

English Teacher Strategies in Teaching Extrovert and Introvert Students in Junior and Senior High Schools in Gorontalo to Develop Communication Skills

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ABSTRACT

This qualitative research aims to investigate the strategies employed by English teachers to enhance communication skills in both introverted and extroverted students within the context of the recently introduced Merdeka Curriculum in Indonesia. English teachers from junior and senior high schools were selected as research participants. The qualitative approach was chosen to explore the nuances of teaching strategies, utilizing non-cognitive diagnostic tools to discern students' learning styles. Data collection involved in-depth interviews with teachers, focusing on their awareness of students' personalities and the practical implementation of teaching strategies. Findings indicate that a significant majority of teachers, 28 out of 36, consciously consider students' personalities in their teaching strategies. Differentiated learning strategies, accommodating individual and group preferences, emerged as crucial approaches. Practical implementation included problem-based learning, varied group discussions, and personalized attention to individual students, particularly introverts. The observations of participants revealed a nuanced incorporation of the Merdeka Curriculum, emphasizing problem-based learning and differentiated teaching practices to foster communication skills in introverted and extroverted students. The research underscores the importance of tailored teaching approaches that acknowledge and embrace the diversity in students' personalities and learning preferences. While the findings provide valuable insights into effective

strategies, limitations such as a relatively small sample size and reliance on self-reported data should be acknowledged. Further research with larger and more diverse samples is recommended to enhance the generalizability of the findings and contribute to a more comprehensive understanding of effective teaching strategies for communication skills.

Keywords: Communication skills, teachers, differentiated learning, introverted students, extroverted students

INTRODUCTION

Communication is a fundamental aspect of human interaction, serving as the conduit for sharing knowledge, ideas, and emotions. Derived from the Latin word "communis," meaning common, effective communication is predicated on achieving shared understanding (Baroona et al., 2019; Keyton, 2010). Communication is pivotal in educational settings, shaping interactions among teachers, students, and various stakeholders (Baydillah & Rintaningrum, 2021; Singh, 2019). Recognizing its significance, scholars emphasize the need for focused communication in education to enhance the learning experience and foster positive relationships (Alawamleh et al., 2020).

Students possess diverse characteristics, including personality traits that influence their learning experiences. Extroversion and

introversion, identified by Jung and Beebe, (2016), delineate preferences in energy attainment and attention focus. Extroverts thrive on external stimuli, while introverts find solace in solitary activities and inner contemplation (Eysenck & Chan, 1982). This divergence in personality types can impact communication dynamics in the classroom, potentially affecting learning outcomes (Boroujeni et al., 2015; Brown, 2014).

Effective communication in education is crucial, as it aids teachers in motivating, overseeing, and inspiring students to achieve their academic goals (Singh, 2019). Communication failures may lead to deficiencies in motivation and learning, particularly when considering the different communication styles of extroverted and introverted students (Demirdağ, 2021). Additionally, teachers must navigate diverse student characteristics, including anxiety, nervousness, and self-confidence issues (Brown, 2014; Precourt & Gainor, 2019).

The curriculum acts as a guiding framework for teaching, with the recently introduced Merdeka Curriculum in Indonesia emphasizing intra-curricular learning and flexibility for teachers to cater to students' needs (Ministry of Education and Culture, 2022). However, there is a noted gap between curriculum design and its implementation, especially regarding the consideration of students' interests and needs during teaching.

Coe et al. (2014) outline six key components of effective teaching, including content knowledge, quality of instruction, classroom climate, classroom management, teachers' beliefs, and professional behaviors. Acknowledging these components is essential for maximizing learning outcomes and fostering a conducive learning environment. Recognizing the diverse needs of students, differentiated learning emerges as a crucial pedagogical strategy. This approach, as described by Herwina (2021), acknowledges students' unique learning styles, interests, and experiences, emphasizing the need for teachers to create adaptive learning environments. Prior studies

have explored the impact of personality types on students' academic performance, with mixed findings (Khodabandeh, 2021; Oktriani et al., 2021; Boroujeni et al., 2015). While some studies highlight the potential influence of extroversion or introversion on learning outcomes, others suggest no discernible difference.

