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**THESIS REVISION FORM**

Student's name : Arizal Riski Wardhana  
Student's Reg. Number : 155300126  
Department : English Education  
Thesis Examination Date : 8<sup>th</sup> February 2019  
Thesis Title : Reading Strategies Used By Extrovert And Introvert Junior High School Students.  
Advisor I : Dyah Rochmawati, S.Pd., M.Pd  
Advisor II : Dra. Joesasono O.S., M.Pd

No	Materials Revision	Examiner I	Examiner II
1	Abstract		
2	Data and Source of Data		
3	Data Analysis		
4	Data Validity		
5	References and Citation		
6	Grammar		

The deadline for revised thesis : two weeks after thesis examination.

Examiner I,  
  
Salim Nabhan, S.Pd., M.A.  
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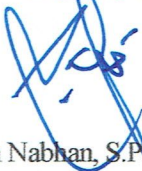
**THESIS REVISION FORM**

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No	Materials Revision	Examiner I	Examiner II
1	Definition of Key Term		
2	Triangulation		

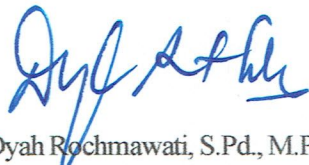
The deadline for revised thesis : two weeks after thesis examination.

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**RECORDS OF THESIS SUPERVISION SESSIONS**

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Thesis title : Reading Strategies Used by Extrovert and Introvert Junior High School Students.

No	Date	Materials	Signature	
			Advisor I	Advisor II
1	08-12-2018	Chapter 1, 2, 3 (Revisi)		
2	15-12-2018	Chapter 1, 2, 3 (Revisi), Cont. Chapt. 4		
3	20-12-2018	Chapter 4 (Revisi), Peng. Chapt. 5		
4	21-12-2018	Chapter 4, 5 (Revisi)		
5	28-12-2018	Chapter 4 Acc, Chapter 5 (Revisi)		
6	03-01-2019	Chapter 5 (Revisi), Peng. Abstrak		
7	11-01-2019	Chapter 5 Acc, peng. Referensi, Abstrak		
8	14-01-2019	Referensi, Abstrak (Revisi)		
9	25-01-2019	Abstrak Acc, Referensi (Revisi)		
10	26-01-2019	Referensi Acc		
11	31-01-2019	Pengecekan skripsi lengkap		

The thesis supervisions have been completed on 31 - 01 - 2019

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## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMP Negeri 21 Surabaya  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : IX/2  
**Materi pokok** : SANGKURIANG  
**Sub Materi Pokok** : Narrative Text  
**Alokasi Waktu** : 4x pertemuan (8x 40'JP)

### A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.11 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk cerita rakyat,	1. Memahami teks naratif ( <i>narrative</i> ) sesuai dengan konteks penggunaannya dengan tepat.

	sesuai dengan konteks penggunaannya.	<ol style="list-style-type: none"> <li>2. Menemukan informasi terkait teks naratif (<i>narrative</i>) dengan tepat.</li> <li>3. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks naratif.</li> <li>4. Melengkapi kalimat teks naratif (<i>narrative</i>) sesuai dengan konteks penggunaannya dengan tepat.</li> </ol>
2	4.12 Menangkap makna teks naratif, lisan dan tulis, berbentuk cerita rakyat, pendek dan sederhana.	<ol style="list-style-type: none"> <li>5. Menyusun teks naratif (<i>narrative</i>) sesuai dengan konteks penggunaannya dengan tepat.</li> <li>6. Membuat teks naratif (<i>narrative</i>) tentang cerita rakyat disekitar.</li> </ol>

### C. Tujuan Pembelajaran

Setelah melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Memahami teks naratif (*narrative*) sesuai dengan konteks penggunaannya dengan tepat.
2. Menemukan informasi terkait teks naratif (*narrative*) dengan tepat.
3. Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks naratif.
4. Melengkapi kalimat teks naratif (*narrative*) sesuai dengan konteks penggunaannya dengan tepat.
5. Menyusun teks naratif (*narrative*) sesuai dengan konteks penggunaannya dengan tepat.

6. Membuat teks naratif (*narrative*) tentang cerita rakyat yang ada disekitar.

#### **D. Materi Pembelajaran**

Memahami teks narasi tentang cerita imajinatif yang bertujuan menghibur orang

Fungsi sosial : Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita rakyat.

Struktur text (gagasan utama dan informasi rinci)

- a. Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi).
- b. Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita.
- c. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi)
- d. Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih
- e. Memberikan alasan atau komentar umum (reorientasi), opsional.

Unsur kebahasaan

- (1)Tata bahasa: Simple Past tense, Past Continuous Tense
- (2)Kalimat langsung dan tidak langsung
- (3)Kosa kata: tokoh binatang dalam fabel, tempat dan benda-benda terkait tokoh
- (4)Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
- (5)Adverbia dan frasa preposisional penunjuk waktu: a long time ago, one day, in the morning, the next day, immediately, dsb.
- (6)Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
- (7)Ucapan, tekanan kata, intonasi
- (8)Ejaan dan tanda baca
- (9)Tulisan tangan

## **Metode Pembelajaran**

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : *Discovery Learning*.
- 3) Metode : Mengamati, Menanya, Mencoba.

