

**THE CORRELATION BETWEEN STUDENTS'  
PERSONALITY (*EXTROVERT AND INTROVERT*)  
AND THEIR READING COMPREHENSION  
ACHIEVEMENT**

**A Thesis**

Submitted as a Particular Fulfillment of Requirement for S1- Degree

**By:**

**RISKA FITRI UTAMI**

**NPM : 1611040001**

**Study Program : English Education**

**Advisor : Prof. Dr. Idham Kholid, M.Ag**

**Co-Advisor : M.Sayid Wijaya, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF  
RADEN INTANLAMPUNG  
1444 H/2022 M**

## ABSTRACT

In reading process, the students had difficulties in reading because they vocabulary and felt bored in understanding a reading text. Besides, the teacher technique did not give match with the students' personality so they did not follow the instructions that given by the teacher in reading learning process. As the result, many students at MAN 1 Pesisir Barat Lampung got under score in reading. Therefore, the objectives of this research were to find whether there were a correlation between students' personality (extrovert and introvert) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.

This research used correlation research design. The population of this research was the tenth grade of MAN 1 Pesisir Barat Lampung. The sample of this research were two classes, X science 1 and 2 consisting of 77 students from those two classes. The data is collected by using personality questionnaires and reading comprehension test. There were 20 questions to personality questionnaires test and 40 questions to reading comprehension test which had been validated. After collecting the data of both variables, the data were analyzed by using SPSS version 21 with Pearson Correlation Formula.

After doing the hypothetical test, the result showed that the value of significant generated Sig- ( $P_{\text{value}}$ ) = 0.006 <  $\alpha$  = 0.05. As the result  $H_0$  was rejected and  $H_1$  was accepted. Thus, it can be concluded that there were a correlation between student' personality (extrovert and introvert) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/2021. Then, the result of coefficient correlation between students' personality and their reading comprehension achievement was 0.749 which meant that the correlation of both variables was high and positive.

***Keywords: Correlation Research Design, Personality, Reading Comprehension Achievement.***

## DECLARATION

I, a student with the following identity :

Name : Riska Fitri Utami

Student's Number : 1611040001

Thesis : The Correlation between Students' personality (extrovert and introvert) and their reading comprehension achievement at tenth grade of MAN 1 Pesisir barat in academic year 2020/2021

I hereby certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinions and research findings included in this undergraduate thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung,

The Researcher,



Riska Fitri Utami  
NPM.1611040001



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBİYAH DAN KEGURUAN**

***Jl. Let. Kol. H. Suratmin Sukarame 1 Bandar Lampung Telp (0721) 703260***

**APPROVAL**

**Title : THE CORRELATION BETWEEN STUDENTS' PERSONALITY (*EXTROVERT AND INTROVERT*) AND THEIR READING COMPREHENSION ACHIEVEMENT AT TENTH GREDE OF MAN 1 PESISIR BARAT LAMPUNG IN ACADEMIC YEAR 2020/2021**

**Student's Name : RISKA FITRI UTAMI**

**Student's Number : 1611040001**

**Study Program : English Education**

**Faculty : Tarbiyah and Teacher Training Faculty**

**APPROVED**

**Was tested and defended in the examination session  
at Tarbiyah and Teacher Training Faculty  
State Islamic University of Raden Intan Lampung**

**Advisor,**

**Prof. Dr. Idham Kholid, M.Ag**

**NIP: 19601020 198803 1 005**

**Co-Advisor,**

**M. Sayid Wijaya, M.Pd**

**NIP: 198803172015031006**

**The Chairperson  
of English Education Study Program**

**Dr. Mohammad Muhassin, M.Hum**

**NIP: 19770818 200801 1 012**



**KEMENTERIAN AGAMA  
UIN RADEN INTAN LAMPUNG  
FAKULTAS TARBIYAH DAN KEGURUAN**

*Jl. Let.Kol. H. Suratmin Sukarame 1 Bandar Lampung Telp (0721) 703260*

**ADMISSION**

A thesis entitled: **“THE CORRELATION BETWEEN STUDENTS' PERSONALITY (*EXTROVERT AND INTROVERT*) AND THEIR READING COMPREHENSION ACHIEVEMENT AT TENTH GREDE OF MAN 1 PESISIR BARAT LAMPUNG IN ACADEMIC YEAR 2020/2021”** by: **RISKA FITRI UTAMI, NPM : 1611040001**, Study Program: English Education, was tested and defended in the examination on: Thursday, March 31<sup>st</sup> 2022.

**Board of Examiners:**

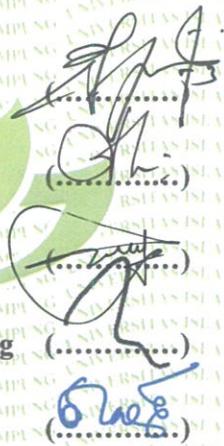
**Chairperson : Iwan Kurniawan, M.Pd**

**Secretary : Sri Suci Suryawati, M.Pd**

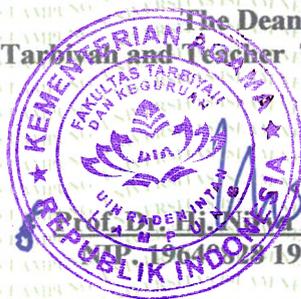
**Primary Examiner : Satria Adi Pradana, M.Pd**

**Secondary Examiner : Prof.Dr.Idham Kholid, M.Ag**

**Tertiary Examiner : M.Sayid Wijaya, M.Pd**



**The Dean of  
Tarbiyah and Teacher Training Faculty**



**Prof. Dr. Hj. Nuzula Diana, M.Pd**

**NPM. 19640001998803 2 002**

## MOTTO

أَقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

*(It will be said to him): “Read your book. You yourself are sufficient as areckoner against you this Day.”*

(QS. Al Isra : 14)<sup>1</sup>



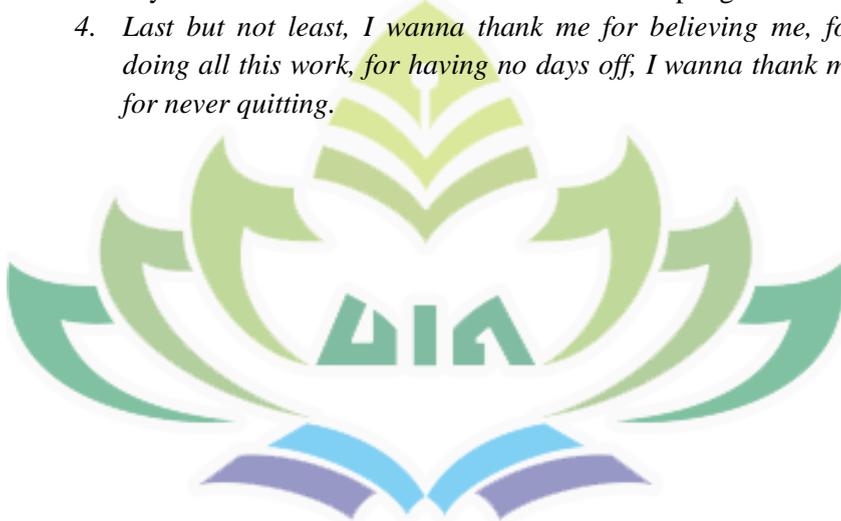
---

<sup>1</sup> Ahadi, “Quran surah Al Isra 14 (QS 17: 14) in Arabic and English translation” (Online), available at <http://www.alquranenglish.com/quran-surah-al-isra-14-qs-17-14-in-arabic-andenglish-translation>, Accessed on 24<sup>th</sup> July 2020.

## DEDICATION

From the deepest place in my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis specially to:

1. My beloved parents: Mr. Rizal Efendi and Ms. Yurni Aprida who have never got tired of supporting me in anyway of doing this thesis.
2. All lecturers of English Language Education Study Program who always help me in finishing at UIN Raden Intan Lampung.
3. My beloved Almamater UIN Raden Intan Lampung.
4. *Last but not least, I wanna thank me for believing me, for doing all this work, for having no days off, I wanna thank me for never quitting.*



## CURRICULUM VITAE

Riska Fitri Utami was born in Gunung Kemala on May 14<sup>th</sup> 1998. Riska is the first daughter of Mr.Rizal Efendi and Ms.Yurni Aprida. She has two brothers namely Hipzil Hak and Fathur Rahman, one young sister namely Resti Junita.

