



**THE EFFECTIVENESS OF LECTURING AND DISCUSSION STRATEGY
IN COMPREHENDING ANALYTICAL EXPOSITION TEXT
FOR DIFFERENT PERSONALITY**

(The Case at the 11th Graders of MA Matholi'ul Huda Kudus
in the Academic Year of 2013/ 2014)

A Thesis

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for Masters Degree in English Language Education

by

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DECLARATION

I hereby declare that this thesis entitled **The Effectiveness of Lecturing and Discussion Strategy in Comprehending Analytical Exposition Text For Different Personality** (The Case at the 11th Graders of MA Matholi'ul Huda Kudus in the Academic Year of 2013/ 2014) is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources and all quotations are properly acknowledged in the text.

Semarang, 5th October 2015

Suudi Shiddiq

MOTTO

"INDEED, AFTER DIFFICULTIES IS ACCOMPANIED BY EASE"

I would like to dedicate this thesis to:

my beloved mothers Hj. Siti Fatimah and Sukarti, my beloved fathers H. Mursyidi, BA and Masnan, my beloved wife Anik Fatmawati, my beloved first son Muhammad Haidar Asshidqy, my beloved brothers and sisters, also my greatest friends.

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For any errors or inadequacies that may remain in this work, of course, the responsibility is entirely my own

Semarang, 5th October 2015

Suudi Shiddiq

ABSTRACT

Suudi Shiddiq 2003512051. 2015. *The Effectiveness of Lecturing and Discussion Strategy in Comprehending Analytical Exposition Text for Different Personality (the Case at the 11th Graders of MA Matholi'ul Huda Kudus in the Academic Year of 2013/2014).* A thesis of English Education, Graduate Program of Semarang State University. Advisors: I. Dr. Dwi Anggani Linggar Bharati, M. Pd., II. Dr. Rudi Hartono, S.S, M. Pd.

Keywords: learning strategies, personalities, achievement.

The investigation of the differences student's achievement based on personality type and students learning strategy. Different strategy gives an impact of student's achievement and different personality gives an impact of student's achievement.

Objectives of the study are: 1) to describe the achievement for introvert by using lecturing and discussion in comprehending a text. 2) to describe the achievement for extrovert by using lecturing and discussion in comprehending a text. 3) to describe the achievement for extrovert and introvert by using lecturing in comprehending a text. 4) to describe the achievement for extrovert and introvert by using discussion in comprehending a text. 5) to explain how far the interaction among strategy, personality and the student's comprehend.

The researcher used factorial design 2x2 that focused on the possibilities of personality influenced strategies to achievement. Respondents who joined are 11thA grade consists of 34 students. While, respondents who joined strategy are 11thB grade consists of 34 students. A sample of this research is 68 samples.

The results of anova two-way are: 1) achievement for introvert that is taught by lecturing and discussion got mean 34.92, Sd 5.03. 2) achievement for extrovert that is taught by discussion got mean 34.61, Sd 6.25. 3) achievement for extrovert and introvert that is taught by lecturing got mean 32.97, Sd 5.76. 4) achievement for extrovert and introvert that is taught by discussion got mean 36.47, Sd 4.56. 5) there is interaction among lecturing and discussion, extrovert and introvert and the student's comprehend.

Based on the hypothesis test, the research result is the different strategy gave the different effect to the achievement. The second research result is gotten that the different personalities didn't give the effect to the achievement. The last hypothesis test showed that there was the interaction among strategy and personality to the achievement.

The researcher concluded that there was significant different of student's achievement who are taught by lecturing and discussion in comprehending analytical exposition text, there was no significant different of student's achievement who have introvert and extrovert in comprehending analytical exposition text, there was interaction effect among strategies and personalities in comprehending analytical exposition text.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xii
LIST OF DIAGRAMS	xiii
LIST OF APPENDICES	xiv
CHAPTER	
1. INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic.....	6
1.3 Statements of the Problems	9
1.4 Objectives of the Study	10
1.5 Significances of the Study	12
1.6 Definition of the Key Terms.....	13
1.7 The Outlines of the Theory	17
2. REVIEW OF RELATED LITERATURE	
2.1 Reviews of Previous Study..	19
2.2 Learning Strategy	24
2.2.1 Lecturing Strategy	25