## **E. Media dan Sumber Pembelajaran**

### **1. Media**

- a. Laptop, CPU
- b. LCD Projector
- c. Video
- d. Gambar

### **2. Sumber Belajar**

Buku Siswa Bahasa Inggris SMP Kelas 7 Kurikulum 2013 Edisi Revisi 2017 Chapter I (*Greeting*) halaman 2 – 10.

Buku Guru Bahasa Inggris SMP Kelas 7 kurikulum 13 Edisi revisi 2017 Chapter I (*Greeting*) halaman 43-50.

1. Pertemuan Pertama: (2 JP/80 menit)

Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Pendahuluan	-	Memuat kegiatan -Berdoa - Mengecek kehadiran siswa -menyampaikan kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari; -menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan; dan -menyampaikan lingkup dan teknik penilaian yang akan digunakan.	15 menit
Langkah Pembelajaran	Sintak Model Pembelajaran	Deskripsi	Alokasi Waktu
Kegiatan Inti	<b>STIMULASI</b>	<i>Memuat kegiatan</i> <b><u>Observing and Questioning</u></b> - Peserta Didik mengikuti Guru membacakan cerita rakyat berjudul ‘Sangkuriang’. Pada saat yang sama salah seorang menuliskan cerita tersebut di papan tulis, sedangkan PD yang lain menuliskannya di kertas. (BS Hal. 190) - Peserta Didik (dalam kelompok yang terdiri atas 4 anak ) mendiskusikan isi cerita Sangkuriang dengan menggunakan pertanyaan yang terdapat pada Buku Siswa halaman 191.	50

Kegiatan Penutup		<p><i>Memuat kegiatan</i></p> <ul style="list-style-type: none"> <li>- Peserta didik beserta Guru membuat simpupulan kegiatan yang baru saja dilakukan.</li> <li>- Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> <li>- Peserta didik mencatat tugas yang harus dilakukan di rumah (PR); yakni mencari teks cerita Sangkuriang dari sumber lain dan berlatih membaca dengan lancar dan bermakna dan mencatat kata-kata yang sukar untuk ditemukan maknanya sesuai konteks.</li> <li>- Guru menyampaikan rencana pembelajaran untuk pertemuan mendatang.</li> </ul>	15 menit
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**F. Langkah-langkah Kegiatan Pembelajaran Pertemuan pertama**

a. Pendahuluan (10 menit )

1. Guru memberi salam menggunakan Bahasa Inggris agar tercipta *English environment* dan menunjuk ketua kelas untuk memimpin doa bersama.
2. Guru mengondisikan kelas, agar kondusif untuk mendukung proses pembelajaran dengan cara meminta peserta didik membersihkan papan tulis dan merapikan tempat duduk, menyiapkan buku pelajaran dan buku referensi yang relevan serta alat tulis yang diperlukan.
3. Guru mengajak peserta didik agar selalu mengamalkan ilmu pengetahuan yang diperoleh di dalam kehidupan sebagai tanda syukur kepada Tuhan.
4. Guru mengajak peserta didik untuk proaktif dalam pembelajaran yang dilaksanakan.

5. Guru memberi penjelasan tentang cakupan materi yang akan dipelajari beserta tujuan pembelajaran yang akan dicapai.
  6. Guru membuat kesepakatan dengan peserta didik terkait kegiatan yang akan dilakukan (termasuk di dalamnya tentang pembagian kelompok kerja peserta didik).
- b. Kegiatan inti (60 menit)
- Mengamati  
Guru meminta siswa untuk mencermati sebuah lagu dan mencari penggunaan like, dislike.
- Menanya  
Guru menanyakan siswa tentang cara penyampaian like dislike dalam lagu
- Mengeksplorasi  
Guru meminta siswa untuk berdiskusi tentang data yang mereka temukan.
- Mengasosiasi/menganalisis  
Dengan bekerja kelompok, siswa mengasosiasikan data data tersebut
- Mengomunikasikan  
Guru meminta perwakilan kelompok untuk mempresentasikan hasilnya di depan kelas. Guru mengarahkan siswa untuk aktif dalam berdiskusi.
- c. Penutup (10 menit)
1. Guru dan siswa secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
  2. Guru mengajukan pertanyaan kepada siswa untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.



3. Guru memberikan tugas kepada siswa untuk berlatih menyatakan suka dan tidak suka.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

## Penilaian Hasil Pembelajaran

### a. Penilaian Kemampuan Menulis

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Keaslian Penulisan	Sangat original			
		Original			
		Cukup original			
		Kurang memahami	Hampir tidak original		
		Tidak original			
2	Kesesuaian isi dengan judul	Isi sangat sesuai dengan judul			
		Isi sesuai dengan judul			
		Isi cukup sesuai dengan judul			
		Isi kurang sesuai dengan judul	Isi hampir tidak		

		Isi tidak sesuai dengan judul	sesuai dengan judul		
3	Keruntutan Teks	Keruntutan teks sangat tepat			
		Keruntutan teks tepat			
		Keruntutan teks cukup tepat			
		Keruntutan teks kurang tepat	Isi hampir tidak sesuai dengan judul		
		Keruntutan teks tidak tepat			
4	Pilihan Kosakata	Pilihan kosakata sangat tepat			
		Pilihan kosakata tepat			
		Pilihan kosakata cukup tepat			
		Pilihan kosakata kurang tepat	Pilihan kosakata hampir tidak tepat		
		Pilihan kosakata tidak tepat			

