

The Correlation Between Students' Personality (Extrovert and Introvert) and Their Reading Comprehension Achievement

Satria Adi Pradana

UIN Raden Intan Lampung
satriaadhipradana@radenintan.ac.id

Al Hakim Bani Ismail

alhakim2206@gmail.com
UIN Raden Intan Lampung

Corresponding email: satriaadhipradana@radenintan.ac.id

Abstract

The students struggled with reading due to a lack of vocabulary and boredom when attempting to comprehend a reading text. Besides, the Teacher's technique did not match the student's personalities, so they did not follow the instructions given by the Teacher in the reading learning process. As a result, many students at MAN 1 Pesisir Barat Lampung got underscore in reading. This study aimed to determine whether there was a relationship between the personality traits of students (extrovert and introvert) and their reading comprehension success in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/21. This research used a correlation research design. The population of this research was the tenth grade of MAN 1 Pesisir Barat Lampung. The sample of this research was 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 tests. There were 20 questions for the personality questionnaires exam and 40 questions for the reading comprehension test, which had been verified. After collecting data for both variables, SPSS version 21 with the Pearson Correlation Formula was used to analyze the data. After doing the hypothetical test, the result showed that the value of significant generated Sig (P-value) = 0.006 < α = 0.05. As a result, H₀ was rejected, and H₁ was accepted. Thus, it can be concluded that there was a correlation between students' personalities (extrovert and introvert) and their reading comprehension achievement in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/2021. Then, the coefficient correlation between students' personality and their reading comprehension achievement was 0.749, which means that the correlation of both variables was high and positive.

Keywords: Correlation Research Design; Personality; Reading Comprehension Achievement.

Introduction

According to Patel and Jain (2008), reading is vital since it provides individuals with knowledge and information. This competency is more vital than speaking and writing. It implies that pupils must strengthen their reading skills since they are crucial. If kids are proficient in reading, acquiring another skill and increasing their knowledge will be more straightforward.

Nuttal (1982) stated that the objective of reading comprehension is a component of the process of reading comprehension, which is defined by the process in which the reader comprehends the messages and meaning of the text they have read. In addition, the message or meaning communicated might take the shape of information or knowledge. Reading comprehension is the capacity to read, interpret, and comprehend the material. Students should engage in intense reading practice since it is essential to get ample knowledge on a variety of topics, mainly English as a global language.

According to Davison and Dowson (2003), reading enables us to analyze, grasp, and react critically to the ideas of others. It indicates that we can comprehend content with solid reading comprehension skills. Reading proficiency is pointless when a reader does not grasp the information in a book.

Harmer (2005) explain the importance of reading, that there are many reason why getting students to read English text is an important part of teacher job. In first place many of them want to be able to read text in English either for their careers, for study purposes or simply for pleasure.

Mukminin (2019) in his thesis explain that, There is a significant correlation between students personality type and students reading achievement. Students with low result of reading test, they are tend to be extrovet. This opinion also supported by Prayoga et al, (2019) which state that, personalities play important roles in reading comprehension achievement. That is, the students with introvert personality perform better in reading comprehension rather than the students with extrovert personality.

This conclude that existence of correlation between personality and reading skills is indeed related toward each other.

Hellsyita (2018) in her research reveal that The success of introvert type students in their performance on reading comprehension which applied individual Instruction is higher than those applied cooperative instruction.

Rekabdar et al. (2015) define the result of his research that introverted students had higher marks and they had better reading performance in comparison with extroverted students.

Hasan and Yulianti (2018) state that the correlation between the two variables were strong. Therefore, it can be concluded that introversion personality played an important role in affecting students reading comprehension. Thus, the more introverted the students, the better their reading comprehension.

Suryani (2017) acknowledge that there is a significant difference between introversion and extroversion towards students reading comprehension.

From the explanation above, we can conclude one type of personality are often dominating comparing to the other personality in terms of reading comprehension generally.

In terms of teaching method or focus of skill Anggraini et al (2022) state that teachers in online reading classes should train their students to use various reading strategies so that the students with extroverted or introverted personalities can maximize their online reading comprehension.

Bagheri (2012) reveal that there was a positive relationship between overall self-esteem and reading comprehension, and overall self-esteem and personality type, in general. Likewise, positive relationships between situational and task self-esteem with reading comprehension were shown but there wasn't a significant relationship between global self-esteem and reading comprehension.

Nurianfar (2014) also reveal the method for extrovert learner related to reading skill, that extroverts seem to take full advantage of language-use opportunities as they tend to be sociable, more inclined to engage in conversations both inside and outside the classroom. However, results have also concluded that a more extroverted personality may be better suited to classroom learning, especially reading skills.

Based on the previous research, we can conclude that the needs of specific goals of teaching and method for teaching reading towards the students of both extrovert and introvert are essential.

Because reading is one of the essential abilities, students should engage in extensive practice to grasp the text correctly. S.Pd was completed based on a preliminary study conducted in MAN 1 Pesisir Barat during the second semester of tenth graders by interviewing the English instructor, Ms. Egra Betaria. The novelty of this study is the distinctiveness of the teaching and learning methods for both students and

teachers in contrast to other regions in Indonesia. The interviews aimed to determine the pupils' difficulties, particularly in reading. She said that the pupils had trouble with the reading component. Students made several errors in reading comprehension. The readers read a text without understanding and were less likely to grasp the book's core concept or meaning since the students' vocabulary was insufficient to comprehend meanings. According to Egra (2020), the pupils became bored and disinterested in the book, while the others were not excited about reading. They were disinclined to follow reading directions and daydreamed as their classmates read; other pupils avoided reading circumstances. These issues affected their reading comprehension score and performance.