2.2.2 Advantages of Lecturing	28
2.2.3 Disadvantages of Lecturing.....	29
2.2.4 Discussion Strategy.....	30
2.2.5 Advantages of Discussion.....	31
2.2.6 Disadvantages of Discussion.....	33
2.3 Personality Type	35
2.3.1 Types of Personality Assessment.....	35
2.3.2 Introvert Students	37
2.3.3 Extrovert Students	38
2.4 Reading Skill	38
2.5 Comprehending Text.....	41
2.5.1 Analytical Exposition Text.....	43
2.6 Theoretical Framework	47

3. RESEARCH METHODOLOGY

3.1 Design of the Study	51
3.2 The 11th Graders of MA Matholiul Huda	54
3.3 Population and Sample	54
3.4 Research Variables	55
3.5 Hypothesis	57
3.6 Instruments of Data Collection	58
3.6.1 Questionnaire	59
3.6.2 Test	60

3.6 Technique of Data Collection.....	60
3.7 Student’s Achievement and Indicators	61
3.8 Tryout of Instrument Test and the Result.....	64
3.9 Validity and Reliability	67
3.10 Roles of the Researcher	69
3.11 Technique of Data Analysis	70
 4. FINDINGS AND DISCUSSION	
4.1 Data Description	72
4.2 Requisite Analysis Test	79
4.3 Hypothesis Test	79
4.3 Discussion of the Result	82
 5. CONCLUSION AND SUGGESTION	
5.1 Conclusions	86
5.2 Suggestions	88
 REFERENCES	89
 APPENDICES	93

LIST OF TABLES

Table	Page
1 Student's Personality Types	14
2 Language features of Analytical Exposition Text	41
3 Table of 2x2 Experimental Factorial Designs	50
4 Questionnaire of Personality	55
5 Syllabus of Reading Skill to the 11th Grade.....	59
6 Trial Test and the Result	61
7 Validity of the Research Instrument.....	63
8 Table of r Product Moments	66
9 Item Analysis of Student Achievement	71
10 Description of student's achievement	73
11 One-Sample Kolmogorov-Smirnov Test	76
12 One Way Test of Homogeneity of Variances Lecturing Strategy	78
13 One Way Anova of Lecturing Strategy	78
14 One Way Anova of Discussion Strategy	79
15 Resume of Anova Two Way	80

LIST OF DIAGRAMS

Diagram	Page
1 Types of Reading	35
2 The Effect of Student's Reading Skills	44
3 Kinds of Experimental Design	48

LIST OF APPENDICES

Appendix	Page
1 Table of Personality's Questionnaire.....	93
2 Trial Test and the Result	95
3 English Module for analytical Exposition	97
4 Lesson Plan	100
5 Student's Worksheet	103
6 Answer Key	113
7 Table of r Moment	114
8 Description of student's Achievement	115

CHAPTER I

INTRODUCTION

In this chapter the researcher discusses introduction, background of the study, reasons for choosing the topic, the statements of the problems, the objectives of the study, the significances of the study and the limitation of the study.

1.1 Background of the Study

Education is an effort in preparing human resources who have expertise and skills match the demands of nation-building. The quality of nation purpose is affected by education. According to Williams (2002: 11), education is concerned with educating the whole person to enable him or her to meet the demands of a world of continuous and unpredictable change. The education issue that must be faced is how the teachers effort as educators of young generation to support the government program in the education implementation by opening the diverse thinking insights of all students, so they could study the various concepts and applied it in real life. Personality focuses on the relatively consistent ways of behaving that characterized our personality and the traits that differentiate one person from another.

Marlene (2006:1) stated that someone has made an investment in the learner parents, managers, the organization, society, perhaps the learner himself. And investors want a return on their investment. Learners' goals may determine how they use the language being learned, how native-like their pronunciation will be, how lexically elaborate and grammatically accurate their utterances will be, and

how much energy they will expend to understand messages in the target language. Learners' goals can vary from whole integrative the desire to assimilate and become a full member of English-speaking world to primarily instrumental oriented toward specific goals such as academic or professional success.