5	Pilihan tata bahasa	Pilihan tata bahasa sangat tepat			
		Pilihan tata bahasa tepat			
		Pilihan tata bahasa cukup tepat			
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hamper tidak tepat		
		Pilihan tata bahasa tidak tepat			
6	Penulisan Kosakata	Penulisan kosakata sangat tepat			
		Penulisan kosakata tepat			
		Penulisan kosakata cukup tepat			
		Penulisan kosakata kurang tepat	Penulisan kosakata hampir tidak tepat		
		Penulisan kosakata tidak tepat			
7	Kerapihan Tulisan	Tulisan rapi dan mudah terbaca			

		Tulisan tidak rapi tetapi mudah terbaca		
		Tulisan tidak rapi dan tidak mudah terbaca		
		Tulisan tidak rapi dan sulit terbaca	Tulisan rapi dan hamper tidak terbaca	
		Tulisan tidak rapi dan tidak terbaca		

Surabaya, 11 October 2018

Mengetahui,  
Guru Mata Pelajaran  
Bahasa Inggris

Mahasiswa,

**Dra. Murni**

**Arizal Riski Wardhana**



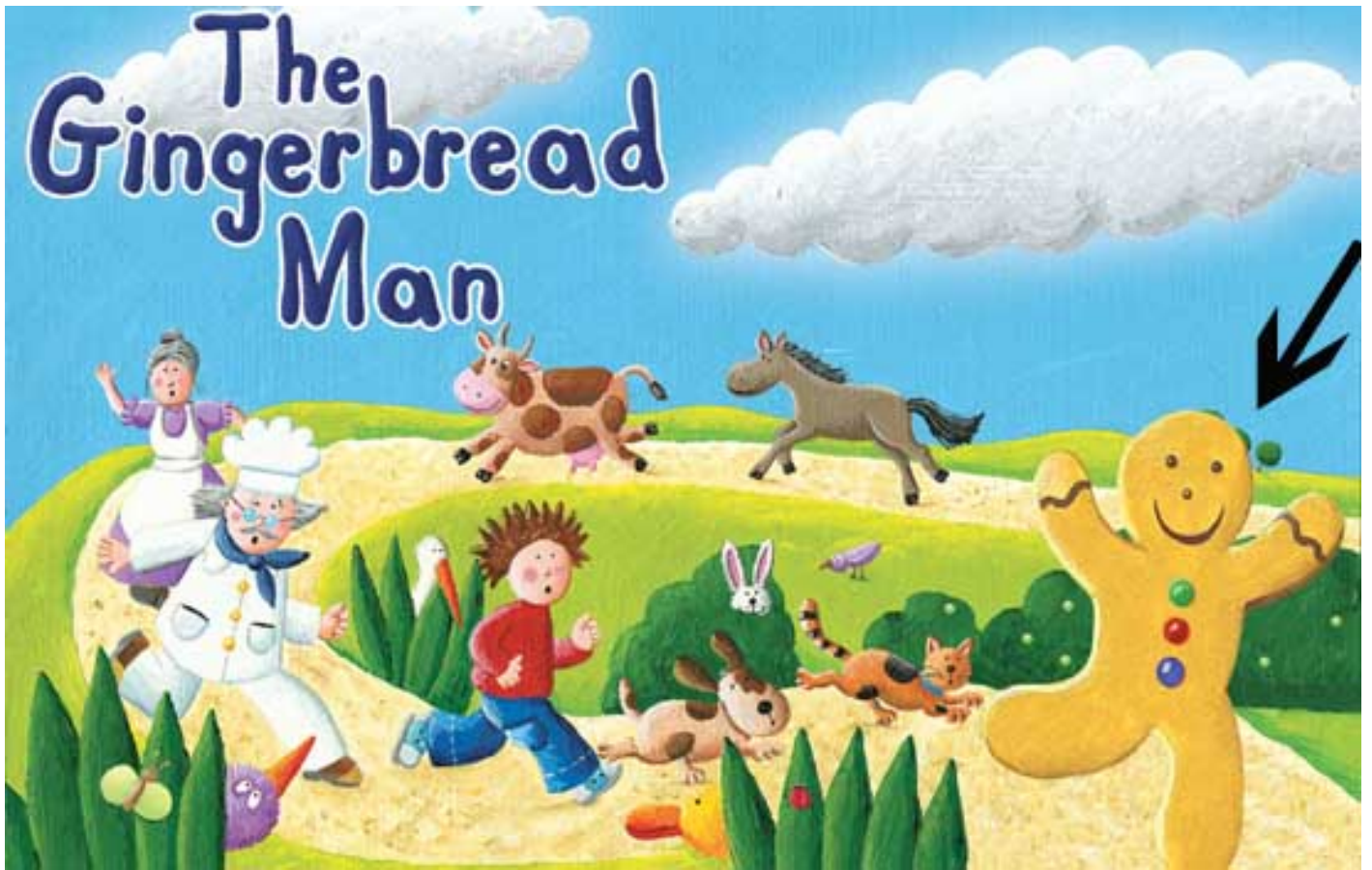
**NARRATIVE**  
**TEXT**

A collection of colorful illustrations arranged around the text. On the left, a girl with long black hair stands next to a large green monster with horns and a small red heart. In the center, a brown spotted deer stands next to a small green frog on a rock. To the right, a blue rabbit is running, and a girl with long blonde hair is shown from the chest up, wearing a purple top. In the top right corner, a girl in a yellow dress is holding a basket of flowers.