Riska began her formal educational at SD Negeri Gunung Kemala and graduating in 2010. She continued to MTs N.U Krui and graduated in 2013. On the same year she was accepted at MAN 1 Pesisir Barat and graduated in 2016. Then, in 2016, she continued study in UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



## ACKNOWLEDGEMENT

First of all, praise be to Allah, the most merciful, the most beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers.

This thesis entitled “The Correlation Between Students’ Personality (*Extrovert And Introvert*) And Their Reading Comprehension Achievement” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. Meisuri, M.Pd. the chairperson of English Education Study Program.
3. Prof. Dr. Idham Khalid, M.Ag as the advisor for her advice, guidance, help, and countless time to the researcher to finish the thesis.
4. M. Sayid Wijaya, M.Pd as the co-advisor who has patiently guided and helped a lot until the completion of this thesis.
5. Satria Adi Pradana, M.Pd the primary examiner for giving guidance and supervisor to finish this thesis.
6. All lecturers of English Education of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of valuable lessons.
7. Egra Betaria, S.Pd, the English Teacher of MAN 1 Pesisir Barat who has helped and given suggestion during the research process and the students of the Tenth Grade of MAN 1 Pesisir Barat for being cooperative during the research.

8. THE SINGEL TO NGAJONG, Rini Oktavia and Tria Rahmatiah Anisa who always give support and motivation on completing this undergraduate thesis.

Finally nothing is perfect neither this thesis. Any correction, comments, and criticism for the goodness of this undergraduate thesis are always open-heartedly welcome.

Bandar Lampung, 2022  
The Researcher,

**Riska Fitri Utami**  
NPM. 1611040001



## TABLE OF CONTENTS

	Page
<b>COVER</b> .....	<b>i</b>
<b>ABSTRACT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>APPROVAL</b> .....	<b>iv</b>
<b>ADMISSION</b> .....	<b>v</b>
<b>MOTTO</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>CURRICULUM VITAE</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIS OF FIGURES</b> .....	<b>xv</b>
<b>LIST OF APPENDICES</b> .....	<b>xvi</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Problem .....	1
B. Identification of the Problem .....	9
C. Limitation of the Problem .....	9
D. Formulation of the Problem .....	9
E. Objectives of the Study .....	10
F. Significant of the Research .....	10
G. Scope of the Research .....	10
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Frame of Theories .....	13
1. Concept of Reading .....	13
a. Definition of Reading .....	14
b. Kinds of Reading .....	14
c. Aspects of Reading .....	19
d. Teaching Reading .....	20
e. Purpose of Reading .....	22
2. Concept of Students' Personality .....	23
a. Definition of Students' Personality .....	23
b. Types of Students' Personality .....	24

3. Concept of Reading Comprehension	
Achievement .....	30
4. Concept of Text .....	32
a. Definition of Text .....	32
b. Kinds of Text.....	32
B.Frame of Thinking .....	34
C.Hypothesis .....	35

### **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design .....	37
B. Variable of the Research.....	37
C. Operational Definition of the Variable .....	38
D. Population, Sample, and Sampling	
Technique .....	39
1. Population of the Research .....	39
2.Sample of the Research .....	40
3.Sampling Technique of the Research .....	41
E. Data Collecting Technique .....	42
F. Instrument of the Research .....	43
G. Scoring Procedures .....	49
H. Research Procedures .....	51
I. Tryout of Instrument Test.....	52
J. Validy of the Instrument .....	52
K Reliabilty of Personality and Reading	
ComprehensionTest.....	55
L. Data Analysis .....	56
1. Fulfillment of Assumption.....	56
a.Normality Test.....	56
b.Linerity Test.....	57
2. Hypothetical Test .....	57

### **CHAPTER IV RESULT AND DISCUSSION**

A. Result of the Research .....	59
1. Result of Students' Personality	
Questionnaires Test.....	59

2. Result of Reading Comprehension Achievement Test .....	65
3. Result of Reliability Test .....	68
4. Result of Normality and Lincity Test.....	69
5. Result of Hypothetical Test.....	70
B. Discussion .....	72

**CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	75
B. Suggestions .....	75

**REFERENCES**

**APPENDICES**



## LIST OF TABLES

	<b>Page</b>
Table 1.1 The Students' Score of Reading Comprehension at the Tenth Grade of MAN 1 Pesisir Barat Lampung in the Academic Year of 2019/2020 .....	3
Table 2.1 Blue Print of Extrovet and Introvet Questionnaires by Eysenck' Theory .....	26
Table 3.1 The Total Number of Students at the Second Semester of the Tenth Grade of MAN 1 Pesisir Barat Lampung in the Academic Year of 2020/2021 .....	39
Table 3.2 The Spesification of Try-out for Questionnaires before Validated .....	44
Table 3.3 The Spesification of Try-out for Questionnairesafter Validated .....	45
Table 3.4 The Spesification of Try-out for Reading Comprehension Test before Validated.....	45
Table 3.5 The Spesification of Try-out for Reading Comprehension Test before Validated.....	47
Table 3.6 Interpretation of Students' Personality .....	50
Table 4.1 The Result of Students' Personality Questionnaires Test.....	60
Table 4.2 The Result of Students' Personality Questionnaires Categories.....	61
Table 4.3 The Students' Personality Questionnaires .....	64
Table 4.4 The Result of Students' Reading Comprehension Achievement Test .....	66
Table 4.5 The Students' Reading Comprehension Achievement Score .....	67
Table 4.6 The Result of Reliability for Reading Test .....	69
Table 4.7 The Result of Reliability for Personality Questionnaires Test .....	70
Table 4.8 The Result of Normality Test .....	71
Table 4.9 The Result of Linerity test .....	73
Table 4.10 The Result of Hypothetical Test .....	75

## LIST OF FIGURES

	<b>Page</b>
Figure 2.1 The Personality Type .....	25
Figure 4.1 The Result of Students' Personality Questionnaires....	65
Figure 4.2 The Result of Students Reading Comprehension Achievement6.....	68



## LIST OF APPENDICES

- Appendix 1 The Result of Interview the English Teacher at MAN 1 Pesisir Barat Lampung in the Preliminary Research
- Appendix 2 The Result of Questionnaire the Students at the Tenth Grade of Science Class of MAN 1 Pesisir Barat Lampung in the Academic year of 2020/2021
- Appendix 3 The Students' Score of Reading Comprehension at the Tenth Grade of MAN 1 Pesisir Barat Lampung in the Academic year of 2020/2021
- Appendix 4 Syllabus
- Appendix 5 Expert Validation Form for Reading Comprehension Test
- Appendix 6 Expert Validation Form for Personality Questionnaires Test
- Appendix 7 Instrument for Students' Personality Test before Validated
- Appendix 8 Instrument for Students' Reading Comprehension Test before validated
- Appendix 9 Instrument for Students' Personality Test after Validated
- Appendix 10 Instrument for Students' Reading Comprehension Test after validated
- Appendix 11 The Name Students' Code for Sample of this Research
- Appendix 12 The Name of Students' Try-out
- Appendix 13 Blue Print of Personality Questionnaires Validity Score from Students' Try-out
- Appendix 14 Blue Print of Reading Comprehension Validity from Students' Try-out
- Appendix 15 Result of Reliability Instrument
- Appendix 16 The Validity Result of Personality Questionnaires

- Appendix 17 The Validity Result of Reading Comprehension Test
- Appendix 18 The Students' Personality Score
- Appendix 19 The Students' Reading Comprehension Test Score and Categories of Their Personality
- Appendix 20 Blue Print of Students' Personality Questionnaires
- Appendix 21 Blue Print of Students' Reading Comprehension Score
- Appendix 22 The Description of Result Personality Questionnaires Test
- Appendix 23 The Description of Result Reading Comprehension Test
- Appendix 24 The Result of Normality Test
- Appendix 25 The Result of Linerity Test
- Appendix 26 The Result of Hypothetical Test
- Appendix 27 The Result of Correlational Test



# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning English there are four skills that students must learn. There are listening, speaking, reading, and writing. To be able to master those four language skills, the students must go through a long process. This research only wants to focus on one skill, the skill is reading. As we know, reading is very important because of reading, people get knowledge and information. This skill is more important than speaking and writing.<sup>1</sup> It means that students have to develop reading skill because reading skill is very important. If students are good at reading skills, it will be easier to master another skill and improve their knowledge.

