ABSTRACT

Reading is an important part of language components because without reading the language learners cannot progress themselves. In fact, many learners have difficulties in learning reading. Since there are many factors affecting the students strategies in learning reading, the writer wanted to know the strategies of extrovert and introvert learners in learning reading. The purposes of this study were to know the kinds of learning strategies and the most dominant learning strategies used by the extrovert and introvert learners in learning reading.

This study used qualitative research design because the writer wanted to describe in details from the reality based on the perceptions of the extroversion and introversion learners in learning reading. The population of this study was the third semester students of English Department in UMM, academic year 2008-2009. The total number of the population was 213 students and the sample of this study consisted of 42 students from class 3C who were selected randomly. The writer found 5 introversion learners and to balance the data from 37 extrovert learners the writer chose 5 extrovert learners at random.

After collecting and analyzing the data, the writer found that extroversion and introversion learners employed all the learning strategies. Furthermore, the most mean score among six strategies employed by extrovert learners was cognitive strategies (16, 2). Moreover, there were two learning strategies in which the scores were slightly different, they were compensatory (15, 8) and affective strategies (15, 5). The writer also found three learning strategies that had almost the same scores, they were, metacognitive strategies (14, 6), memory related strategies (14, 8), and social strategies (14, 5). Meanwhile, the writer found two the most dominant learning strategies employed by the introvert learners in learning reading, they were metacognitive (13) and compensatory strategies (13). They also used cognitive (12, 2) and memory related strategies (11, 8). The last learning strategies that had almost the same scores were affective (10, 7) and social strategies (10, 5).

Finally, the third semester students of English Department in UMM used various strategies to support their learning of reading. Almost all of the students realized the importance of learning strategy to improve their learning proficiency. They employed learning strategies that is appropriate with them.