**By : Arizal Riski Wardhana**







Cerita Rakyat Dari Jerman

## "The Gingerbread Man"

A long time ago, there lived an old little couple in a cottage. One day, woman decided to make a gingerbread man for dinner. As soon as a gingerbread man was decorated with eyes, nose and mouth, he jumped out and ran away.

The gingerbread ran as fast as he could. Old woman and her husband tried to chase him. However, gingerbread man ran too fast for them. Soon, he passed a hungry pig and that pig wanted to eat him. That pig also tried to catch gingerbread man.

Gingerbread man said "Run, run as fast as you can. You can't catch me I'm the gingerbread man." Other animals like cow, horse, dogs and cats also wanted to eat him but they couldn't outrun him.

Now, gingerbread man came to a river. He was afraid of water. A clever fox came and offered help to cross the river. Fox asked gingerbread man to climb on his head. As soon as they reached the other side, Fox tossed up the gingerbread man in the air, opened his mouth and finally ate him.





# Definition

A narrative text is an imaginative story to entertain people.

(teks narasi adalah cerita imajinatif yang bertujuan untuk menghibur orang).

# Kinds of narrative text


1. Folktales (dongeng)
2. Fable (dongeng binatang)
3. Fairytales
4. Legend
5. Myth



# Generic structure

- a. Orientation
- b. Complication
- c. Climax
- d. Resolution (conclusion)
- e. Reorientation – optional  
(moral value)

# Language Features:

1. Using the action verb  
( past tense form)
  2. Using certain nouns as pronouns,  
certain animals and object in the  
story.
  3. Using adjectives which form the noun  
phrase.
  4. Using time and conjunction  
connectives to sequence.
  5. Using adverbs and adverbial Phrase  
to indicate the location of the incident  
or event.
- 

- Orientation

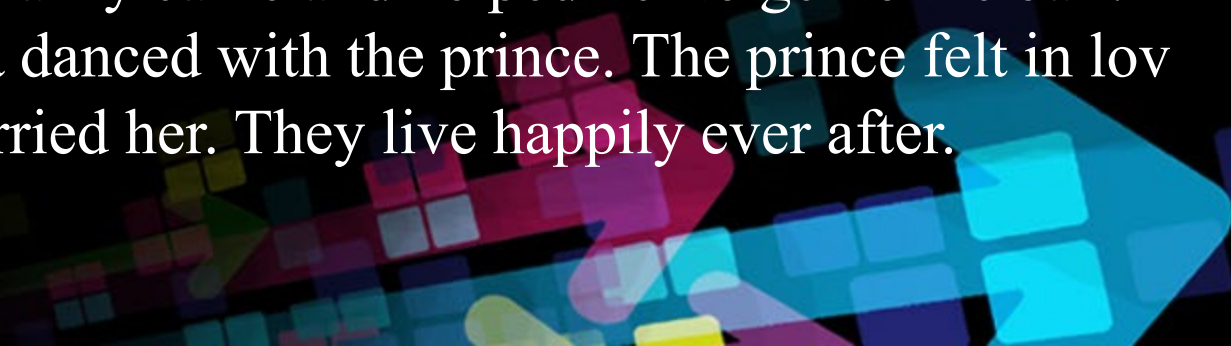
Once upon time, there was a beautiful girl called Cinderella. She lived with her stepsisters and stepmother. They were very bossy. She had to do all the housework.

- Complication

One day an invitation to the ball came to the family. Her stepsisters did not let her go, so Cinderella was very sad. The stepsisters went to the ball without her.

- Resolution

Fortunately, the good fairy came and helped her to get to the ball. At the ball, Cinderella danced with the prince. The prince fell in love with her then he married her. They live happily ever after.



# Generic structure

# Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)

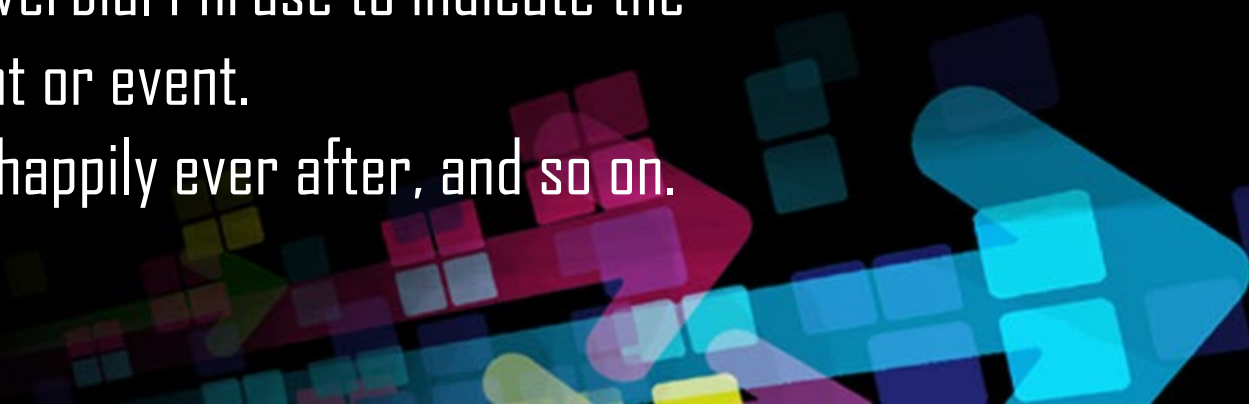
# Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)