Based on Patel and Jain stated, reading is the most important activity in any language class and not the only source of information and pleasurable activity but also as a means of consolidating and extending one of knowledge in the language.<sup>2</sup> It can be concluded that with reading someone can get more information. In addition, in reading people need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print.<sup>3</sup> It means that students must understand what they read and if the students want to identify the meaning of words there must be comprehended of the text.

Russel stated that reading is a key for an individual to have an efficient living because it helps an individual develop a thinking process and create judgemental thinking, both of which lead to conceptualization and problem solution. Besides wisdom, reading also affects the living on how to apply knowledge to

---

<sup>1</sup> M.F Patel and Praven M.Jain, *English Language Teaching: Methods, Tool & Technique* (Jaipur: Sunrice Publisher & Distribution, 2008), p.113.

<sup>2</sup> Ibid., p.114.

<sup>3</sup> Yola Center, *Beginning Reading*, (Auckland: ALLEN & UNWIN, 2005), p.7.

creativity and further implication.<sup>4</sup> It means that reading can help everyone to upgrade more creativity. For learners, reading can be the most important one as it could improve the way they think and fix some cases their lives.

Nuttal stated that the purpose of reading comprehension is a part of the process of reading comprehension, which is characterized by the process when the readers get the messages and meaning of the text they have read. Furthermore, the message or the meaning conveyed can be in the forms of information, knowledge.<sup>5</sup> Reading comprehension is the ability to read text, process it, and understand its meaning. The students should be practice intensively because reading is important to get abundant information in many aspects especially English as an international language.

Davison and Dowson said tough reading we are able to interpret, comprehend and respond critically to the ideas of others.<sup>6</sup> It means that we can understand reading text if we can do reading comprehension well. When the reader does not comprehend the information in the text, the reading skill is meaningless. Students should be practice intensively so that they are can comprehend the text well because reading is one of the most important skills.

Reading comprehension is much important to have new knowledge and get information from many media, they can get by reading book, magazine, newspaper or article on the internet to help them master some branches of knowledge and support their study. Learners are still lazy to read and are difficult to get involved in the process of reading and this happened at MAN 1 Pesisir Barat especially reading comprehension.

---

<sup>4</sup>D.H,Russel, *Reading for Effective Personal Living*,(New York:Scholastic Magazines,1958), p.11.

<sup>5</sup>Christian Nuttal,*Teaching Reading Skills in Foreign Language*, (London: Heinemann Education Books,1982), p.17.

<sup>6</sup>Jane Dowson and Davison, *Learning to Teach English in the Secondary School*, (New York: Cambridge University Press,2003), p.118.

Based on preliminary research in MAN 1 Pesisir Barat the second semester tenth grade by interviewing the English teacher Mrs. Egra Betaria, S.Pd. The purpose of interviewing an English teacher in this school is to know students' problems, especially in reading. She said that the students having difficulties in reading section. The students made so many mistakes of rules in their reading comprehension. The reader reads a text without comprehension, they are likely less to get the main idea or the meaning of the text because the students had limited vocabulary to understand meanings. The students fell bored and they are did not interest in the text and the others are not enthusiastic about reading. They look lazy to follow instructions to read, day dream when the others read, some students prefer to avoid the reading situations.<sup>7</sup> Those problems that influence scores and achievement of the students in reading comprehension. It can be seen in Table 1.1 below:

**Table 1.1**  
**The Students' Score of Reading Comprehension at the Tenth Grade of MAN 1 Pesisir Barat in the Academic Year of 2019/2020**

No	Class	Students' score		Number of students
		≤74	≥74	
1	X Science 1	22	18	40
2	X Science 2	20	17	37
3	X Science 3	19	17	33
4	XSocial 1	19	14	36

<sup>7</sup>Egra Betaria, *an interview*, The English Teacher at MAN 1 Pesisir Barat, on 21<sup>th</sup> April 2020, Unpublished.

5	X Social 2	18	18	36
6	X Social 3	19	10	29
7	X Social 4	15	18	33
8	X Social 5	15	17	32
9	X Social 6	14	12	26
<b>Total</b>		<b>161</b>	<b>141</b>	<b>302</b>
<b>Precentage</b>		<b>53.30</b> <b>%</b>	<b>46.70</b> <b>%</b>	<b>100 %</b>

*Source: The Data from English Teacher of MAN 1 Pesisir Barat in the Academic Year of 2019/2020.*

As shown in Table 1. It can be seen that there were many students get bad score because their score was still many under the standard score. The English teacher at MAN 1 Pesisir Barat said the criteria of Minimum Mastery (KKM) score for English subject at the school is 74. There were 302 students in all classes. From the table, there were 161 students (53.30 %) who got score under the standard score of 74 and there were 141 students who score (46.70 %) got score more than the standard score of 74. It means that the students of MAN 1 Pesisir Barat still difficulties to read and understand an English text.

Furthermore, the students of the tenth grade at MAN 1 Pesisir Barat that some students had difficulties in reading comprehension knowing from an interview in Google Form. They said reading was boring when reading a long text. Their feeling in reading was unhappy. They said had difficulties comprehending the meaning of the reading text because they are weak in vocabulary mastery. Regressing to read a text. They are likely less to get the main idea and information in reading comprehension they avoided the reading situation and finally reading was less probable. The others said that they did not interest in reading, they disliked reading, and they said that they will only read a book if that is interesting enough for them. Some

students said did not like teacher technique because it doesn't appropriate for their personality and they also said prefer to read a text by themselves because more focused than to joined others.

Soemantri said that the problems in reading are reading strategies, weakness of vocabulary mastery, bad habit, regressing to read, reducing the speed reading when the sentence read is the main idea, accelerating the speed reading when the sentence read is not the main idea, and searching for a keyword and main idea.<sup>8</sup> Those problems are often encountered by students in the reading process. Many problems come from internal and external factors. External factors involve what students need to help their reading such as vocabulary and reading techniques, while internal factors come from the students themselves such as motivation, intelligence, interest, learning styles, and personality or psychological factors.

Dealing with psychological factors, cannot be separated by investigating personality. Brown said that personality is classified into extrovert and introvert. Many have a wrong understanding of extrovert and introvert personalities. Extroverts are not always talkative, they need other people to feel whole and good. On the other hand, introverts feel whole when they with draw from other people. Contrary to stereotypes, introverts can have an inner strength of character that extroverts do not have.<sup>9</sup> It means that personality is considered as one of the individual differences which are greatly agreed to influence learning in general and second language acquisition in particular. There are two types of students' personalities are extrovert and introvert.

Based on the previous study conducted by Bano and Ali entitled "Personality Types and Reading: A Correlational Study".

---

<sup>8</sup>Anie Susany Soemantri, Reading Comprehension Problem Encountered by the Students of HigherEducation, *Journal Computech and Bisnis Vol. 5 No.2*, STMIK Madira Indonesia, Bandung, 2011, pp.74-80, availableat<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.978.1112&rep=rep1&type=pdf>decembr, accessed on 20<sup>th</sup> April 2020.

<sup>9</sup>H. Douglas Brown, *Principles of Language Learning and Teaching4th Edition*, (NewYork: Longman, 2000), p. 155.

Based on the result of this study that there is a slight significant relationship between extraversion and reading skills.<sup>10</sup>

The second previous study was conducted by Hasan and Yuliyanti entitled “Introversion Personality and Students’ Reading Comprehension”. The result of this study was that introversion personality and students’ reading comprehension were significantly correlated. Therefore, it can be concluded that introversion personality played an important role in affecting students’ reading comprehension. The more introversion the students, the better their reading comprehension.<sup>11</sup> It means that reading comprehension and personality can have a correlation to improve comprehend text better and get the good achievement.

The third previous study conducted by Safdarian that the result of this study found comprehension strategies while the other personality traits were not correlated with any of the strategy categories. An introvert trait is positively correlated with strategy use suggesting.<sup>12</sup> It can be concluded that the extrovert person does not tend to use reading strategies, while the introvert is more strategic to comprehend reading text. Reading strategies also influence students reading achievement.

The fourth previous study conducted by Rekabdar, et al. In this study was after 10 sessions using the strategies a post-test was administered and the result showed that the introvert students had higher marks and they had better reading performance in comparison with the extrovert students.<sup>13</sup> It means that learning

---

<sup>10</sup>Dilshat Bano and Dilshad Akber Ali, Personality Types and Reading: A Correlational Study, *Interdisciplinary Journal of Contemporary Research in Business*, Vol. 4 No. 8, 2012, p. 254, available at <https://journal-archieives26.webs.com/254-269.pdf>, accessed on 20<sup>th</sup> April 2020.

