

**The comparative study of reading comprehension achievement between students
with extrovert and introvert personality at SMAN 1 Bandarlampung**

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ABSTRACT

The objectives of this research is to find out whether there is any significant difference of students' reading comprehension achievement between students with extrovert and introvert personality. The population of the research was the students of the first grade of SMAN 1 Bandar Lampung in the academic year 2019/2020 totally 287 students. The sample of this research was X MIA 2 consisting of 35 students. The result showed that there was difference between the mean score of extrovert students (78.2) and that introvert students (72.5). The researcher used 0.05 significant level in SPSS 16 to do the calculation. The result showed that the Sig. (2 - tailed) is $0.001 < 0.05$. Due to the value of Sig. (2 tailed) is lower than 0.05, it means there is a significant difference between introvert students' reading comprehension ability and extrovert students. Based on the result of the research, it is proved that the extrovert students have better result than introvert one in reading comprehension test. So, from this statement the researcher's hypothesis (H_i) is accepted.

Keywords: comparative study, extrovert and introvert personality, reading comprehension

INTRODUCTION

Reading has been an essential part of the English skills which is needed to be mastered by students. Reading is an interactive process between a reader and text (Shihab, 2011). It can help students to gain knowledge and information from all over the world. Suparman (2005) states that there are two major reasons for reading: First is reading just for a pleasure, the second is reading for gaining information. Furthermore, the reading process does need a comprehension and it includes two process, those are receiving messages and information from the writer and interacting with the texts by trying to understand the text. When the reader does not comprehend the information in the text, the reading skill is totally meaningless.

However, learners, they have different abilities although they receive the same treatment from the teacher. Based on the pre research in first grade of Senior High School 1 Bandarlampung, it was found that some students performed better in a certain skill while the rest did better in other skills. Most of the students faced difficulty in reading because they did not comprehend the meaning of question, had poor vocabulary and grammar, and had no sufficient background knowledge to understand the text.

The problems above appeared, because there are some factors that influence the result of the study beside the treatment given by the teacher. One of the factors that makes students hard to improve their reading ability is their psychological factor which has something to do with personality. Unfortunately, in school and college, student's personality has not considered in teaching learning process enough. In fact, personality should be studied by the language teachers in understanding the students' characteristic in order to create more fruitful learning. This statements is supported by language experts, Brown (1980) cited in Rosita (1997) who says that success in second language learning cannot be separated from individual psychological factors. Furthermore, many experts point out that psychological factors give the most negative influence to the students' (Bourezzane, 2014) not only presents the negative influence, the psychological factors can make the students' mastering English skills difficult (Haidara, 2014).

Based on the explanation above, it can be stated that personality is one of the factor that influence in learning English. However, there are many researchers who have different results and opinions about which type of personality does better in English skills. Therefore, the researcher interested in know the fact by doing this research, and intends to do research dealing with extraversion-reading relationship since there are not a lot of researchers who do research about the comparative study of extrovert introvert students in reading skills.

METHODS

In this research, the writer used ex post facto research design or criterion-group study. There were two variables examined in this research: The introvert and extrovert students' independent variable. Students' reading comprehension ability as the dependent.

The population of this research is 287 students of the first grade of SMAN 1 Bandarlampung. X MIPA 2 used as an experimental class consisting of 35 students. One

class was used as the sample test using the two data collecting instruments. One more class was needed to try out the instruments. The researcher decided to choose purposive sampling because the researcher only want to focus with one class that has the low ability in reading.

To find out the students' personality, the researcher used questionnaire of personality and reading test were used to collect the data. There were 40 question of student personality. the researcher used Eysenk Personality Inventory (EPI) test which has been used many times to measure personality. The questionnaire used Likert scale with range of 1-4. And was translated into Indonesian in order to minimize misunderstanding by the students. In addition, the researcher also used reading test. Reading test were administered in order to find out students' reading achievement in comprehending the text. In this research, multiple-choice items were used in increasing students' reading achievement. It is multiple-choices with five options (a, b, c, d, and e) with one correct answer and four distracters which consist of 40 items.