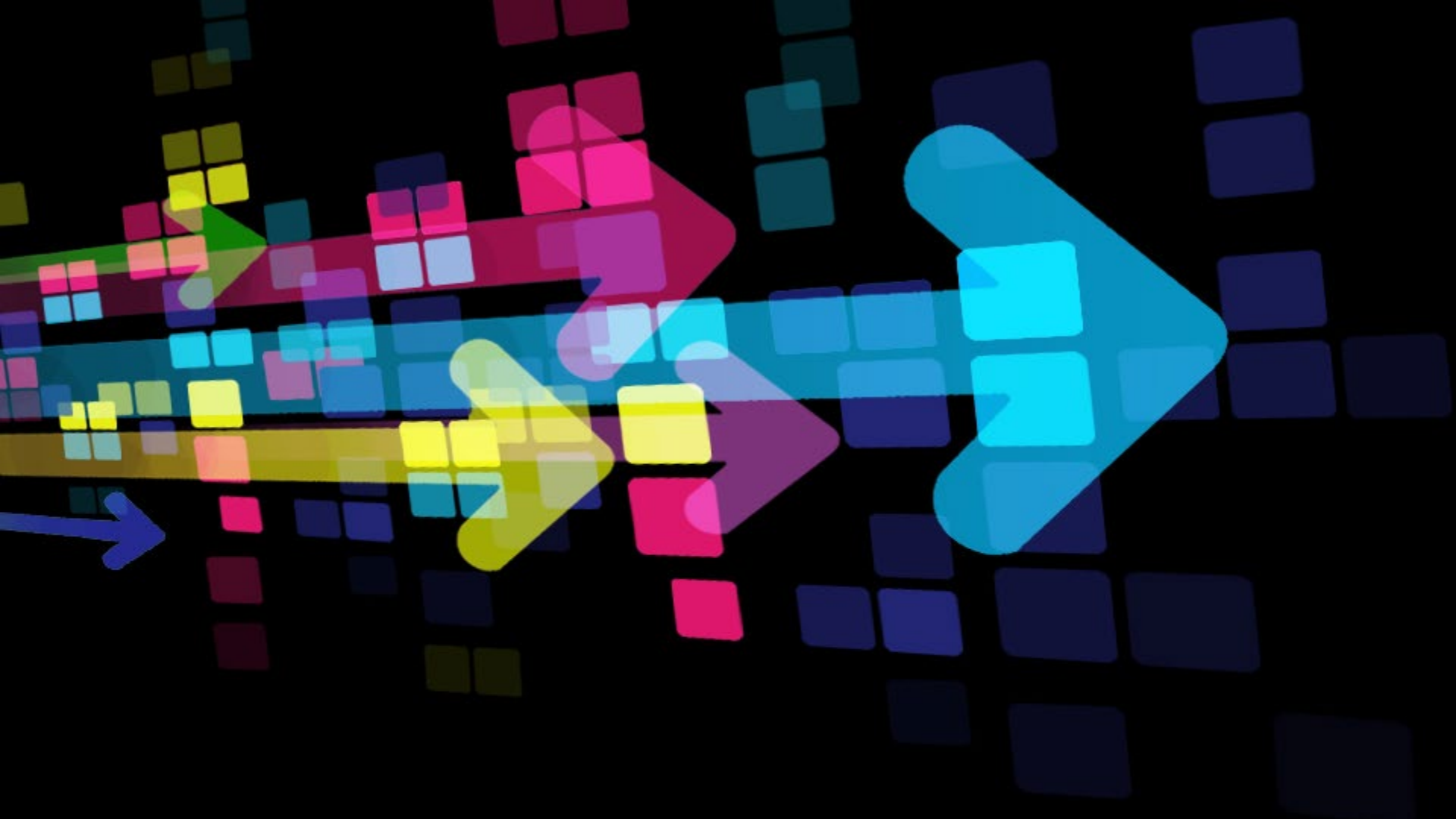
# Resolution : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.

# reorientation (optional) – lesson from the story

Terkadang juga susunannya (generic structure): Orientation, Complication, Evaluation, Resolution dan Reorientation. Untuk “Evaluation” dan “Reorientation” merupakan optional; bisa ada bisa tidak. Evaluation berisi penilaian/evaluasi terhadap jalannya cerita atau konflik. Sedangkan Reorientation berisi penyimpulan isi akhir cerita.

## Language Features:

1. Using the action verb ( past tense form) :
    - climbed, turned, brought, etc...
  2. Using certain nouns as pronouns, certain animals and object in the story.
    - The king, The Queen, and so on.
  3. Using adjectives which form the noun phrase.
    - Long black hair, two red apples, etc...
  4. Using time and conjunction connectives to sequence.
    - then, before, after, soon, etc...
  5. Using adverbs and adverbial Phrase to indicate the location of the incident or event.
    - here, in the mountain, happily ever after, and so on.
- 