Despite these studies, there is a gap in understanding how teachers' communication strategies align with the diverse personalities of students, particularly in the context of English language teaching. The proposed research seeks to address this gap by investigating the strategies employed by English teachers to facilitate the growth of communication skills in both extroverted and introverted students.

LITERATURE REVIEW

Effective communication skills, encompassing both verbal and non-verbal aspects, are foundational for the success of teachers and students in the educational context. Education, as underscored by Obilor and Onyeaghala (2020), holds a central role in the development of societies, and teachers serve as key conduits for transmitting knowledge, skills, and values across generations. In this process, effective communication becomes paramount, positioning teachers at the forefront of knowledge acquisition for students.

Communication, as defined by Baroona et al., (2019) and Keyton (2010), involves the exchange of messages, ideas, and information. The significance of communication in education is evident in various interactions, including teacher-to-student, student-to-student, teacher-to-teacher, teacher-to-parent, and admin-to-teacher, as highlighted by Baydillah and Rintaningrum (2021). This underscores the multifaceted nature of communication within the educational setting. Verbal communication, utilizing language in both oral and written forms, plays a pivotal role in effective teaching and learning. It encompasses elements such as grammar, vocabulary, comprehension, fluency, and

pronunciation, contributing to clear and precise communication (DeVito & DeVito, 2007). The advantages of verbal communication lie in its speed, ease of understanding, and applicability in both formal and informal situations.

Non-verbal communication, as defined by Chaudhry & Arif (2012), involves unspoken cues like body language, gestures, and facial expressions. It serves to complement and enrich verbal communication, providing additional layers of meaning. Non-verbal communication is particularly crucial in conveying genuine feelings and fostering a conducive learning environment (Hadiani & Ariyani, 2021). Feedback, an integral part of communication, serves as a tool for validation, information addition, and corrective guidance for students (DeNisi, 2015). Both verbal and non-verbal communication are utilized by teachers to deliver feedback effectively, establishing a crucial link between educators and students. The pivotal role of effective communication skills, incorporating both verbal and non-verbal elements, cannot be overstated in the educational setting. These skills are indispensable for promoting positive teacher-student interactions, facilitating successful learning outcomes, and contributing to overall academic and professional achievements. Teachers must prioritize the cultivation and enhancement of these communication skills to create an enriching and inclusive educational environment. The process of language teaching and learning involves a myriad of strategies to ensure effective communication skill development in students. In the context of English language instruction, teachers employ various methodologies to address the diverse personalities and learning preferences of students, specifically focusing on both extroverted and introverted individuals. Larsen-Freeman and Anderson (2013) delineate several language teaching strategies, each catering to different aspects of language acquisition. The Grammar-Translation method, while criticized for its lack of emphasis on oral communication,

represents a historical approach focusing on grammar rules and vocabulary memorization. In contrast, the Communicative Language Teaching (CLT) method stands out as a contemporary strategy emphasizing communication in authentic contexts through activities like role-plays and group discussions. The challenges in language learning, especially English as a second language, are multifaceted. Extensive research (Liando & Tatipang, 2022; Christie & Listyani, 2018) highlights the importance of spoken English proficiency, considering it as a vital skill in the globalized world. The struggle to overcome barriers such as fear of making mistakes, limited vocabulary, and lack of confidence in pronunciation is evident among students (Sibomana, 2022).

