students.	✓		The teacher adjusts the teaching methods based on students' personalities. Quiet and naughty students receive more questions and attention, while active students are given chances to ask questions and present in front of the class.
Teachers provide individual and group learning opportunities	✓		The teacher organizes learning activities in groups and also gives individual assignments so that students can learn according to their abilities.
Teachers adapt instructions or assignments based on students' needs and personality types.	✓		The teacher gives different tasks based on students' needs. For example, the teacher gives extra help and examples to students who have difficulties, and gives extra challenges, like answering questions on the board, to students who already understand the lesson

2. Teacher–Students Relationships

Teacher–Students Relationships	Observed	unobserved	Comments
The teacher demonstrates an understanding of students' personality differences	✓		The teacher understands the students' behavior and interacts differently with quiet, active, and confident students without making awkwardness
The teacher communicates with students based on their personalities	✓		Teachers adapt their speaking style and methods to match the students' personalities, using a soft voice for shy students and a firm but kind way for more active students.
The teacher encourages the participation of shy or less confident students	✓		The teacher helps shy students join the class by giving them easy questions and praising them when they try to answer. The teacher also encourages them to be more confident
The teacher ensures that students understand the learning material	✓		Teachers routinely check students' understanding by asking questions and asking them to explain the lesson in their own words
The teacher changes their method/approach when they notice students struggling to follow the lesson		✓	The teacher did not change the planned teaching method because of limited time, but still tried to help students understand the lesson easily

3. Learning Outcomes

Learning outcomes	observed	unobserved	Comments
Students show active participation during English class activities.	✓		The students were active during the English class, although not all of them. Most students were happy to answer questions, come to the front, join discussions, and follow the teacher's instructions.
Shy students start to talk and start to respond in class activities.	✓		Some quiet and shy students started to speak and respond in class activities. They looked more confident when the teacher gave support.
Students enjoy activities that match their personality types (for example, games for active students, writing tasks for quiet students).	✓		Students showed interest and comfort in learning activities that matched their personalities, although not all of them. Active students seemed excited during game-based activities, while quiet students were more focused when writing or doing individual tasks

Appendix F List of Student Personality

KUESIONER KEPERIBADIAN SISWA

Judul Penelitian: Exploring Teachers' Strategies for Addressing Students' Personality Differences in English Language Classroom

Identitas Responden

Nama :

Kelas :

Petunjuk:

Baca setiap pernyataan dengan baik. Beri tanda centang (✓) pada pilihan yang sesuai dengan diri kamu.

1 = Sangat Tidak Setuju

2 = Tidak Setuju

3 = Ragu-ragu / Netral

4 = Setuju

5 = Sangat Setuju

Bagian A – Ekstrovert / Introvert

1. Saya suka berbicara saat pelajaran bahasa Inggris.
(1)Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
2. Saya lebih suka mendengarkan daripada berbicara di kelas.
(1)Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
3. Saya mudah berkenalan dan ngobrol dengan teman baru.
(1)Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
4. Saya lebih nyaman belajar sendiri daripada berkelompok.
(1)Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
5. Saya berani bertanya kepada guru saat ada yang tidak saya pahami.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju

Bagian B – Teratur / Tidak Teratur

6. Buku dan catatan saya biasanya rapi.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
7. Saya sering menunda mengerjakan PR atau tugas.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
8. Saya biasanya membuat jadwal belajar sebelum ujian.

- (1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
9. Saya suka menyiapkan peralatan sekolah sebelum berangkat.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
10. Saya kadang mengerjakan tugas tanpa persiapan.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju

Bagian C – Sensitif / Keras Kepala

11. Saya mudah tersinggung kalau dikritik guru atau teman.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
12. Saya berusaha mengerti perasaan teman yang sedang sedih.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
13. Saya tetap mempertahankan pendapat saya meskipun berbeda dengan orang lain.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
14. Saya susah menerima saran kalau tidak sesuai dengan keinginan saya.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
15. Saya mudah merasa kecewa jika nilai saya jelek.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju

Bagian D – Motivasi dan Keterlibatan

16. Saya bersemangat belajar bahasa Inggris.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
17. Saya cepat kehilangan semangat kalau pelajaran terasa sulit.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
18. Saya tetap mencoba aktif meskipun tidak terlalu paham materi.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
19. Saya senang ikut serta dalam diskusi atau kerja kelompok.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju
20. Saya butuh dorongan dari guru supaya berani ikut berbicara di kelas.
(1) Sangat Tidak Setuju (2) Tidak Setuju (3) Netral (4) Setuju (5) Sangat Setuju

Appendix G Documentation of Research