**THANK YOU**

**a. Teaching and learning process field notes of IX-F**

*Table 4.1 First meeting (Narrative text) note of IX-F*

Day/Date : Monday, 1st November 2018	
Time : 08.00- 09.00	
Class : IX-F	
Meeting : 1	
Lesson Topic : Narrative text	
<p><b>In English version:</b></p> <ol style="list-style-type: none"> <li>1. Before starting the lesson, the teacher had wrote 'narrative = narasi' on the whiteboard before the students entered.</li> <li>2. The students entered the class, the teacher asked who did not attend (Raflı).</li> <li>3. When the lesson is started, the teacher displayed the PPT containing the narrative text about the story of "The Gingerbread".</li> <li>4. After displaying the PPT, the teacher gave instructions to each of student to copy the point of narrative text.</li> <li>5. The teacher provided additional information that once written by the student to a notebook. The teacher would tell what it means in Indonesian language, so that the student could know the meaning of the narrative text.</li> </ol>	<p><b>In Indonesian language:</b></p> <ol style="list-style-type: none"> <li>1. Sebelum memulai pelajaran, guru menuliskan 'narrative= narasi' di papan tulis sebelum siswa masuk.</li> <li>2. Memasuki kelas, guru menanyakan siapa yang tidak masuk (Raflı).</li> <li>3. Saat sudah memulai pelajaran, guru menayangkan PPT berisi narrative text yaitu cerita tentang "The Gingerbread".</li> <li>4. Setelah menayangkan PPT, memberikan instruksi kepada siswa untuk menyalin poin dari narrative text ke buku tulis masing-masing siswa.</li> <li>5. Guru memberikan informasi tambahan bahwa setelah ditulis oleh siswa ke buku tulis, guru akan memberi tahu artinya apa dalam bahasa Indonesia, agar siswa dapat mengetahui makna dari narasi teks.</li> <li>6. Guru membantu merapikan tempat duduk siswa agar</li> </ol>

<ol style="list-style-type: none"> <li>6. Teacher helped to tidy up student seats so that they were arranged face-to-face between the right and the left but also to the direction of the place where the narrative text is displayed.</li> <li>7. Students took their bolpoint directly and copy it to the book.</li> <li>8. After the student finished writing, the teacher began the explanation.</li> <li>9. Teacher asked question: (1) narrative text, what it means? (2) Where the narrative text is usually found? / the place?</li> <li>10. Teacher explained in Indonesian language spoken along with sign language and body language / gesture. Students saw the teacher carefully what the teacher said.</li> <li>11. Articulation of the teacher was very clear every word spoken.</li> <li>12. Students answered teacher's questions about where the narrative text usually resides.</li> <li>13. Teacher explained what narrative text is.</li> <li>14. The teacher praised the students who answered correctly.</li> </ol>	<p>tertata rapi saling berhadapan antara sisi kanan dan kiri tetapi juga menyerong ke arah tempat terdisplaynya teks narasi dalam bahasa Inggris tersebut.</p> <ol style="list-style-type: none"> <li>7. Siswa langsung mengeluarkan alat tulis dan menyalinnya ke buku.</li> <li>8. Setelah siswa selesai menulis, guru memulai penjelasannya.</li> <li>9. Guru memberikan pertanyaan: (1) apa arti dari narasi teks? (2) narasi teks biasanya ada di mana?/ di tempatkan di mana?</li> <li>10. Guru menjelaskan dengan bahasa Indonesia yang diucapkan bersama dengan bahasa isyarat dan bahasa tubuh/ gesture/ isyarat/ gerak isyarat.</li> <li>11. Artikulasi guru sangat jelas setiap kata yang diucapkan.</li> <li>12. Siswa menjawab pertanyaan guru tentang dimana narasi teks biasanya berada</li> <li>13. Guru menjelaskan apa yang dimaksud dengan narrative teks.</li> <li>14. Guru memuji anak yang menjawab dengan benar.</li> <li>15. Guru menghargai siswa yang menjawab pertanyaan guru dengan benar dengan berkata "bagus"</li> <li>16. Guru menjeda penjelasan.</li> </ol>
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<ol style="list-style-type: none"> <li>15. Teacher appreciated whom answer teacher questions correctly by saying "good".</li> <li>16. Teacher paused explanation.</li> <li>17. Teacher repeated 'narrative text' what does it mean?</li> <li>18. Students also followed the spelling.</li> <li>19. Teacher started using pointers to make it easier to explain using power points.</li> <li>20. There were students just silent and see the writing in PPT.</li> <li>21. The teacher gave the directions to write the meaning and the English word on the notebook. Repeated the instructions by saying "there are 2, english, <i>bahasa Indonesia</i>" then the students wrote them in the book.</li> <li>22. Teacher explained the next sentence quicker.</li> <li>23. Teacher displayed full sentences in Indonesian.</li> <li>24. Teacher gave instructions to copy the meaning / which is displayed in the PPT in his / her notebook.</li> <li>25. Students did not ask any questions at all. Students tended to only follow the teacher's direction until the lesson is finished.</li> </ol>	<ol style="list-style-type: none"> <li>17. Guru mengulangi 'narrative text' artinya apa?</li> <li>18. Siswa juga mengikuti dengan mengeja.</li> <li>19. Guru mulai menggunakan pointers untuk mempermudah menerangkan menggunakan power point.</li> <li>20. Ada siswa hanya diam saja dan melihat tulisan dalam PPT.</li> <li>21. Guru memberikan arahan untuk menulis arti dan kata bahasa Inggrisnya di buku tulis. Mengulangi instruksinya dengan berkata "ada 2, bahasa inggris, bahasa Indonesia" lalu siswa menuliskannya di buku.</li> <li>22. Guru lebih cepat dalam menerangkan kalimat selanjutnya.</li> <li>23. Guru menampilkan kalimat lengkapnya dalam bahasa Indonesia.</li> <li>24. Guru memberi instruksi untuk menyalin arti/ yang ditampilkan dalam PPT tersebut di buku tulisnya.</li> <li>25. Siswa tidak mengajukan pertanyaan sama sekali. Siswa cenderung hanya mengikuti arahan guru sampai selesai.</li> <li>26. Guru memberi instruksi untuk menulis pertanyaan-pertanyaan terkait narrative text setelah menyalin arti dari teks.</li> </ol>
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<p>26. Teacher gave instructions to write questions related to the narrative text. After copying the meaning of the text.</p> <p>27. There were 3 questions essay / not multiple choice.</p> <p>28. Questions and answers were available in English and Bahasa Indonesia.</p> <p>29. After the students copied 3 questions and the answers on the notebook, the study time was over.</p> <p>30. As the time was up, the teacher closed the lesson.</p> <p>31. Teachers skipped reflecting / concluding learning today because time was up.</p>	<p>27. Ada 3 pertanyaan berbentuk essai / bukan multiple choice.</p> <p>28. Pertanyaan dan jawaban tersedia dalam bahasa Inggris dan bahasa Indonesia. masing-masing disusun berurutan.</p> <p>29. Setelah siswa menyalin 3 pertanyaan dan jawabannya di buku tulis, waktu belajar pun juga telah berakhir.</p> <p>30. Karena waktu sudah habis, guru menutup pelajaran.</p> <p>31. Guru melewatkan memberikan refleksi/menyimpulkan pembelajaran hari ini karena waktu sudah habis.</p>
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**a. Teaching and learning process field notes 2 of IX-F**