RESULT AND DISCUSSION

The questionnaire was distributed to classify the samples into introvert and extrovert group based on their type of personality. The questionnaire was distributed in the first meeting in the sample class. It consisted of 40 items and was administered in 15 minutes

The following table shows the personality score:

Table 1. Result of the Questionnaire

Students' Group	Numbers of Students	Percentage(%)
Introvert	1	42,86%
Extrovert	1	45,72%
Mediocre	4	11,42%
Total	3	1

Based on the result of the questionnaire, the researcher analyzed the score then grouped the sample. From 16 of 35 students (45.72%) who followed the test, were classified as extrovert, 15 students (42.86%) belongs to introvert, and the other 4 students (11.42%) were put into mediocre group.

To make sure that the questionnaire was reliable, the researcher used Cronbach alpha coefficient between 0 and 1. The result showed that the alpha is 0.719 ($\alpha > 0.5$). It means that the questionnaire has high reliability based on Cronbach's scale. So, the researcher decided to use 40 questions. Although the alpha did not belong to very high reliability but it was reliable enough to measure the personality of the students.

Result of reading test

After the researcher grouped the students based on their personality, the next step was analyzing the data from each group. Their scores were analyzed based on five aspects of reading, which include identifying the main idea, finding specific information, inference, reference, and vocabulary. The researcher used one meeting to administer the reading test. The required time was 75 minutes. The total number of students in introvert group was 15 students, the highest score was 80 while the lowest score was 65 with the mean is 72,5. The total number of extrovert group is 16 students the highest score is 85 while the lowest score is 72,5 with the mean is 78,2. The following table shows the reading result:

Table 2. Result of Extrovert and Introvert

Group	N	Lowest Score	Highest score	Mean
Extrovert	16	85	72,5	78.2812
Introvert	15	80	65	72.5000

Table 3. Result of Normality Test

	Extrovert	Introvert
Sig (2-tailed)	0.498	0.714

The level of significance used was 0.05. H_1 is accepted if the result of the test is higher than 0.05 ($p > \alpha$). In introvert group, the result of normality test showed that the value of extrovert group is 0.714 and the value of introvert group is 0.498. Here, H_0 was rejected and H_1 was accepted ($p > 0.05$). It means that the distribution of the data was normal.

Significant difference analysis of reading comprehension

To find out whether there is significant different between extrovert and introvert students the researcher used Independent T-test. The result of Independent T test can be seen in table below:

**Table 4. T-test Result of Introvert and Extrovert Group
Group
Statistics**

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Extrovert	16	78.2812	4.44585	1.11146
Introvert	15	72.5000	4.43203	1.14434

**Independent
Samples
Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Score Equal variances assumed	.024	.878	3.624	29	.001	5.78125	1.59543	2.51822	9.04428
Equal variances not assumed			3.624	28.883	.001	5.78125	1.59527	2.51799	9.04451

From the table 4 above, the result showed that the Sig. (2-tailed) is 0.001 at the level of significant 0.05. It means there is a significant difference between introvert students' reading comprehension ability and that of extrovert students.

The difference of reading test result between introvert and extrovert group

Furthermore, to know which aspects of reading that has the highest different between extrovert and introvert students, the researcher compared the total correct answer of the extrovert and introvert students and find the gain but to find out which one is the highest the researcher used Sig 2 tailed.

Table 5. Reading Test Result between Introvert and Extrovert group

No.	Aspects of Reading	Total Correct Answers of Extrovert Group	Total Correct Answers of Introvert Group	Gain	Percentage	Sig 2 Tailed
1	Main Idea	113	98	15	27,72%	.022
2	Specific Information	94	75	19	28,79%	.004
3	Inference	73	59	14	21,21%	0.48
4	Reference	78	72	6	9,1%	0.804
5	Vocabulary	143	131	12	18,18%	0.580
Total				66	100%	

From that table It can be seen that specific information has the highest gain among aspects of reading which is 19 and the lowest is Reference which has 6. The result from the table showed that specific information has the Sig 2 tailed 0.004 which means that there is significant difference between extrovert and introvert students in this aspect and the other aspects has different gain with extrovert and introvert students but they do not have significant different.

Comparative analysis of extrovert and introvert students in reading comprehension

The result of this study shows that the students' extrovert and the introvert has a significant difference in a reading comprehension test. The result of sig 2 tailed is 0.001 which is lower than 0.05. The result of this study shows that the students' extrovert and introvert has significant difference in reading comprehension test. The result of sig 2 tailed is 0.001 which is lower than 0.05. So the null hypothesis (Ho) was rejected and the alternative hypothesis (Hi) was accepted. It can be interpreted that there is significance difference between the extrovert students and the introvert on their reading skills.