Personality factors, particularly the extroverted and introverted dichotomy, significantly influence students' learning styles (Jung & Beebe, 2016). Extroverted students tend to be more sociable, outgoing, and enthusiastic, while introverted students prefer solitude and contemplation. Recognizing these differences is crucial in designing effective teaching strategies that cater to the diverse needs of both personality types (Rahayu, 2020). The success of language teaching lies in employing suitable strategies that align with the goals of communication skill development (Maulidar et al., 2019). Ryan and Mercer (2012) underscore the pivotal role of teachers' strategies in determining the success or failure of language learning. In this context, effective teaching strategies not only contribute to the linguistic development of students but also play a vital role in fostering confidence and overcoming communication barriers (Anizar et al., 2019).

Indonesia's response to the learning crisis is embodied in the Merdeka Curriculum, aiming to address educational disparities and enhance learning outcomes (Ministry of Education and Culture, 2022). As part of the intra-curricular learning approach, this curriculum provides flexibility for teachers to choose diverse teaching tools, enabling them to adapt to the unique needs and

interests of students. Differentiated learning emerges as a dynamic educational approach designed to accommodate the diverse needs of students (Herwina, 2021). This strategy involves customizing teaching methods, assessments, and curricula based on students' readiness, interests, and learning styles. Considering the varying stimulation preferences of extroverted and introverted students is pivotal in creating an inclusive and supportive learning environment (Bhandari & Zafar, 2018).

MATERIALS & METHODS

This research adopts a qualitative approach to delve into the strategies employed by English teachers in facilitating the growth of communication skills among both extroverted and introverted students. The qualitative method was chosen for its ability to provide rich, descriptive insights into the participants' experiences and perceptions. This approach prioritizes explanations and descriptions over numerical values, allowing for a nuanced exploration of teaching strategies. The flexibility of qualitative research enables adjustments to be made swiftly, ensuring a comprehensive understanding of the research questions. The methodology involves textual and visual analysis, aligning with the qualitative paradigm (Creswell & Creswell 2017). Participants in this study are English teachers in junior and senior high schools, recognized as pivotal communicators and facilitators of learning. The questionnaire distributed to the participants aimed to confirm eligibility by inquiring about teaching experience, school implementation of the Merdeka Curriculum, and its adoption in their classes. Despite the initial goal of involving 50 participants, logistical constraints led to a final participation of 45 teachers, ensuring a diverse and representative sample for the study.

STATISTICAL ANALYSIS

This research collected the data through questionnaire, interview, and observation methods, and employed different approaches

for analysis. To answer the first research question, a questionnaire was used to gather information on whether teachers consider their students' personalities when teaching. The analysis focused on both the yes or no questions enabling the researcher to examine responses and determine whether teachers are attentive to their students' personality during the teaching process (Patten & Newhart, 2017), as well as the characteristics of the students. As for the interview and observation, the data collected through those approaches were analyzed using thematic analysis as a means of answering the second and third research questions. Thematic analysis is qualitative and it is used to look at categories and identify themes (patterns) in the data (Alhojailan, 2012). Thematic analysis is thought to be the best method for any study that aims to uncover through interpretations. It gives data analysis a logical structure and permits the researcher to link a theme's frequency to one of the entire contents, which adds precision and complexity to the study's overall significance.

RESULT

Teachers' strategies for introverted and extroverted students

Introverted students

Assessing and observing introverted students involves a meticulous process that combines direct observation with a keen recognition of their behavioral traits. In the educational context, direct observation refers to the deliberate and systematic scrutiny of students' actions, reactions, and interactions within the classroom environment. Teachers also employ astuteness to determine cues in students' behavior, such as their level of engagement, participation in class activities, and responsiveness to various stimuli. This comprehensive approach extends beyond traditional methods of assessment, delving into the realm of understanding the intricate nuances of introverted students' responses to educational stimuli.