*Table 4.2 Second meeting (Narrative text) note of IX-F*

Day/Date : Monday, 8 <sup>th</sup> November 2018	
Time : 08.00- 09.00	
Class : IX-F	
Meeting : 2	
Lesson Topic : Narrative text	
<p style="text-align: center;"><b>- In English version:</b></p> <ol style="list-style-type: none"> <li>1. Teacher provided reviews about the narrative text and the story of “The Gingerbread”.</li> <li>2. Teacher repeated to translate first narrative text with the student.</li> <li>3. Teacher displayed the questions. Continued the question at the first meeting that talked about the story of “The Gingerbread”.</li> <li>4. Teacher gave reviews on narrative text about the story of “The Gingerbread”.</li> <li>5. Teacher only provided 1 time explanation for the questions given, students looked carefully.</li> <li>6. After discussing the story and questions related to it, the teacher handed out the paper to do the Evaluation.</li> <li>7. Teacher gave instructions for closing the student's notebook.</li> </ol>	<p style="text-align: center;"><b>- In Indonesian language:</b></p> <ol style="list-style-type: none"> <li>1. Guru memberikan review tentang naratif teks dan cerita dari “The Gingerbread”.</li> <li>2. Guru mengulangi menerjemahkan penjelasan/review tentang naratif teks.</li> <li>3. Guru menampilkan pertanyaan – pertanyaan. Melanjutkan pertanyaan pada pertemuan pertama yang membahas tentang cerita dari “The Gingerbread”.</li> <li>4. Guru memberikan review tentang cerita dari “The Gingerbread”.</li> <li>5. Guru hanya memberikan penjelasan 1x untuk pertanyaan yang diberikan, murid / siswa terlihat memperhatikan dengan seksama.</li> <li>6. Setelah membahas pengumuman dan pertanyaan yang terkait dengannya, guru membagikan kertas untuk mengerjakan Evaluasi.</li> </ol>

<ol style="list-style-type: none"> <li>8. Teacher turned off the LCD (spotlight).</li> <li>9. Teacher gave students time to work.</li> <li>10. Students looked obedient and do their evaluation in calm.</li> <li>11. Students who have completed the evaluation could go out for a break.</li> <li>12. Students did an average evaluation of about 10 minutes.</li> </ol>	<ol style="list-style-type: none"> <li>7. Guru memberi arahan untuk menutup buku catatan yang dibawa siswa.</li> <li>8. Guru mematikan LCD (sorotannya).</li> <li>9. Guru memberikan waktu siswa untuk mengerjakan.</li> <li>10. Siswa terlihat patuh dan mengerjakan evaluasi dengan tenang.</li> <li>11. Siswa yang sudah selesai mengerjakan evaluasi boleh keluar untuk istirahat.</li> <li>12. Siswa mengerjakan evaluasi rata-rata sekitar 10 menit.</li> </ol>
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## PERSONALITY TEST

*Give a check mark (V) if you agree or disagree with the statements below!*

No.	Questions	Agree	Disagree
1.	Are you usually the party that does the bulk of the talking?		
2.	While speaking, do you feel comfortable even if someone is watching you?		
3.	Do you strike up (initiate) a conversation with a stranger easily?		
4.	When there is a group activity, do you behave more like a participant than an observer?		
5.	Do you like watching movies more than reading novels?		
6.	Are you prefer one-on-one conversations to group activities?		
7.	Do you enjoy solitude?		
8.	Do you dislike small talk, but enjoy talking in-depth about topics that matters to me?		
9.	Do people describe me as “soft-spoken” or “mellow”?		
10.	Do people tell you that you are a good listener?		
11.	Do you feel drained after being out and about, even you have enjoyed yourself?		