<sup>11</sup>Samsi Hasan and Nurmi Yulianti, Introversion Personality and Students’ Reading Comprehension, *Indonesian Journal of Integrated English Language Teaching*, Vol 4 No.2, 2018,p.220,availableat<http://ejournal.uin-suska.ac.id/index.php/IJIELT/article/view/6668/3814>, accessed on 22<sup>th</sup> April 2020.

<sup>12</sup>Zahra Safdarian, How Reading Strategy use and Personality Types are Related , *Journal of the Reading Matrix*, Vol 14 No. 1, 2014, p.121, available at <http://www.readingmatrix.com/files/1-2q36241i.pdf>, accessed on 22<sup>th</sup> April 2020.

<sup>13</sup>Shima Rekabdar, Parviz Behrouzi and Aris Hakhverdian, Iranian Intermediate Extroverted vs Introverted Learners and Metacognitive

reading text use metacognitive strategies makes introvert students had better reading comprehension than extrovert students. Because the introvert personality more focuses thinks to comprehend the text and get the good achievement.

The fifth previous study conducted by Nugroho was entitled “Teaching Methods, Personality Types, and Reading Comprehension”. The result shows that the students’ reading comprehension having an extrovert personality was better than those having an introvert personality. The students’ reading comprehension having extrovert personality who learn using (cooperative integrated reading and composition) CIRC is higher than those who learn using (problem-based instruction) PBI. And the students reading comprehension having introvert personalities who learn using the CIRC is lower than those who learn using PBI.<sup>14</sup> It means that in reading comprehension, the extrovert personality who learn to use the CIRC method is higher than the introvert who learn to use PBI because the extrovert personality is more cooperative to comprehend the reading text.

The sixth previous study conducted by Nurianfar, et al. entitled “The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in Ilam Province Iran”. The results show that a more extroverted personality may be better suited to classroom learning, especially reading skills. The results indicated that extroverts outperform introverts in reading comprehension and used more strategies.<sup>15</sup> It can be concluded

---

Strategies, *International Journal of Educational Investigations (IJEI)*, Vol 2 No.1, 2015, p.213, available at [http://www.ijeionline.com/attachments/article/35/IJEIonline\\_Vol.2\\_No.1\\_2015-1-18.pdf](http://www.ijeionline.com/attachments/article/35/IJEIonline_Vol.2_No.1_2015-1-18.pdf), accessed on 22<sup>th</sup> April 2020.

<sup>14</sup>Andhi Dwi Nugroho, Teaching Methods, Personality Types, and Reading Comprehension, *Journal of English Education Literature and Linguistics*, Vol. 2 No. 2, 2019, p.15, available at file:///C:/Users/user/Downloads/506-Article%20Text-2353-1-10-20191112.pdf, accessed on 22<sup>th</sup> April 2020.

<sup>15</sup>Yasin Nurianfar, Akbar Azizi Far and Habib Gowhary, The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in Ilam Province Iran, *Journal Novel Applied Sciences*, Vol. 3 No.12, 2014, p.1392, available at <http://jnasci.org/wp-content/uploads/2014/12/1392-1402.pdf>, accessed on 22<sup>th</sup> April 2020.

that extrovert people have more strategies to be a focus on their reading text.

The seventh previous research conducted by Vahdat, et al. entitled “The Relationship between Personality Traits and Cognitive/Metacognitive Strategies in Reading Comprehension. Based on the result that there are significant differences between the extrovert or introvert groups in reading comprehension and extrovert outperformed introverts on the reading comprehension. Extrovert learners made significantly more use of metacognitive strategies of reading comprehension (i.e. planning and monitoring), and introvert learners reported significantly more use of cognitive strategies of reading comprehension (i.e. comprehending and retrieval) than did their counterparts in the extrovert group.<sup>16</sup> It can be concluded, extrovert and introvert are different personalities. In reading comprehension, extrovert learners made significant if use metacognitive and introvert made significant if use cognitive strategies.

From the theory above and the previous study, it can be assumed that student’s personalities and reading comprehension are exactly correlated. If the students interest enough in the reading activity and they enjoyed reading so much and they thought by reading, they could enrich their knowledge eventually their reading achievement would also be improved. If students’ feeling towards reading boring and not interesting enough in reading activity then their reading achievement is not good either.

Personality is a complex area which deals with certain characteristics of an individual, that distinguishes an individual from others and made a human unique. The personality of the students is effect by many things, such As biological factors, social factors, and cultural factors. Personality may also influence

---

<sup>16</sup>Vahdat, S., Shooshtari, Z. G., and Ghafoori, S., The Relationship between Personality Traits and Cognitive/Metacognitive Strategies in Reading Comprehension: A Case Study of Iranian EFL Learners at College Level, *International Journal of Language Learning and Applied Linguistic World*, Vol. 11 No. 12, 2018, p.13, available at <http://www.ijllaw.org>, accessed on 20th April 2020.

individuals to prefer different things, and made different decisions. It also influences the way an individual learns.

The good achievement of students at the tenth grade of MAN 1 Pesisir Barat should actually be in line with their personality and feeling in reading but they did not enjoy it, they felt reading was boring. It based on that case, this research would like to seek for there is or not correlation between students' personality and their reading comprehension achievement of students by conducting research with the title "The correlation between students' personality (extrovert and introvert) and their reading comprehension achievement at the tenth grade of the MAN I Pesisir Barat Lampung in the academic year of 2020/2021".

## **B. Identification of the Problem**

Based on the background of the problem, there are some problems can be identified as follows:

1. The students got bored on the reading activities.
2. The students had difficulties to comprehend reading text due to lack vocabulary.
3. Some students were not interest in reading text.

## **C. Limitation of the Problem**

This research focused on the correlation between students' personality (extrovert and introvert) and their reading comprehension achievement especially narrative text, recount text and descriptive text at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.

## **D. Formulation of the Problem**

Based on the identification and limitation of the problem, formulation of the problem was as follows: "was there a correlation

between students' personality (extrovet and introvet) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021?"

### **E. Objective of the Study**

Based on the statement of the formulation problem above, the objectives of the research was to find out whether there was a correlation between the students personality (extrovet and introvet) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.

### **F. Significance of the Research**

This research would like to seek for there was or not correlation between students' personality and their reading comprehension achievement at the tenthgrade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021”.

The significances of the research were :

1. Theoretically contribution, this research is expected to give contribution and also toverify the theories dealing with theories about extrovert and introvertpersonality in the students' reading comprehension ability.
2. Practically contribution, the result of this research hopefully can be used as reference, information or consideration for teacher to understand learners type inlearning language, especially in reading.

### **G. Scope of the Research**

1. The Subject of the Research

The subject of the research was the students at the tenth grade of MAN 1 Pesisir Barat.

## 2. The Object of the Research

The object of the research was the correlation between the students' personality and their reading comprehension achievement.

## 3. Place of the Research

The research was conducted at MAN 1 Pesisir Barat Lampung.

## 4. Time of the Research

The research was conducted in the second semester in the academic year of 2020/2021.





## CHAPTER II

### LITERATURE REVIEW

#### A. Frame of Theories

##### 1. Concept of Reading

Reading is a way of getting the meaning or knowledge from the printed page such as textbook, newspaper, magazines and novel.<sup>17</sup> It means that we can get the meaning of the information from the text that we have read. We try to understand the meaning that the writer writes in his book. We can get knowledge not just from the educational, but also from the newspaper and get the important information which very uses in our life.

Harmer states that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get it.<sup>18</sup> In addition, Patel and Praveen stated that reading is an important activity in life with which one can update his/her knowledge.<sup>19</sup> It means that reading is very important to get information or knowledge. Reading has usefulness in providing more understanding in subject learning and we can update our knowledge.

From the statement above, it can be concluded that reading is getting meaning from written text. Reading is also connected between the writer and reader, the writer explains the statement and knowledge, while the reader accepts meaning and the information.

---

<sup>17</sup>Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana,2006), p.51.

<sup>18</sup>Jeremy Harmer, *How to Teach English*, (Cambridge: Longman,2007, p.99.

<sup>19</sup>M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Velahall Nagor: Sunrise,2007), p.113.

### a. Definition of Reading

Patel and Jain stated that reading is most useful and important skill for people.<sup>20</sup> It means that reading is the most useful skill, it is needed to increase our abilities in comprehending any information from the text we read moreover for students who are still in the learning process to gain more knowledge.