Extroverted students

The assessment of extroverted students involves an approach that encompasses several key methodologies. Direct observation is a fundamental element of this process, where teachers systematically observe and analyze the overt behaviors, interactions, and communication styles exhibited by extroverted students within the classroom setting. Through this method, teachers gain valuable insights into how these students engage with their peers, respond to various stimuli, and participate in group activities, providing a comprehensive understanding of their extroverted tendencies. In addition to direct observation, diagnostic tests play a crucial role in assessing extroverted students. These tests are designed to evaluate cognitive and non-cognitive aspects, providing quantitative and qualitative data about students' aptitudes, learning preferences, and personality traits. The integration of diagnostic tests enhances the depth of assessment, allowing teachers to tailor their instructional strategies to the specific needs and strengths of extroverted learners. Moreover, discernment of learning styles is an integral component of the assessment process, as it sheds light on how extroverted students absorb and process information effectively.

Teaching Strategies

In the field of educational pedagogy, teachers must develop teaching strategies that ensure an equitable learning experience for both introverted and extroverted students in the classroom. The perspectives provided by five different participants offer valuable insights into the diverse ways through which the strategies can be implemented.

Introverted students

Teachers employ a range of strategies to accommodate introverted students effectively. Differentiated learning, involving varied tasks and group activities, caters to individual preferences. Aligning teaching approaches with specific objectives ensures purposeful lessons tailored to diverse

needs. Customizing techniques based on personality recognizes the influence of traits on learning and communication styles. Individualized speaking assessments target the unique strengths of each student, fostering effective communication. This holistic approach creates an inclusive educational environment that nurtures academic success while respecting diverse personalities.

In exploring effective teaching strategies, participants offered valuable insights. Firstly, differentiated learning, as highlighted by Participant 1, emerged as a key approach. This involves tailoring teaching techniques to students' diverse learning styles, and accommodating visual, auditory, and kinesthetic preferences. Secondly, Participant 2 emphasized the importance of aligning teaching approaches with specific learning objectives. Particularly for introverted students, direct engagement with assignments, such as filling in the LKPD, is favored, challenging stereotypes and recognizing introverts' inherent creativity. Moving on, Participant 3 introduced the idea of customizing teaching techniques based on students' personality traits. This involves catering to introverted individuals through assignments promoting introspection, like maintaining personal journals. Additionally, Participant 3 proposed individualized speaking assessments as a means of enhancing the involvement of introverted learners, allowing them to express opinions through video or voice notes. Collectively, these strategies contribute to a comprehensive and tailored teaching approach that acknowledges and addresses the diversity in students' learning styles and personalities.

Extroverted students

Teachers employ a diverse array of strategies to effectively cater to the needs of extroverted students. Differentiated learning ensures that the instructional approach acknowledges and adapts to the varied learning styles within the classroom. Collaborative learning opportunities

capitalize on the sociable and interactive nature of extroverted students, fostering an environment where they thrive through group discussions and teamwork. Additionally, individualized speaking assessments provide a tailored approach, recognizing the unique communication strengths of extroverted students and encouraging them to express themselves confidently. Collectively, these strategies aim to create a dynamic and inclusive learning environment that maximizes the potential of extroverted students.

In the realm of English teaching, a multifaceted approach is essential, and participants in this study embraced varied strategies. Firstly, differentiated learning strategies were prominent, as seen in Participant 1's encouragement of individualized work presentations based on students' interests, catering to both extroverted and introverted preferences. Collaborative learning, suggested by Participant 4, highlighted the utilization of extroverted students as peer tutors, leveraging their sociable nature to enhance teamwork. Simultaneously, individualized speaking assessments, as proposed by Participant 5, recognized diverse communication proficiencies, tailoring assessments to the strengths of introverted and extroverted students. Lastly, the incorporation of group dynamics in teaching, encompassing heterogeneous, homogeneous, and skill-based grouping, underscored the systematic organization of students to enhance engagement and foster collaborative learning experiences. In conclusion, these strategies collectively offer a comprehensive and dynamic approach to English teaching, accommodating diverse learning styles and effectively addressing the nuances of introversion and extroversion in the educational setting.