12.	Can you concentrate easily?		
13.	Do you tend to think before speak?		
14.	Do you dislike conflict?		
15.	Are you doing best your best on your own?		
16.	Do you enjoy multi-tasking?		
17.	Do you prefer not to show or discuss your work with others until it is finished?		
18.	Are you a big-risk taker?		
19.	Do you enjoy work that allows you to “dive-in” with few interruptions?		
20.	If you can choose, do you prefer a weekend with absolutely nothing to do to one with too many things scheduled		

## QUESTIONNAIRE OF STUDENTS' RESPONSE TOWARD THE LESSON

No.	Questions	Yes	No
1.	I like English lesson (narrative text) in the classroom.		
2.	I think English lesson (narrative text) is difficult.		
3.	I understand the lesson (narrative text) that has been taught.		
4.	I understand what is expected of me when I do a reading texts.		
5.	I understand the main idea of the text.		
6.	I can find supporting ideas for the main idea of the text.		
7.	I understand the test questions.		
8.	I can focus on the questions and find the answers.		
9.	I apply reading strategies such as KWL, scanning, and other skills when taking a reading comprehension test.		
10.	I pass (80 and up) most of my reading comprehension test.		
11.	My marks are improving in reading comprehension test.		
12.	I use relaxation exercises and techniques to help me relax when taking reading comprehension tests.		
13.	I feel relaxed during a reading comprehension test.		
14.	I want to learn English (reading section) more often.		

## MATRIX OF QUALITATIVE RESEARCH PROPOSAL

<b>Title:</b> Reading Strategies Used by Extrovert and Introvert Junior High School Students	<b>Researcher's Name:</b> Arizal Riski Wardhana <b>Student Reg. No.:</b> 15 – 530 – 0126
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No.	Research Question (s)	Concept	Scope and Limitation	Assumption	Research Method			References
					Data and Source of Data	Data Collection	Data Analysis	
1.	What reading strategies are used by extrovert Junior High School students?	All those who are involved in the field of language teaching, whether they are working on reading or any other skills, have one purpose in mind and that is to ease the process of teaching for themselves and learning for learners. Therefore, teachers' knowledge in the last few years towards the importance of knowing more about learners' differences, characteristics, personality types, and psychological effects has been increased. Learner factors namely age, aptitude, attitude, motivation,	The scope of the study is focused on teaching of English reading.	The researcher assumed that reading strategies will give the positive result in the teaching English reading for the extrovert and introvert junior high school students, that the students will be able to learn new information and gaining access to alternative explanations and interpretations to understand about the English reading	Data are in the forms of responses of the students in the questionnaire.	Technique: Questionnaire  Procedure: This study will involve the comparison of two separate groups, one (extroverted group) and one (introverted group). Teaching activity will be the same instructor for both groups. Both groups will be the under of	The data will be analyzed and obtained through the questionnaire, the questionnaire procedure will be employed and the results will be reported. Independent sample reading passage test will be run to compare the English reading ability and experimental group on the	Brantmeier, C. (2002). <i>Second Language Reading Strategy Research at the Secondary and University Levels: Variations, Disparities, and Generalizability. The Reading Matrix</i> , 2(3), 1–13.  Hadley, A. O. (2003). <i>Teaching Language in Context</i> . Boston: Heinle & Heinle.
2.	What reading strategies are used by introvert Junior High School students?	The limitation is using reading strategies used by extrovert and introvert Junior High School students.			The source of data is the students questionnaire that based on their reading strategies.			



		<p>personality, cognitive styles, and preferred learning strategies must be taken into consideration in any comprehensive theory at L2 acquisition (Hadley, 2003).</p> <p>Comprehension processes that readers employ in order to make sense of what they read are defined as reading strategies, those reading strategies are: making connections (connecting reading content to past experiences or prior knowledge); visualization (creating pictures in mind); asking questions (asking questions before, during, and after reading to better understand the author and the meaning of the text); inferencing (drawing conclusions based on background knowledge); determining importance (looking for things that help</p>		<p>texts more efficiently. After giving the reading strategies to them, the researcher assumed that the extrovert Junior High School students will be more enthusiastic to read English texts and not to think that reading English seems like a torture but a fun way to get new informations and knowledges. For the introvert Junior High School students, they will know on how to read English texts with using the right reading strategies that fit with their personality, so that they will be more comfortable to</p>		<p>instruction of the same teacher for two sessions a week. The introverted group will work on the passages. They will expect to read the passage under the instruction of the teacher and answer the question following them. Moreover, the extroverted group will be also given the same passages with the same assignments to see the efficiency of personality type. After two sessions on working this trend, a questionnaire will be</p>	<p>questionnaire. The questionnaire will be also used to compare the gain score of learners from different proficiency groups. The following questionnaire will be also administered to determine the relationship between proficiency level and efficiency of reading strategy training (personality type).</p>	
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		readers identify big ideas and why they are important); and synthesizing (combining new information from the text with existing knowledge in order to form new ideas or interpretations) (Brantmeier, 2002).		read English texts.		administered for both group in the format of multiple-choice items a merely an English reading questions. If the data has already collected, the researcher will process the data, then to compare the results and to measure the difference that used to determine the difference between the two groups that using what is the efficient reading strategies used by them.		
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Pembimbing I,

Mengetahui.

Pembimbing II,

Surabaya, 23 Agustus 2018

Mahasiswa,

Dyah Rochmawati, S.Pd., M.Pd  
NIDN. 0719117001

Dra. Joesasono O.S., M.Pd  
NIDN. 0710046702

Arizal Riski Wardhana  
NIM : 155300126