Harmer stated that reading is an incredibly active occupation. To do it successfully we have to understand what the word means.<sup>21</sup> It means that to be a good reader, the students must practice and routine to read many texts from books and articles. To understand the meaning of a text the students must have many vocabularies.

Nunan said that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.<sup>22</sup> Reading relates to the specific meaning which is concluded from the information of the text and readers' experiences.

From the statements above, it can be concluded that reading is the process of constructing meaning along with readers' background knowledge to gain the essence of the information of any text which eyes, ears, mouth, and brain are getting involved. The reader not only has to find information but also the reader has to engage the meaning of the text.

### b. Kinds of Reading

In reading activity, there are two kinds of reading which are usually done by the students as follows:

---

<sup>20</sup>M.F. Patel and Praveen H. Jain, *English Language Teaching (Methods, Tools and Techniques)*, (Jaipur: Sunrise Publishers, 2008), p.35.

<sup>21</sup>Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (New York: Longman, 2001), p.70.

<sup>22</sup>David Nunan, *Practical English Language Teaching* (1<sup>st</sup> ed), (New York: McGraw-Hill Company, 2003), p.68.

## 1. Intensive Reading

Intensive reading involves the students to read a shorter text to extract specific purpose. Harmer said that intensive reading calls attention to grammatical forms, discourse markers, and surface structure details for the purpose of understanding literal meaning, implication, rhetorical relationships and other.<sup>23</sup> It can be concluded that intensive reading needs a deep understanding and focus on the correct grammar and language features of a text.

The purpose of intensive reading is to help students in get the detail meaning of the text and to develop their reading skill such as identify main ideas, recognizing text connectors, and the knowledge of the grammar.<sup>24</sup> Therefore, It can be concluded that intensive reading is a kind of reading to need the reader attention in specific detail of a text. There are some types of intensive reading, they are:

### a) Reading Aloud

An activity to read a text loudly is called reading aloud. This type has positive effects to develop students' vocabulary. According to Huang that reading aloud is an important part in education for all-around development, which has several functions in English teaching.<sup>25</sup> Besides that, Subyako and Nababan state that reading aloud can support students in

---

<sup>23</sup>Jeremy Harmer, *How to Teach English*, (Harlow: Longman Pearson, 2007), p. 99.

<sup>24</sup>Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge Press University, 2002), p. 296.

<sup>25</sup>Liangguang Huang, Reading Aloud in the Foreign Language Teaching, *English Departement, Zhenjiang Watercraf College of PLA Zhenjiang China, Vol. 6 No.4*, 2010, p. 148. <https://redirect.is/mc9w569>. accessed on 10th January 2021

pronunciation skill.<sup>26</sup> It means that reading aloud has some effects in English students, especially in vocabulary and pronunciation skills.

#### b) Reading Comprehension

Wolley said that reading comprehension is a process of concluding or produce meaning from the text. The main goal of reading comprehension is to get whole information from the text rather than to get meaning only from words or sentences.<sup>27</sup> It means that reading comprehension is an activity of reading to build up understanding a reading text. If the reader reads without comprehension in reading, the reader does not get information from a reading text. Based on Brown that there are some criteriasto measure students' reading comprehensions, they are:<sup>28</sup>

- a. Main idea (topic)
- b. Expression/idiom/phrases in context
- c. Inference (implied detail)
- d. Grammatical features
- e. Detail (scanning for a specifically stated detail)
- f. Excluding facts not written (unstated details)
- g. Supporting idea
- h. Vocabulary in context.

---

<sup>26</sup>Subyakto and Nababan, *Methodologi Pengajaran Bahasa*, (Jakarta: Gramedia Pustaka Utama, 1993), p. 168.

<sup>27</sup>Gary Woolley, *Reading Comprhension; Assisting Children with Learning Difficulties*, (New York: Springer Science Business Media, 2011), p. 15.

<sup>28</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p.206.

From the explanation above, it can be concluded that reading comprehension is the interaction process between the readers with a reading text, comprehend the words, to relate the words with context and understand the purpose of a reading text. Furthermore, the readers should be understand a reading text clearly such as main idea (topic), expression/idiom/phrases in context, inference (implied detail), grammatical features. detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea, and vocabulary in context. In comprehending a reading text requires background knowledge of the reader, so the readers can easily understand the meaning of a reading text.

#### c) Reading Speed

Reading speed is a type of intensive reading to help students understand and comprehend a text. Reading speed is not just about reading words faster, but to read the reader must appropriate with the material that reading.<sup>29</sup> Then, according to Wainwright in his book, speed reading is a reading faster without loss of comprehension, skimming, and studying effectively, and of course reading critically.<sup>30</sup>

From the explanation above, it can be concluded that reading speed is a students' skill to read faster and understand a reading text. So, reading speed is not just ability to read faster but also ability to understand the meaning of text in short as time.

---

<sup>29</sup>Tina Konstant, *Teach Yourself Speed Reading*, (Hodder: Teach Yourself Business and Professional, 2003), p.25.

<sup>30</sup>Gordon, Wainwright, *How to Read Faster and Recall More (3<sup>rd</sup> Edition)*, (New York: How to Book Ltd, Spring Hill House and Begbroke, 2007), p. 38.

## 2. Extensive Reading

Extensive reading is reading rapidly of large material or reading a long text for general comprehending and focus on the meaning of the text than the language itself.<sup>31</sup> It means that extensive reading occurs when the readers read very easy enjoy the reading in order to build the readers' reading speed or in order to help them become better in that skill rather than reading to learn about language itself. Besides that, Davis defines that extensive reading is a reading activity which the reader is given the time and the materials to read pleurably in the readers' level as many book as the readers can without the pressures of testing.<sup>32</sup> It can be concluded that in extensive reading the readers can read many book at the time which was given without any worries for test and this kind of reading is a fun reading activity. There is type of extensive reading is:

### a) Silent Reading

Silent is primarily activity of reading. The reader used this activity to concrete when she/he reading a text. According to Patel and Praveen that silent reading is reading completely silently, without even moving the lips. The readers should make no lip movement and produce no oral words, no muttering or murmuring.<sup>33</sup> It means that silent reading is a type of reading which the reader read a text without voicing the words.

---

<sup>31</sup>Willy A. Renandya, The Power of Extensive Reading, *RELC Journal*, Vol.38, No. 2, 2007, p. 134. <http://rel.sagepub.com/cgi/content/abstract/38/2/133> accessed on 22<sup>th</sup> December 2020.

<sup>32</sup>*Ibid.*

<sup>33</sup>M.F. Patel and Praveen H. Jain, *Op.Cit.*, p. 116.

### c. Aspects of Reading

King and Stanly stated that there are five aspects to comprehend a reading text, they are:

#### 1. Finding Factual Information

Factual information requires the readers to scan specific details information. The questions of factual information are generally prepared for students and those which appear with WH question words. There are some types of questions in factual information such as the reason, purpose, result, time, comparison, etc in which of the answer can be found in a text.

#### 2. Finding Main Ideas.

Recognition of the main idea of a paragraph is very important because it helps you not only understand the paragraph on the first reading, but also helps you to remember the content later. The main idea of a paragraph is what the paragraph develops. An efficient reader understands not only the ideas but also the relative significance as expressed by the writer.

#### 3. Finding the Meaning of Vocabulary in Context

It means that the readers should develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

#### 4. Identifying References

In English, it would be clumsy and boring to have and repeat the same word or phrase every time you used it. Instead of repeating the same word or phrase several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify

the word to which they refer to will help the reader understand the reading passage. The reference words are usually short and very frequently pronoun, such as it, she, he, they, this, etc.

### 5. Making Inferences

Inference is a aspect of reading that used the reader has to be able to read between lines. The students are expected to make accurate predication in understand a text. There are two main attention in making inference are draw logical inferences and make accurate predication.<sup>34</sup>

Based on the explanation above, it can be concluded that there are some aspects of reading are finding factual information, main idea, the meaning of vocabulary in context, identifying references and make inference of a reading text. The students should understand these aspects in read a reading text.

### d. Teaching Reading

Teaching is a task of the teacher which is performed for the students development.<sup>35</sup> It means that the teaching helps the students to develop their knowledge and ability in their class. Teaching reading process is not an activity is done only once but teaching reading is an activity that is carried out repeatedly through stages. The teacher must have a strategy or technique for teaching reading and pay attention to whether these strategy or technique which can make students enjoy when they learn about reading and in increasing the student ability in reading English text. Besides strategy the teachers also should have a plan as a part of teaching reading process, the contemporary

---

<sup>34</sup>M. Stanley and King, *Building Skills for TOEFL*, (Jakarta: Bina Aksara, 1989), p.330.