Communication Skills

Introverted students

To enhance the communication skills of introverted students, a variety of strategies were implemented by participants. These

encompassed one-on-one interactions, facilitating a more intimate setting for individual expression. Small group discussions and presentations were employed to foster a sense of familiarity, encouraging students to articulate their thoughts within a more confined group setting. Furthermore, the creation of a safe space allowed students to experiment with verbal expression in a comfortable environment conducive to their individual needs.

In promoting effective communication skills for introverted students, English teachers employ a multifaceted approach. Participant 1 highlights the importance of initiating one-on-one interactions as a foundational step, gradually progressing to small group discussions and presentations to respect introverted students' comfort zones. Meanwhile, Participant 2 advocates for aligning teaching approaches with specific learning objectives, tapping into introverts' creativity. The participant also emphasizes the customization of teaching techniques based on personality, tailoring strategies for introverted individuals who may excel in reflective assignments. Furthermore, personalized feedback and constructive guidance are essential, as discovered by Participant 3, who employs a personal approach to motivate introverted students and address their hesitancy in presentations. The integration of non-verbal communication, such as written assignments and visual presentations, is a key strategy outlined by Participant 2, recognizing introverts' visual learning preferences. Additionally, the creation of a safe space for students, as suggested by Participant 3, encourages introverts to experiment with verbal expression without judgment. Finally, Participant 4 highlights the importance of familiar group settings for introverted students, allowing them to feel more comfortable and actively participate in discussions and analysis tasks. This comprehensive approach aims to nurture the communication skills of introverted students

by acknowledging their unique strengths and preferences.

Extroverted students

In addressing the enhancement of communication skills for extroverted students, participants employed a variety of strategies aimed at harnessing the strengths of social interaction. Group practices formed a core component of these strategies, fostering an environment where extroverted students could engage in collaborative discourse.

In the exploration of effective teaching strategies for both introverted and extroverted students, diverse approaches were highlighted by participants. Group practices, as discussed by Participant 4, involved combining introverted and extroverted students, assigning them a collaborative task, and subsequently encouraging extroverted students to share their discussions with the entire class. The activity showcased the extroverted students' ease of interaction and spontaneous communication. Participant 5 contributed to the discourse by emphasizing the importance of cultivating an inclusive environment that acknowledges and harmonizes the distinct communication styles of introverted and extroverted students. This holistic strategy involves recognizing unique communication needs, deploying versatile teaching methodologies, providing tailored mentorship, and fostering a classroom ethos that embraces diverse communication styles. Another effective approach, demonstrated by Participant 2, involved interactive activities where students were paired based on their introverted or extroverted characteristics. This pairing increased student engagement, with extroverted students taking on leadership roles and facilitating communication. Additionally, interactive activities, including games and quizzes, were employed by teachers like Participant 4 to encourage participation from both introverted and extroverted students. Through these varied strategies, a comprehensive and inclusive approach to

nurturing communication skills in education emerges.

Facilitating introverted and extroverted students' communication skills

The researcher organized visits to the educational institutions where the participants were actively involved in teaching. The observational period spanned two complete lessons, equivalent to two standard class periods (referred to as 2JP). This extended duration of observation was purposefully chosen to facilitate a comprehensive exploration of the teaching methodologies and the dynamics within the classroom. It provided an extensive viewpoint on how the participants engaged with their students, particularly considering the diverse spectrum of extroverted and introverted personalities.

Introverted students

In implementing a teaching strategy, this participant opted to categorize students into two distinct groups based on their personality traits. Notably, the introverted students were deliberately grouped into smaller. For the introverted group, the teacher initiated a methodical process by instructing them to critically analyze the assigned task. Subsequently, the students were tasked with documenting the outcomes of their analyses. The next step involved a collaborative sharing session where each group had the opportunity to exchange and discuss their respective findings. This deliberate grouping strategy aimed to create a conducive environment for introverted students to engage more comfortably and actively in the learning process, fostering a supportive and participatory dynamic within the smaller group setting.