The data also interpret that the extrovert students get higher reading test and the introvert students have lower score. In this research, the reading score of the extrovert students is noted for 78,28 in average whereas the average of the introvert students is 72,5. This research seems to break the assumption on many people who said that personality that the introvert is better than the extrovert in reading. This result of the research also in line with Wengrum (2013) that extrovert students have better achievement in 5 aspects of reading and they have good performance of reading compared to introvert students.

Based on the research conducted in SMAN 1 Banarlampung, the researcher found out that unlike introvert students, the extroverts' students could not just remain silent without talking in class. However, extrovert students are really active to ask question and really fast

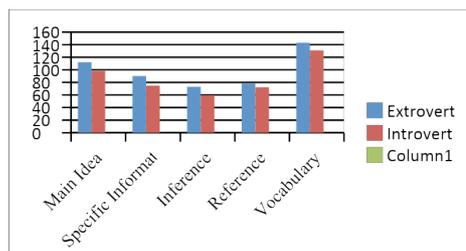
to grasp the explanation given. The characteristic of extrovert that easy-going, talk-active, fun and curious it helps them in social skills. Since they have good social skills, they learn from their environment and social activity, it helps them to get a lot of new knowledge and become a fast learner person. It is in line with Ehrman and Oxford (1990) who states that extrovert prefer social strategies and seeking practice opportunity outside the class while introvert preferred to learn alone and avoid social contacts. It can be said extrovert students have more chances to be good learners since they make a lot of contacts more than introvert students do.

Extrovert students, tend to read faster than introvert students. Because extrovert students tend to focus on the meaning rather than form, they do not like to think deeper about the theory, they do not spend too much time in reading. In contrast, introverts spend too much time in reading since they are typical persons that have high analytical and very careful so it makes them hard to decide something. This finding is in line with Wengrum (2015) who said that extrovert students tend to read faster and introvert students used to read details. The newest research by (Maharani 2017) said that the introvert person highly analytical to the matter he faces, he likes to find the answer from difficult tasks in each item his analytical ability allows him to accurately diagnose obstacles and problems in his tasks, but in analyzing, it may take a longer time for him to make a decision. In correlation, reading is one of the skills that need so much concentration and attention but in reading test there is a limited time for the students to do it.

The ability of communication, and social skill are the abilities that really help in learning language. Since the introvert characteristics which are calm, thoughtful, careful, and shy it influences their achievement in learning language specially in reading comprehension. In contrast the extrovert characteristics which are easy-going and talkative support them to have better performance in learning something new especially reading skill. It is in line with Cook (1991), extroverts are better as language learner since they tend to be sociable, more likely to join groups and engaged in conversation both inside and outside the classroom. This finding was in line with Wulandari in Qomarudin (2010) who says in her study that extrovert students are better to achieve a higher grade. This means that whatever the skill is, extrovert students will perform better since they communicate more than introvert. From the result and discussion above, it can be concluded that students with extrovert personality have better achievement in reading than introvert students.

Comparative analysis of reading comprehension's aspects

The result of this research proved that extrovert students are better in five aspects of reading (identifying the main idea, finding specific information, inference, reference, and vocabulary) is presented in the diagram below.



Discussion of main idea:

From the diagram above, it can be seen that extrovert has higher in all aspects of reading. However even though the extrovert is better, there is no significant difference between extrovert and introvert students in this aspect but still extrovert is better than introvert. It may be caused because extrovert has the outgoing personality so they learn something faster from their environment. It is supported by (Cook, 2013), who said that extrovert personality has characteristics that tends to be sociable and more likely to join groups and engage in conversations both inside. So, they have a better chance to take full advantage of using language, and thus will obtain more input. In contrast introvert students usually stay quiet, take a lot of time in doing something and have individualized perceptions

Another research by (Nurianfar, 2014) says that participants in the extroverted group improved their reading comprehension skills and outperformed those in the introverted group. It could be argued that the pedagogical practice of personality strategy promoted their reading skill and focused on learners' attention on the understanding of the texts. In other words, the characteristics of extrovert help them to define the main idea and comprehend the text so that is why extrovert students are better than introvert students.

Discussion of spesific information

The researcher found that in this aspect has the highest gain between extrovert and introvert students which is 19 and the sig 2 tailed of specific information is 0.004 which means that there is significant difference between extrovert and introvert students in this aspect. Extrovert has significant difference than introvert because according to (Esyenk,1982) the extrovert person has talkative and responsive characteristics and it leads them to be curious person, they are likely to ask to other people about everything with 5W+1H question that is interesting for them and it can help them in the way they think. In contrast, introvert students tend to keep the question in their minds when they are curious about something.