<sup>35</sup>Thomas F. Green,*The Activies of Teaching*, ( New York: Mcgraw-Hill companies, 1997), p.82.

reading task, unlike the traditional materials, involve three stages are pre-, while-, and post reading stages.

- a) Pre-reading, its helps in activating the relevant schema, for example the teacher can ask the students question that arose their interest and activate the student background knowledge while previewing the text.
- b) While-reading, the aim of while reading stages ( or interactive process) is to develop students' ability in tacking text by developing their linguistic and schematic knowledge.
- c) Post-reading, it can be varied encompassing any follow up exploitation of what has been read.<sup>36</sup>

Teaching reading is not complicated, but not easy. It is about practice the teachers in the learning process of their class. The principles of teaching reading as follows:

1. Reading is not passive skill.
2. Students need to be engaged with what they are reading.
3. Students should be encouraged to respond to the content of a reading text, not just to language.
4. Prediction is a major factor in reading.
5. Match the task of the topic.
6. Good teacher exploits reading texts to the full.<sup>37</sup>

The readers should pay attention to the details of a text or book what their read. They should also find out the purpose of the text, guessing what the text does not tell explicitly. Therefore, we have to know the factor to make success in the teaching learning process, especially in reading.

---

<sup>36</sup>Keith Johnson, *An Introduction to Foreign Language Learning and Teaching*, (New York: Routledge, 2013), p.149.

<sup>37</sup>Jeremy Haramer, *Op. Cit*, p.68.

### e. Purpose of Reading

In this era every time and everywhere people can read whatever they want. But, each person has different purpose of reading. Based on Grabe and Stoller that there are some purposes of reading, such as:

- a. Reading to search for simple information. The reader does scanning to get specific word or information.
- b. Reading to skim quickly. The reader does skimming for the text in a short time to find out the general information of the text.
- c. Reading to learn from text. the readers learn the important information from the text and relates the information to the readers' background knowledge.
- d. Reading to integrate information. The readers to read and decide what information they are going to pick.
- e. Reading to write. Like reading to integrate information, this purpose of reading requires the reader to read the text and get some information or sources in order to develop writing.
- f. Reading to critique text. The readers need to select, critique and compose the information of the text.
- g. Reading for general information. Reading for general information is a complex reading allows the reader to read words rapidly and build strong skills in forming general meaning in representing of mind ideas which is doing in short time.<sup>38</sup>

For students, the kind of purposes are probably emphasized on syllabus or lesson plan, we will find goals given to them. Each point indicates that reading must be tested academically.

---

<sup>38</sup>William Grabe and Fredrica L. Stoller, *Teaching and Researching Reading*, (London: Taylor and Francis Group, 2011), pp.6-8.

## 2. Concept of Students' Personality

### a. Definition of students' Personality

Personality is a important factor that have an influence on foreign language learning and extroversion or introversion are the two of four pairs of personality types in language learning process. Each person has their own personality that were different from each other. Based on Gordon in Feist's book that personality is psychophysical system that is owned by each individual's in the form of a dynamic organization and determines the unique adjustment to environment.<sup>39</sup> It means that personality is represented the characteristic of each individual person based on their environment.

Based on Adam and Pals that personality is an individual's unique variation for human natural express as a develop pattern of dispositional traits, characteristics adaptations, and intergrative life stories that complexly in culture.<sup>40</sup> It means that every person has different characteristics of personality and is not be aquate with other persons.

Schultz said that eveybody has one personality as the most important assets.<sup>41</sup> It means that personality is used to help a person success in future life and to interact with each other In the learning process, the teacher should learn more about how the students' personality differences. The

---

<sup>39</sup>Feist, J., and Feist, G.J., *Theories of Personality (7<sup>th</sup> ed)*, (United Syayes of American: McGraw-Hill Companies, 2008), p.3

<sup>40</sup>Mc. Adam and Pals J.L., A New Big Five: Fundamental Principles for an Intergrative Science of Personality, *Journal of American Psychologist*, Vol. 61. No. 3, 2006, pp. 204-2017. <https://pubmed.ncbi.nlm.nih.gov/16594837>. accessed on 10 December 2020.

<sup>41</sup>Duane P. Schultz and Sydney E. Schultz, *Theories of Personality (9<sup>th</sup> Edition)*, (London: Taylor and Francis Group, 2011), pp.6-8.

differences of students' personality will affect students' learning style in language learning process.

From the explanation above, it can be concluded that students' personality was characteristic and behaviour that unique of a student who learn and obtained from the environment to adaptation with their environment.

### **b. Types of Students' Personality**

In learning language, the teacher should learn more about the students' characteristics and increase awareness regarding the personal different with other. This will help teacher in giving instruction for students to success in learning language. There are two types of students' characteristics in learning language are extrovert and introvert, their own special dynamic and both of attitudes have progressive and regressive properties. Extrovert and introvert can have both good and bad consequences for human development.

Zafar state that, students' extrovert is a student who is sociable which makes her/his take full advantage of language use opportunities. While, students' introvert is a student who is restricted to her/his own thoughts and feeling.<sup>42</sup> It means that students' introvert is a student who is easy to communicate with other and make her/his easy in learning language. Besides, in learning language student' introvert will focus on her/his thought and feeling.

Crow and Crow state that there are some characteristic of extroversion and introversion. The extrovert students are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with other and good in adapting with their surrounding.<sup>43</sup> The introvert students are more fluent in writing than speaking, tend to be serious and

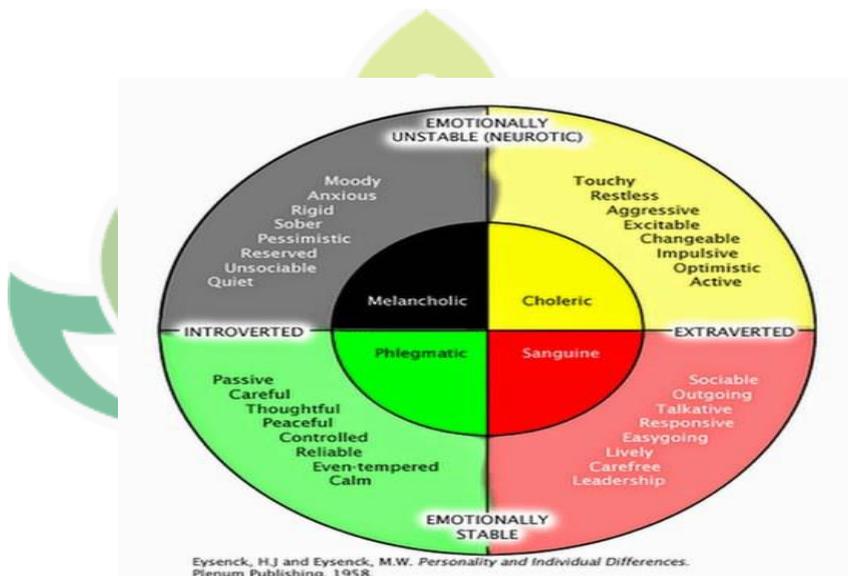
---

<sup>42</sup>Basit Zafar, How Do College Students Form Expectations, *Journal of Labor Economic* Vol.29No.2,2011,p.301-348.[https://econpapers.repec.org/article/ucpjlabec/doi\\_3a10.1086\\_2f658091.htm](https://econpapers.repec.org/article/ucpjlabec/doi_3a10.1086_2f658091.htm), accessed on 11<sup>th</sup> January 2020.

<sup>43</sup>LD Crow And A Crow, *Educational Psychology*, (New York: American Book Company,1958),P.187.

anxious, like working alone, often find difficulty in behaving and love to read. It means that extrovert students have characteristics more speaking than writing and easily to adapting with other. But, the introvert students have characteristic more writing than speaking and difficulty to adapting with other.

Eysenck said that individual's personality through the classification of typology are extroversion and introversion. Each type has its own indication such as sociality, activity, expansiveness and etc. Personality types based on Eysenck in Figure 2.1 below:



**Figure 2.1**

### The Personality Types

From the figure 2.1 above that there are two dimensions are extroversion-introversion and emotional stability-instability. They are explained as follows:

- 1) Stable extroverts or sanguine qualities, who is a person outgoing, talkative, responsive, open minded, easy going, lively, carefree, and leadership.