Extroverted students

In a parallel fashion to the approach taken with the introverted group, the teacher extended a similar methodology to the extroverted students. The extroverted students were assembled into small groups to deliberate and analyze their respective tasks.

Following this small group discussion, a distinctive feature emerged as the extroverted students were prompted to immediately share the outcomes of their discussions. This sharing of insights occurred in a more expansive setting, either within a class forum or the larger group. The deliberate utilization of this approach acknowledged and capitalized on the extroverted students' inclination towards group dynamics and open expression. The strategy aimed not only to facilitate effective communication but also to harness the extroverted students' enthusiasm for collective engagement and sharing of ideas in a more extensive class or group forum.

Teaching strategies for both student types were carefully implemented. Participant 4's strategy included a mix of individual tasks, group activities, and personalized strategies for extroverted and introverted students. The participant's attention to the communication skills of both personality types was evident in the thoughtful design of lessons and activities. The lesson and activity design for both student types were intricate and purposeful. Participant 4's observations showcased a commitment to creating a balanced learning environment where both introverted and extroverted students could actively contribute. The participant's emphasis on motivation, support, and purposeful explanations contributed to an inclusive atmosphere that encouraged effective communication. The freedom and flexibility incorporated into lesson designs aimed to cater to diverse communication preferences, ensuring that students felt comfortable expressing themselves.

Differentiated teaching practice

Participant 2, with 10 years of teaching experience, showcased adeptness in implementing the Merdeka Curriculum. Differentiated teaching strategies were evident, with a focus on understanding and incorporating the curriculum's objectives. Participant 2 effectively integrated the Merdeka Curriculum into teaching practices, employing specific activities and lessons that

engaged students in both introverted and extroverted categories. The differentiation of introverted and extroverted students was approached with creativity.

Introverted students

It can be seen that teachers design learning in the classroom using differentiated learning strategies in the process and product aspects. In the process of differentiation, the teacher frees students to work on assignments according to their learning style. Most introverted students have a visual learning style and there are some students (3 students) who have an auditory learning style. In the next activity, students were divided into pairs between extroverts and introverts. Introverts also carefully analyzed the results of their searches related to the given task. It can also be seen that these two student characters complement each other where introverted students tend to do the task of writing down the results of their answers.

Extroverted students

Teachers employ differentiated learning strategies in both the process and product dimensions of classroom instruction. In the process of differentiation, educators allow students the flexibility to engage with tasks in alignment with their learning styles. Notably, many extroverted students tend to exhibit audio and kinesthetic learning preferences. This is reflected in activities such as presentations, where teachers afford students the autonomy to showcase and communicate their assignment results according to their preferences. For instance, certain extroverted students opt for oral presentations. Subsequently, in subsequent collaborative activities, students are intentionally paired, ensuring a mix of extroverted and introverted individuals. This strategic pairing fosters increased student engagement, with extroverted students taking active leadership roles in guiding introverted peers through assigned tasks and resource exploration.

Participant 2 utilized specific methods to distinguish between these student types,

recognizing their characteristics and employing differentiated teaching strategies. The emphasis on teaching strategies for both types included individual tasks, paired activities, and presentations, ensuring a well-rounded strategy that catered to diverse learning preferences. Lesson and activity design for both student types were meticulously planned. Participant 2's observations included a detailed analysis of how the participant designed activities that considered students' diverse learning styles. The balance between engagement and inclusion was evident through strategies like individual presentations and paired activities, fostering an environment where both introverted and extroverted students could actively participate. The observation also highlighted Participant 2's commitment to motivating and supporting students, particularly those who faced challenges in presenting. This personalized motivation aimed to create a supportive learning environment where all students felt encouraged to communicate effectively.