This can be achieved if the learning process is able to realize the goals of national education. Williams (2002: 13) added that learning as the receipt of transmitted knowledge and learning as the construction of new knowledge. This is a challenge that must be faced by the teacher. The teacher should have a breadth, critical, creative and innovative in the learning process. Several factors related to students' first and second languages shape their second language learning. These factors include the linguistic distance between the two languages, students' level of proficiency in the native language and their knowledge of the second language, the dialect of the native language written by the students whether it is standard or nonstandard, the relative status of the students' language in the community, and societal attitudes toward the students' native language.

English is still assumed as the difficult subject by some students in Indonesia. Being afraid of miss pronouncing words, difficult to understand the meaning of each word, confuse of choosing the appropriate words into a sentence, identification text etc. these are the problems faced by students while learning English. Richards (2001: 15) described that an approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching, particular approaches and methods, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching

and the quality of language teaching will improve if teachers use the best available approaches and methods.

Approaches and methods can be studied not as perceptions for how to teach but as a source of well-used practices which teacher can adapt or implement based on their own needs. A decade ago teacher-oriented article and presentations focused on grammatical description, reflecting the concern with product and procedures for drilling. Currently, reflect promoting real communication in the classroom and helping students understand spoken and written input and participate in conversation. Krashen (1987:10) added that language acquisition is a subconscious process; language acquires are not usually aware of the fact that they are acquiring language but are only aware of the fact that they are using the language for communication. The result of language acquisition acquired competence is also sub conscious. The second way to develop competence in a second language is by language learning. In this study, the writer focuses on students reading skill in analytical exposition text.

Chambers (2006:124) stated that most obviously, teacher pedagogy is both inappropriate and counterproductive to teach texts in a manner that suggests they may be known ‘correctly’ or ‘incorrectly’, once and for all. Our personality, our self image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our read and identify performance in an English language text. In reading skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing reading is challenging, however, because there are so many factors that

influence our impression of how well someone can read a language, and because we expect test scores to be accurate, just and appropriate for our purpose.

Other problem, which is faced the students in reading is identification of some text. Indonesian students may have difficulty in identification of elements and the case happened in the text, as it is different while identification of Indonesian language, which relatively easier to identify a text by looking at as the written text. It means that learning English is not only understanding the meaning but also how to identify and read it. According to Calhoun (1999:31), using an integrated language arts approach to teaching and learning is not simply ideological, but is an instructional tool that saves time and builds learning skills that will last a lifetime for students. We need all modes of language and communication listening, speaking, reading, writing, and all the connections among them at work to help students come into literacy rapidly and infinitely.

In fact, many students have no self-confidence and do by themselves that are somewhat characteristic of the introversion personality when they have to read in front of their classmates, particularly in individual task. Teacher, in extend should encourage the students and convince them that reading English is as interesting as reading Indonesian language. Various reading activities that can be implemented as mentioned by Gerot (1995: 6) they are concerned not only with the structures but also with how those structures construct meaning and reading classroom activities with students in developing basic interactive skills necessary for life.

These activities make students more active in the learning process and at the same time make their learning more meaningful and enjoyable. Walqui (2000: 5)

mentioned that many discussions about learning a second language focus on teaching methodologies, little emphasis is given to the contextual factors individual, social, and societal that affect students' learning. These contextual factors can be considered from the perspective of the language, the learner, and the learning process. These perspectives as they relate to learning any second language, with a particular focus on how they affect adolescent learners of English as a second language.

According to Pollards (2008:25), students need to learn various aspects of language: grammar, vocabulary, pronunciation and functions. In order to learn this language, teachers need to present the new language to students and create situations where the language can be practiced. Revision and further practice are also essential in subsequent lessons. The amount of revision carried out in later lessons will depend on the students' level and on their mastery of the language point. The learning process in the classroom right now still focuses on teachers as the primary source (teacher centered), where this strategy becomes the ultimate choice. It is idealistic to create effective learning process and efficient learning strategies which are required in accordance with the material characteristics and the students' circumstances. This condition will be more troublesome for students when they are confronted with the question of the different context but its substance is the same. To empower the potential creativity of students learning process that is centered on the teacher should be shifted to be student centered.