- 2) Unstable extroverts or cloteric qualities, who is a person touchy, restless, excitable, changeable, impulsive, and irresponsible.
- 3) Stable introverts or phlegmatic qualities, who is a person calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, and passive.
- 4) Unstable introverts or melancholic qualities, who is a person quite, reserved, pessimistic, sober, rigid, anxious, and moody.

From the explanation above, Eysenck adds also that there is no pure extroversion or introversion of one's personality, but may change from one people to another. Therefore, we can only the dominant type whether extrovert or introvert.<sup>44</sup> The researcher prepared questionners for students from Eysenck's Teory, there are 56 questionners in which 28 questionners to determine students' extrovert and 28 questionners to students' introvert.

**Table 2.1**  
**Blue Print of Extrovert and Introvert Questionners by Eysenck' Teory**

No.Item	Extrovert	No.Item	Introvert
1	Do you often for excitement?	5	Do you stop and think things over before doing anything?
2	Do you often need understanding friends to cheer you up	6	If you say you will do something do you always keep your promise, no matter how inconvement it might be to do so?
3	Are you usually	7	Do your moods go up

---

<sup>44</sup>H.J. Eysenck, *Facts and Fiction in Psychology*, (London:Harmondsworth Penguin, 1965), pp. 59-66.

	carefree?		and down?
4	Do you find it very hard to take no for an answer?	9	Do you ever feel 'just miserable' for no good reason?
8	Do you generally do and say things quickly without stopping to think?	11	Do you suddenly feel shy when you want to talk to an attractive stranger?
10	Would you do almost anything for a dare?	14	Do you often worry about things you should have done or said?
12	Once in a while do you lose your temper and get angry?	15	Generally do you prefer reading to meeting people
13	Do you often do things on the spur of the moment?	16	Are your feelings rather easily hurt?
17	Do you like going out a lot?	19	Do you occasionally have thoughts and ideas that you would not like other people to know about?
18	Do you occasionally have thoughts and ideas that you would not like other people to know about?	20	Do you prefer to have few but special friends?
21	Do you daydream a lot?	23	Are you often troubled about feeling of guilt?
22	When people shout at you do you shout	24	Are all your habits good and

	back?		desirable ones?
25	Can you usually let yourself go and enjoy yourself a lot at a lively party?	29	Are you mostly quite when you are with other people?
26	Would you call yourself tense or 'highly strung'?	31	Do ideas run through your head so that you cannot sleep?
27	Do other people think of you as being very lively?	32	If there is something you want to know about, would you rather look it up in a book than talk to someone about it?
28	After you have done something important, do you come away feeling you could have done better?	33	Do you get palpitations or thumping in your heart?
30	Do you sometimes gossip?	34	Do you like the kind of work that you need to pay close attention to?
36	Would you always declare everything at customs, even if you knew you could never be found out?	35	Do you get attacks of shaking or trembling?
39	Do you like doing things in which you have to act quickly?	37	Do you hate being with a crowd who play jokes on one another?
42	Have you ever been late for an	38	Are you an irritable person?

	appointment or work?		
43	Would you be very unhappy if you could not see lots of people most of the time?	40	Do you worry about awful things that might happen?
44	Do you like talking people so much that you never miss a change of talking to a stranger?	41	Are you slow and unhurried in the way you move?
46	Would you be very unhappy if you could not see lots of people most of the time?	45	Are you troubled by aches and pains?
48	Would you say that you were fairly self-confident?	47	Would you call yourself a nervous person?
50	Do you find it hard to really enjoy yourself at a lively party?	49	Are you easily hurt when people find fault with you or your work?
52	Can you easily get some life into a dull party?	51	Are you troubled by feelings of inferiority?
53	Do you sometimes talk about things you know nothing about?	54	Do you worry about your health?
55	Do you like playing pranks on others?	56	Do you suffer from sleeplessness?
<b>Total</b>	<b>28</b>	<b>Total</b>	<b>28</b>

Based on the explanation above, it can be concluded that there were two types of students personality are extrovert and introvert. Each type of personality has it is own characteristics. Before learning language, the teacher should more learn about her/ his students characteristics or type of students' personality. In this research, the researcher focussed on correlation between students' personality and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.

### 3. Concept of Reading Comprehension Achievement

Barbara stated that comprehension is an important aspect of reading process. Without understanding and interpreting what are being read, it is not really reading. The success of students reading is evaluated by their ability in understanding the content of a text.<sup>45</sup> Cooper also said that comprehension is one of process in which the reader may construct meaning by interacting with the text.<sup>46</sup> It means that in reading comprehension, the students should have knowledge about understanding the reading text. So that they can get more knowledge and information from the reading text.

Snow said that reading comprehension is the process of simultaneously extracting meaning through interaction and involvement with written language. He also adds that the use of the word extracting and constructing to emphasize both the importance and the insufficiency of the text.<sup>47</sup> Singer said that reading comprehension is an interpretation of written symbols, the apprehending of meaning.<sup>48</sup> The assimilation of ideas

---

<sup>45</sup>D.Stood Barbara, *Reading Instruction*, (Boston:Houghton Mifflin Company, 1981), p. 163.

<sup>46</sup>J.D. Cooper, *Improving Reading Comprehension*, (Boston: Houghton Mifflin Company, 1986), p. 11.

<sup>47</sup>C.E. Snow, *Reading for Understanding: Toward a Research and Development Program in Reading Comprehension*, (Santa Monica: CA RAN, 2002), p. 11.

<sup>48</sup>S.Singer, *Theoretical Models And Process Of Reading*, (Barkey: University of California,1985), p. 569.

presented by the written, the process of thinking to describe symbols from a reading text. In other words that reading comprehension is a process of reading to interpret meaning of a reading text.

An achievement is used to indicate level of success about a goal. In other words an achievement a result you wanted after doing something. In English learning process, especially reading students must be able to understand the learning material to get high score. Moreover, an achievement also used by the teacher to see how far the students have learned in their studying. Travers stated that an achievement is the result of what an individual has learned from some educational experiences.<sup>49</sup> Added by Smith and Hudgins that achievement is to do one's best, to be successful, to accomplish tasks requiring skill and effort and to be recognized by authority.<sup>50</sup> It means that an achievement is a students' result have learned and to know teacher in indicate students' level of success in their studying.

To see how the student understanding the English material, the teacher usually make an achievement test. An achievement test is a tool to measure students' present status with a set of skills.<sup>51</sup> It means that an achievement test is the measurement tool that teachers give to their students in order to see effectiveness of the learning process. An achievement test in this research is a reading comprehension test. This test was used to know the score of students extrovert and introvert in reading comprehending a text.

Based on the explanation above, it can be concluded that reading comprehension achievement is the result of students'

---

<sup>49</sup>John P. Travers, *Fundamental of Educational Psychology*, (Pensylvania: International Textbook Company, 1970), p. 447.

<sup>50</sup>Louis M. Smith and Bryce B. Hudgins, *An Application of Social and Behavioral Theory*, (New York: Alfred. 1964), p.95

<sup>51</sup>Albert Oosterhof, *Developing and Classroom Assessment (3<sup>rd</sup> Edition)*, (New Jersey: Pearson Education, Inc, 2003), p. 228.

understanding of a reading text that can be affected by some factors such as intellectual and sensory capacities, positive experiences, support to reading and environment. The good achievement in comprehending of a reading text will be indicated by getting high score of students. To get a high score, the students must understand each aspect of reading text as follows: main idea, expressions/idioms/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

#### 4. Concept of Text

##### a. Definition of Text

Text is not always in written form but also spoken form. In a text consists of some words that has meaning in written form or spoken form. Based on Siahaan and Shindo that text is a meaningful linguistic unit in a context.<sup>52</sup> Besides that, House said that text is valuable as units of communication rather than sentences.<sup>53</sup> It means that text has function to communicate information for the readers in spoken or written form. There are many kinds of text should be mastered by students.

##### b. Kinds of Text

Based on the English syllabus of senior high school at the tenth grade that many kinds of text in teaching reading of students. They are:

- 1) Spoof text is a type of text to retell an event with humorous twist.
- 2) Recount text is a type of text to retell events for purpose of informing or entertaining.

---

<sup>52</sup>Sanggam Siahaan and Kisno Shindo, *Issue in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 1.

<sup>53</sup>J. House in Bernard Spolky, *Concise Encyclopedia of Educational Linguistics*, (Oxford: Elsevier, 1999), p.599.