Extroverts have a good quality of double-checking their information before making decisions but they need someone to steer them in the right direction when they face important decisions (Noman, 2016). To find specific information the students need to be careful in deciding what information they got from the text. Since the specific information is mostly the question with 5W+1H it makes the extrovert people easier and faster to find the answer and while the introverts need more time than extrovert people. This might be the reason why the extrovert was better than the introvert in finding specific information.

Discussion of inference

The sig 2 tailed result of Inference showed that there is no significant difference between extrovert and introvert students but still it was found out that extrovert is higher than introvert in this aspect. The important thing in this aspect was the student need to catch the idea which is not written in the text, such as guessing about the moral value or the conflict of the text. So in this aspect, extrovert students are better than introvert one because the extrovert students have easy going, curious characteristics and have a lot of friends and it helps them gain a lot of information from their environment. Another research done by Wakamoto (2000) in Qomarudin (2010) finds that extroverts tend to have functional practice strategies and social effective strategies. Functional practice strategy is the strategy of studying where learners focus on the meaning rather than form. So it might be the reason why the introvert still had a lower score than the extrovert

Discussion of reference

In this aspect, they do not have a big gap between extrovert students and introvert students and the sig 2 tailed also did not show that there is significant difference but still extrovert students are better. Defining reference needs critical thinking, and fast understanding. An extrovert has a good response in understanding something, this type of student possesses understanding in a shorter time. In contrast, the introvert student are highly analytical about the matter they faced, their analytical ability allows them to accurately diagnose obstacles and problems in their tasks but in analyzing, it may take a longer time for him to make decisions. (Maharani 2017). So actually both of them have good analytical but the difference is extrovert can get the point faster rather than introvert because introvert tends to take it slowly and carefully so they need a long time to analyze something.

Discussion of vocabulary

At this aspects, the introverts and extroverts may have the equal ability with their way of learning. The introverts who like solitary activity might keep more vocabulary in their mind from reading some books, or articles. In contrast, extroverts who preferred social activity, like to build communication with other people, and also they will keep some vocabularies in their minds every time they have a conversation. The advantage of an extrovert is when they have a problem in English such as finding the meaning of some words, and they could not handle it, they will try to find out the answer by asking someone else like their classmates, teachers, or someone they believed to have more knowledge than them. It seems that extrovert students see the importance of learning new vocabulary and not worrying about mistakes to improve their English proficiency. In contrast, introverts tend to solve the problem by themselves without appealing help, an introvert values quiet time alone for thinking (Nurianfar, 2014). They prefer to solve the solution to their problem by reading books or browsing some articles from the internet. But it takes a long time and if they could not find it, they would get stuck on it without any solutions.

However, there are still some weaknesses in this study that might be improved as follows: first

in this researcher focus on one English skill which is reading test. However, many other skills in English can be used for further research. Second, the students can not give their real opinion about their personality since the questionnaire of personality test used the scale 1-4. Based on the results and discussions above, the researcher comes to realize that each type of personality has its potential in learning the language. In this case, the result of this research proved that the extrovert students have better ability in reading than the introvert ones.

Conclusions

Personality plays a big role for students in learning language especially in reading since the researcher found out that there is a significant difference in reading ability between the students with introvert personality and students with an extrovert personality. Students with extroverts' personality have a better understanding in reading comprehension rather than introverts one. Students with extrovert personality are better and has higher gain in five aspects of reading: identifying main idea, finding specific information, inference, reference and vocabulary rather than introvert students. So it can be said the characteristics as extrovert contribute a positive effect on their reading achievement in some ways, better than the introvert ones do.

Suggestions for the Teacher, it is suggested for the teacher to pay more attention especially for introvert students with lower reading scores that they need to be able to read fast and concentrate to find the meaning rather than form on their reading text and It is also suggested for the teacher grouping two kind of personalities in learning process so they can take advantages from each other. Suggestion for the future research any other type of English skill can be apply, qualitative research can be use for future research to find out new results about this since this researcher only use quantitative research, developing personality questionnaire can be good idea so the students can express their feeling towards their personality and involving more students in the future research it may also help to get the data more reliable and valid.

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