In this way, I would like to use communicative language teaching as the method of learning process. This method allows students practice by using all of the

language they know in situations that resemble real setting. In these activities student have to work together to develop a plan, resolve a problem or complete a task. In this case the writer will use lecturing and discussions as learning strategies.

English subject is one of subjects contribute the competencies achievement that should be owned by every student. The fact, English subjects is to prepare the students to get to know, understand, identify, and practice. Because of English subjects importance, the teacher need for variety and creativity of learning strategy namely by applying the lecturing and discussion strategies.

1.2 Reasons for Choosing the Topic

The use of passive learning strategy will give an impact on introvert student learning outcomes because introvert students tend to be passive in the learning process. While the use of an active learning strategy such as discussion will give an impact on student learning outcomes for students, because extrovert students tend to be active in learning process. Each of these learning strategies has different advantages with other strategies.

The applications of learning strategies that correspond to the student's personality type are expected to be able to improve the learning student's outcomes, particularly the cognitive domain of learning outcomes as the initial capital in the formation of another realm of affective and psychomotor. The success of education will be able to know if the students are able to master the cognitive aspect. The importance of cognitive aspects of outcome learning is based

on the viewpoint of psychology that the most important part is the realm of cognitive psychology in.

The use of learning strategies needs to be adapted to the personality of the student. Teachers should explore the trend of class that is taught. Classes that students tend to be active can be applied to active learning strategies, so otherwise. The interaction between the learning strategies with personality types, the process and results of student learning will be more optimal. Therefore it can be said that the dominant factor influencing the result learned is not solely a factor the right learning strategies in improving learning outcomes, but there are other factors interacting factors, such as the personality of the students themselves.

Every student has no the same personality types among the students to another. Therefore, in the selection of the strategy required different treatment between students to other students. Student personality type can be seen in terms of psychology. According to the expert opinion of Psychology Carl Gustav Yung, that based on human orientation direction towards the surrounding world of human personality types are divided into two, namely the Extrovert and introvert personality type. According to Brown (2008: 181), extrovert and introvert become importance factor and has potential in second language acquisition, Furthermore, to enhance the students learning results, it should be noted the relationship between personality types with the use of strategies, the use of strategies need to be adapted to the personality type, learning strategy and vice versa also requires the presence of a strategy to obtain a good learning results.

Departing from the above research titles, the writer will give the identification and limitations to this research; it is done so that the research is more directional and easily understood by the reader. Pollards (2008: 35) mentioned that there are much types of reading activities they are information gap, discussions, spontaneous conversation, role-plays, problem solving. Learning strategies referred to lecturing and discussion strategy. Discussion has active properties for students because these strategies tend to be centered on the students. And lecturing strategy has passive properties use one way communication (teacher centered). Archer (2011:189) stated that lecturing is explicit strategy that is specially designed for student's learning process. This strategy is relevance with declarative knowledge and procedural knowledge. Both of these strategies will be compared based on students comprehend in analytical exposition text. Personality type in question in this study is extrovert and introvert personality type. Introvert personality type has a passive student's nature due to the closed nature of the introvert students.

According to BSNP (2007:18), in competence standard that students have to respond the meaning and rhetorical steps in essay that is used in written text of short functional text that consist of report, narrative and analytical exposition text in daily life context, and the indicator is students have to identify the meaning the written text and delivering short functional text.

Based on the statement above, the writer would like to try to improve learning process and students comprehend in analytical exposition text through personality types which is influenced by learning strategies (lecturing and discussion).

1.3 Statements of the Problems

Most of the the 11th graders of MA Matholi'ul Huda Gebog Kudus cannot achieve the mastery of text analysis. The result from the different strategy will be presented according to the students comprehend in analytical exposition text that is influenced by different personality. This study will be conducted to investigate the problems, which are stated as follow:

- 1) How is the different students' achievement for introvert and extrovert that is taught by using lecturing in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 2) How is the different students' achievement for extrovert and introvert that is taught by using lecturing in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 3) How is the different students' achievement for introvert and extrovert that is taught by using discussion in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 4) How is the different students' achievement for extrovert and introvert that is taught by using discussion in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 5) How is the different students' achievement that is taught by using discussion and lecturing for introvert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?