In the observation of Participant 5, a teacher with 9 years of experience, there was a clear emphasis on understanding and implementing the Merdeka Curriculum. The participant demonstrated familiarity with the curriculum's objectives, particularly by utilizing differentiated teaching strategies. In the context of communication skills, Participant 5 effectively employed teaching strategies, allowing students to engage with real-world issues. This method was observed to cater to both introverted and extroverted students, fostering their communication skills in a practical setting. The differentiation of teaching practices was notable, with Participant 5 strategically forming groups with a mix of introverted and extroverted students. This strategy was aimed at creating a balanced learning environment where students could benefit from each other's strengths. Furthermore, the observation highlighted the participant's personalized attention to introverted students, using individualized strategies to encourage their active participation.

Motivation and purposeful explanation were consistently woven into the teaching strategies. Participant 5 ensured that students comprehended the purpose behind each activity, linking communication skills to real-world applications. This intentional strategy aimed to enhance intrinsic motivation among students, emphasizing the relevance of effective communication.

DISCUSSION

The findings from the research provide valuable insights into the strategies employed by English teachers to facilitate the growth of communication skills in both extroverted and introverted students. Through the analysis of distributed questionnaires and interviews, it becomes evident that a majority of participants (28 out of 36) actively consider students' personalities while teaching. This awareness is translated into the use of various strategies, notably the application of non-cognitive diagnostic tools, real-time communication behavior observation, and recognition of distinct learning styles, all of which contribute to understanding and responding to the diverse needs of students.

The research participants recognize the social-individual and social group learning styles, drawing parallels between these styles and the characteristics associated with introverted and extroverted students. This connection serves as a basis for the implementation of differentiated teaching methods. Differentiated learning practices, such as group discussions, individualized assignments, and problem-based learning, are highlighted as effective strategies to accommodate the diverse needs of both personality types. For example, introverted students may thrive in individualized assignments, while extroverted students may benefit from collaborative group discussions. Furthermore, the study reveals that English teachers deliberately structure lessons and activities to cater to both introverted and extroverted students. The intentional formation of groups, personalized attention to introverted students, and leadership roles

for extroverted students contribute to a balanced and inclusive learning environment. The commitment to creating such an environment is seen as essential for fostering effective communication skills in both personality types.

The strategies identified in the research include the use of non-cognitive diagnostic tools, real-time communication behavior observation, recognition of distinct learning styles, and the implementation of differentiated teaching practices such as problem-based learning, varied group discussions, and individualized assignments. These strategies collectively address the research question regarding how English teachers facilitate the growth of communication skills in both extroverted and introverted students.

CONCLUSION

This study explored the methods employed by English teachers to improve communication skills in both introverted and extroverted students. The results indicate that a majority of teachers, 28 out of 36, conscientiously take students' personalities into account in their teaching strategies. This recognition corresponds to the use of non-cognitive diagnostic tools, enabling teachers to identify students' learning styles and adjust their approaches accordingly. The acknowledgment of varied learning styles, including individual and group preferences, echoes strategies proposed by scholars such as Talib et al. (2021). Moreover, teachers displayed a keen awareness of the unique traits of introverted and extroverted students, tailoring their teaching methods to accommodate both. A key approach emerged in the form of differentiated learning strategies, addressing the distinctive needs of each student through diverse assignments and autonomy in choosing learning methods. The study also revealed practical insights from experienced teachers, emphasizing the nuanced integration of the Merdeka Curriculum with a focus on problem-based learning, differentiated teaching, and varied group discussions. These differentiated

teaching approaches aimed to foster communication skills in both introverted and extroverted students. Participant observations highlighted personalized attention to individual students, particularly introverts, and the delegation of leadership roles to extroverted students. In summary, the findings underscore a comprehensive and tailored teaching approach that recognizes and embraces the diversity in students' personalities and learning preferences. However, it's essential to acknowledge study limitations, including the relatively small sample size and reliance on self-reported data, which may impact the generalizability of the findings. The recommendation for further research involving larger and more diverse samples could contribute to a deeper understanding of effective teaching strategies for communication skills.

Declaration by Authors

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