- 3) Report text is a type of text to describe the way things are, with reference to a range of natural and social phenomena in our environment.
- 4) Narrative text is a type of text that has purpose to entertain the readers.
- 5) Descriptive text is a type of text to describe a particular person, place, or thing.
- 6) Procedure text is a type of text to tell how to do something.
- 7) Exposition text is a type of text to explain the process involved in the information or working of natural or social-cultural phenomena.
- 8) News Item text is a type of text to inform readers, listener or viewers about events of the day which are considered newsworthy or important.
- 9) Discussion text is a type of text to present at least two points of view about an issue.
- 10) Anecdote text is a type of text to share with others an account of an unusual or amusing incidents.
- 11) Review text is a type of text to critique an art work, event for a public audience.<sup>54</sup>

Related to the explanation above, it can be concluded that there are many kinds of text that must be mastered by the tenth grade students in reading such as spoof, recount, report, narrative, descriptive, procedure, exposition, news item, discussion, anecdote, and review text. Each text has function and characteristics differences with other. In this research, the researcher made a reading text with three kinds of text are narrative, descriptive, and recount text to know the correlation

---

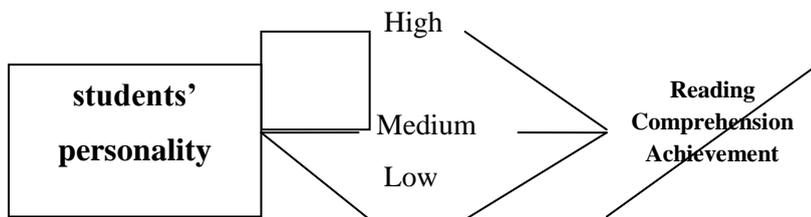
<sup>54</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises (AEE), 1994), pp. 192-204.

between students' personality (extrovert and introvert) and their reading comprehension achievement in MAN 1 Pesisir Barat Lampung. Those text is appropriate with second semester English syllabus of tenth grade.

## **B. Frame of Thinking**

Reading is one of basic skills that should be mastered by students to get a lot information and knowledge. In the case, students of the tenth grade of MAN I Pesisir Barat still face difficulties in teaching and learning process, especially in reading. They were still difficulties to understand the meaning of a reading text because their lack of vocabulary and they were also felt bored and not interest to read a reading text. Therefore, many students of the tenth grade of MAN 1 Pesisir Barat still got under score of reading.

Besides some problems above, there is a factor that determines the success of students in comprehending a reading text, it is students' personality. There are two types of students' personality are students' extrovert personality and students' introvert personality. Each students' personality type has different characteristics. For example, the extrovert students will focus on speaking and listening skills than writing and reading skill, while the introvert students will focus on writing and reading skill than speaking and listening skills. It means that introvert students prefer to read than extrovert students. But, in teaching reading, the teacher can see the good achivement of comprehending extrovert or introvert students in read a text by getting their score. The high scores to students' who understand the meaning of a reading text. Therefore, the researcher assumes that students' personality can be correlated with their reading comprehension achievement. Based on figure 2.2 below:



From the figure 2.2 above that students' personality is a factor to determine the success of students in comprehending a reading text. The students' personality towards reading refers to students' characteristics in their learning styles. If the students feeling toward reading boring and not interesting enough in reading activity then their reading achievement is not good either.

### C. Hypothesis

Based on the explanation above, the hypothesis that can be formulated in this research were :

$H_0$  : There was no correlation between students' personality (extrovert and introvert) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.

$H_a$  : There was a correlation between students' personality (extrovert and introvert) and their reading comprehension achievement at the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021.



## REFERENCES

Anderson, Mark and Kathy Anderson. *Text Types in English 2*, South Yara: Macmillian. 1997.

Barbara, D.Stood. *Reading Instruction*. Boston: Houghton Mifflin Company. 1981.

Brown, H. Douglas. *Principles of Language Learning and Teaching* (4th Ed). New York: Longman Press. 2000.

\_\_\_\_\_. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman Press. 2001.

Cooper, J.D. *Improving Reading Comprehension*. Boston: Houghton Mifflin Company. 1986.

Crow, LD and A Crow. *Educational Psychology*. New York: American Book Company. 1958.

Emilia, Emi. *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*. Bandung: Rizqi Press. 2011.

Eysenck, J.H. *Facts and Fiction in Psychology*. London:Harmondsworth Penguin. 1965.

Feist, Jess and Feist.J. *Theories of Personality* (6<sup>th</sup> Edition), New York: McGrawHill. 2006.

Gerot, Linda and Peter Wignell. *Making Sense of Functional Grammar*. Australia: Antipodean Educational Enterprises (AEE). 1994.

Gordon, Wainwright. *How to Read Faster and Recall More (3<sup>rd</sup> Edition)*. New York: How to Book Ltd, Spring Hill House and Begbroke. 2007.

Grabe, William and Fredrica L. Stoller, *Teaching and Researching Reading*, London: Taylor and Francis Group. 2011.

Green, F.Thomas. *The Activies of Teaching*. New York: Mcgraw-Hill companies. 1997.

Harmer, Jeremy. *How To Teach English*. New York: Longman Press. 2007.

Keith, Johnson. *An Introduction to Foreign Language Learning and Teaching*, New York: Routledge. 2013.

Konstant, Tina. *Teach Yourself Speed Reading*. Hodder: Teach Yourself Business and Professional. 2003.

Nunan, David. *Practical English Language Teaching*. New York: McGraw-Hill. 2003.

Oosterhof, Albert. *Developing and Classroom Assessment (3<sup>rd</sup> Edition)*. New Jersey: Pearson Education, Inc, 2003.

Patel, M.F. *English Language Teaching (Methods,Tools and Techniques)* Jaipur:Sunrise Publishers. 2008.

Richards, C. Jack and Renanadya. A. Willy. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge Press University. 2002.

Sanggam, Siahaan and Shindo Kisno. *Generic Text Structure*. Yogyakarta: Graha Ilmu. 2008.

Schultz, P. Duane.et.al.,. *Theories of Personality (9<sup>th</sup> Edition)*. London: Taylor and Francis Group. 2011.

Singer, S. *Theoretical Models and Process of Reading*. Barkey: University of California. 1985.

Snow, C. E. Burn M.S and Griffins P. *Preventing Reading Difficulties in Young Children*. Washington DC: National Academy Press. 1998.

Smith, Louis M and Bryce B. Hudgins. *An Application of Social and Behavioral Theory*. New York: Alfred. 1964.

Spolky, Bernard. *Concise Encyclopedia of Educational Linguistics*. Oxford: Elsevier. 1999.

Stanley, M and King. *Building Skills for TOEFL*. Jakarta: Bina Aksara. 1989.

Subyakto and Nababan. *Methodologi Pengajaran Bahasa*, Jakarta: Gramedia Pustaka Utama. 1993.

Team of Five. *Improving Reading Skill In English*. Jakarta: Kencana. 2006.

Travers, John P. *Fundamental of Educational Psychology*. Pennsylvania: International Textbook Company. 1970.

Woolley, Gary. *Reading Comprhension: Assisting Children with Learning Difficulties*. New York: Springer Science Business Media. 2011.

### **Internet Sources**

Adam, Mc. and Pals J.L. 2006. A New Big Five: Fundamental Principles for an Intergrative Science of Personality. *Journal of American Psychologist*, Vol. 61. No. 3. available at <https://pubmed.ncbi.nlm.nih.gov/16594837>. accessed on 10 December 2020.

Huang, Lianguang. 2010. Reading Aloud in the Foreign Language Teaching, *English Departement, Zhenjiang Watercraf College of PLA Zhenjiang China*, Vol. 6 No.4. available at <https://redirect.is/mc9w569>. accessed on 10<sup>th</sup> January 2021.

Renandya, A.Willy. 2007. The Power of Extensive Reading. *Journal RELC*, Vol.38, No. 2. available at <http://rel.sagepub.com/cgi/content/abstract/38/2/133> accessed on 22<sup>th</sup> December 2020.

Zafar. Basit. 2011. How Do College Students Form Expectations. *Journal of Labor Economic* Vol.29 No.2. available at [https://econpapers.repec.org/article/ucpjlabec/doi\\_3a10.1086\\_2f658091.html](https://econpapers.repec.org/article/ucpjlabec/doi_3a10.1086_2f658091.html). accessed on 11<sup>th</sup> January 2020.