- 6) How is the different students' achievement that is taught by using discussion and lecturing for extrovert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 7) How is the different students' achievement that is taught by using lecturing and discussion for introvert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 8) How is the different students' achievement that is taught by using lecturing and discussion for extrovert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014?
- 9) How far the interaction among learning strategy (lecturing and discussion), personality types (extrovert and introvert) and the students' comprehend in analytical exposition text at the 11th grade students of MA Matholi'ul Huda Gebog Kudus in the academic year of 2013/ 2014?

1.4 Objectives of the Study

This study will attempts to investigate of the objectives of the study, those are:

- 1) To describe the different students' achievement for introvert and extrovert that is taught by using lecturing in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.

- 2) To describe the different students' achievement for extrovert and introvert that is taught by using lecturing in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.
- 3) To describe the different students' achievement for introvert and extrovert that is taught by using discussion in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.
- 4) To describe the different students' achievement for extrovert and introvert that is taught by using discussion in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.
- 5) To describe the different students' achievement that is taught by using discussion and lecturing for introvert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.
- 6) To describe the different students' achievement that is taught by using discussion and lecturing for extrovert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.
- 7) To describe the different students' achievement that is taught by using lecturing and discussion for introvert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/ 2014.

- 8) To describe the different students' achievement that is taught by using lecturing and discussion for extrovert in comprehending analytical exposition text in MA Matholiul Huda Kudus in the academic year of 2013/2014.
- 9) To explain how far the interaction among learning strategy (lecturing and discussion), personality types (extrovert and introvert) and the students' comprehend in analytical exposition text at the 11th grade students of MA Matholi'ul Huda Gebog Kudus in the academic year 2013/2014.

1.5 Significances of the Study

Based on the objectives of the study, I hope that the result of this study can be significances for:

- 1) Theoretically, the study on the influence of the students personality and the use of learning strategy in students comprehend can enrich references in the area by evidence that is more empirical.
- 2) Practically, the study might encourage teachers in applying methods or strategies to manage English language teaching especially in comprehending analytical exposition text.
- 3) Pedagogically, this study can benefit some parties, such as:
 - a. For students, it can provide them source to develop their personality and the use learning strategy toward comprehend a text.
 - b. For teachers, it can enrich their general knowledge on learning methods in comprehending a text.

- c. For educational authorities, they can recommend the strategy to be implemented in school to improve students' English achievement.

1.6 Definition of the Key Terms

In order to limit various interpretations some definitions of terms, which will be used and necessary to understand are given as follows:

a. Learning strategy

According to Griffiths (2004: 3), the strategy is the term which will be used for the purposes of the present work. There is no consensus on what constitutes a learning strategy in second language learning or how these differ from other types of learner activities.

Learning, teaching and communication strategies are often interlaced in discussions of language learning and are often applied to the same behavior. Further, even within the group of activities most often referred to as learning strategies; there is considerable confusion about definitions of specific strategies and about the hierarchic relationship among strategies. Murray (2011: 140) added that learning will be defined broadly as a process that brings together cognitive, emotional, and environmental influences for the purpose of making changes in one's knowledge, skills, values, and worldviews. According to Yoseph (2009:1), a learning strategy is a person's approach to learning and using information. Students use learning strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning

strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.

Learning strategies that will be used in this study are lecturing and discussion, lecturing is defined as activity that student only hear the teacher explanation and there is no time to explore their knowledge and still in teacher centered which there are no practical in play because only answering questions. Discussion is defined as activity which students will participate in simulating social situation that are intended to throw light upon the role/rule contexts social episodes and discussions is defined as activity that student centered. When the researcher think of second language development as a learning process, the researcher need to remember that different students have different learning styles, that intrinsic motivation aids learning, and that the quality of classroom interaction matters a great deal.

Broughton (2003:166) stated that learning of English by younger children was by no means as common as at later stages and the nature of the younger learner probably affects content and methods more than with other age groups. Some learners are more analytically oriented and thrive on picking apart words and sentences. Others are more globally oriented, needing to experience overall patterns of language in meaningful contexts before making sense of the linguistic parts and forms. Some learners are more visually oriented, others more geared to sounds.

b. Personality Types

Students personalities consist of extrovert and introvert. Extroverts described their greatest energy from the external world. they want interaction with people and have many friendship, some deep and some not. In contrast, introverts device their energy from internal world, seeking solitude and tending to have just a few friendship, which are often deep. Bradley (1997:337) stated that extroverts are energized by interacting with other people, while introverts are renewed by being by themselves. Extroverts prefer the outside world of people and things, while introverts enjoy the inner world of concepts and ideas.

The following is description of students personality type:

Table 1.1
Students Personality Types

Personality type	Extrovert	Introvert
Description	External	Internal
	outside thrust	inside pull
	blurt out a comment	keep in comments
	Breadth	Depth
	involved with people, things	interested in ideas/thoughts
	Interaction	Concentration
	Action	Reflection
	do-think-do	think-do-think

c. Comprehending of the Text

According to Gerot (1996:162), in spoken language (text) tends to be spread out over a number of a clause with complex logico-semiotic relations among them. The work of meaning is spread out and the number of content words (nouns, verbs, adjectives and adverbs) per clause tends to be low but the number of clauses per clauses complex quite high. Here, the writer will discuss in identification of analytical exposition text and the social function is to persuade the reader or listener that something the case.

Students have to respond the meaning and rhetorical steps in essay that is used in written text of short functional text that consists of report, narrative and analytical exposition text in daily life context, and the indicator is students have to identify the meaning the written text and identify the functional text information. The writer focuses on student's achievement in comprehending analytical exposition text according to part of the syllabus given.

The researcher may start by having students read for gist and get them to read the text again for detailed comprehension; they may start by identifying the topic of a text before scanning the text quickly to recover specific information before going back to the text to identify features of text constructions.

1.7 Outlines of the Thesis

Outlines of this thesis consist of five chapters. They are:

In the first chapter, the writer explains introduction that consist of background of the study discussed about the fundamental basic of thesis writing. How is the real condition and problem that is faced by students and the teacher of factors that influenced students' achievement of English skill especially in reading comprehension, In this thesis focused on the student' achievement in comprehending analytical exposition text.

Next are reasons for choosing the topic, extrovert and introvert become importance factor and has potential in second language acquisition, Furthermore, to enhance the students learning results, it should be noted the relationship between personality types with the use of strategies, the use of strategies need to be adapted to the personality type, learning strategy and vice versa also requires the presence of a strategy to obtain a good learning results.

Objectives of the study are: 1) to describe the achievement for introvert by using lecturing and discussion in comprehending a text. 2) to describe the achievement for extrovert by using lecturing and discussion in comprehending a text. 3) to describe the achievement for extrovert and introvert by using lecturing in comprehending a text. 4) to describe the achievement for extrovert and introvert by using discussion in comprehending a text. 5) to explain how far the interaction among strategy, personality and the student's comprehend.

There are three significances of the study; they are theoretically, practically and pedagogically. This study can benefit some parties, such as: for students for

teachers for educational authorities, they can recommend the strategy to be implemented in school to improve students' English achievement.

In the definitions of key terms, the writer discussed the definition of learning strategy and student's personality type also discussing of student's achievement in comprehending analytical exposition text. Outline of the thesis consists of the whole simple explanation of something that is related with the thesis discussed.

The second chapter discusses review of related literature that consist of reviews of previous studies, learning strategy, lecturing strategy, advantages of lecturing, disadvantages of lecturing discussion strategy, advantages of discussion, disadvantages of discussion personality type, introvert students, extrovert students, reading skill, comprehending text analytical exposition text, the 11th graders of matholiul huda and theoretical framework of the study.

The third chapter discusses research methodology design of the study, population and sample, research variables, instruments of data collection, questionnaire test, technique of data collection, student's achievement and indicators, tryout of instrument test, hypothesis, technique of data analysis, roles of the researcher requisite analysis test validity and reliability.

The fourth chapter discussed findings and discussion that consist of data description, requisite analysis test, Hypothesis test and discussion of the result.

The last chapter discusses conclusion and suggestion. The writer will make the conclusion of the study and after get the result the writer will give the suggestion for the some parties.