A Google Form survey revealed that students in the tenth grade at MAN 1 Pesisir Barat experienced issues with reading comprehension. They said that reading lengthy texts was tedious. Their mood while reading was negative. They struggled to understand the meaning of the reading material since their vocabulary knowledge was inadequate. They were less likely to comprehend the primary concept and information while reading. They avoided the reading scenario, hence decreasing the likelihood of reading. Others said they had no interest in reading, detested reading, and would only read a book if they found it sufficiently fascinating. Some students said that they did not appreciate the Teacher's method of explanation since it did not suit them individually and that they preferred to read alone rather than in groups. Both internal and external causes caused many issues. External elements included what pupils need to improve their reading, such as vocabulary and reading strategies, while internal factors included the students' motivation, intellect, interest, learning styles, personality, or psychological aspects.

Regarding psychological variables, they cannot be distinguished by examining personality. Brown (2000) said that personality might be categorized as extrovert or introvert. Numerous individuals have an incorrect conception of extrovert and introvert personalities. Extroverts are not always outspoken, but they need the company of others to feel whole and happy. In contrast, introverts feel complete when they retreat from others.

Contrary to preconceptions, introverts might possess inner character strengths that extroverts lack. Personality is regarded as one of the individual traits that significantly impact learning in general and second language acquisition in particular. There are two personality kinds of students: extroverts and introverts.

Personality is a multifaceted subject that examines the features that separate a person from others and make him or her unique. The pupils' personality is influenced by various elements, including biological, social, and cultural aspects. Individuals' preferences and choices may also be influenced by their personalities. It also impacts a person's learning style.

Students in the tenth grade of MAN 1 Pesisir Barat should have achieved success commensurate with their personality and interest in reading, but they did not love it and found it tedious. The purpose of this study is to determine whether or not there is a correlation between students' personality and their reading comprehension achievement 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 1 Pesisir Barat Lampung in the academic year 2020/2021."

Research Methodology

In this study, a correlational research approach was used. According to Kothari (2004), correlation research examines the joint fluctuation of two or more variables to measure the correlation between two or more variables. This indicates that correlation research is a method for demonstrating the link between two or more variables. When two variables are connected, it may be inferred that they are positively correlated.

The data from the student's reading comprehension exams were evaluated to determine the students' personality traits and their level of academic accomplishment, which was determined by the overall reading comprehension test score. After obtaining both scores for each measure, the variables were evaluated to see whether or not they were correlated. The population of this study consisted of 10th-grade MAN 1 Pesisir Barat Lampung students in the second semester of the 2020/21 academic year. There are nine courses, including three scientific classes and six social classes. The total number of students is 302, and the sample for this study consisted of 77 students from two courses who took personality and reading comprehension tests.

Wilkin and Birmingham (2003) noted that research instruments are only a device or method for acquiring data pertinent to a research topic.

This indicates that the instruments are utilized by the researcher to collect data. Moreover, Creswell (2005) defines a research instrument as "a device for measuring, monitoring, or recording data." In this study, there are two instruments: personality surveys and reading comprehension exams administered to pupils.

1. Personality Test

The Personality test is a tool used to assess human personality. Personality testing measures the characteristic patterns of traits that people exhibit across various situations. In this research, *the Eysenck personality inventory questionnaire* was employed to determine which introvert and extrovert students. The questionnaires were translated from English into the Indonesian language to avoid misunderstanding and misinterpretation by students. The personality questionnaires consisted of 56 item questionnaires with five options that are; strong agree (SA), Agree (A), disagree (D), and strongly disagree (SD). In doing the questionnaire, it was expected to choose one of five options that they thought and felt.

2. Reading Comprehension Test

In this research reading test was given to students consisting of 50 items. Multiple-choice tests with four options are a, b, c, or d.

The researcher made 50 items of reading text based on aspects of reading comprehension. In narrative text, the researcher made 26 items reading test consisting of the main idea four items, expressions/ idioms/phrases in context two items, inference two items, grammatical features five items, detail three items, excluding facts not written three items, supporting idea three items, and vocabulary in context four items. Then, the researcher made 12 items reading test for descriptive text consisting of the main idea three items, expressions/ idioms/phrases in context 0 items, inference 0 items, grammatical features 1 item, detail two items, excluding facts not written two items, supporting idea 1 item, and vocabulary in context three items. Furthermore, the last, she made 12 items reading test to recount text consisting of main idea 1 item, expressions/ idioms/phrases in context 0 items, inference 1 item, grammatical features two items, detail two items, excluding facts not written two items, supporting idea two items, and vocabulary in context two items.

Findings and Discussion

Findings

In this research, two tests were given that is; reading comprehension test and a personality test, to know whether there was a correlation between students' personality (extrovert and introvert) and reading comprehension achievement in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year of 2020/2021. The researcher conducted the test on November 9 – 12th. 2021. After conducting the test, the researcher analyzed the data using Pearson Correlation Formula and calculated the data using SPSS (*Statistical Program for Social Science*) version 21. Below the result of this research were:

1. Result of the Students' Personality Questionnaires Test

The personality questionnaires test was done to know students who were extroverts or introverts in the tenth grade of MAN 1 Pesisir Barat Lampung and to determine which scored high between extroverts and introverts. The test was conducted on November 9-10th, 2021. The personality questionnaires have been validated by the UIN Raden Intan Lampung lecturer, Mr. Yuspik, M.Pd. After the tryout, 21 questionnaires were validated, but in this research, the researcher only used 20 questionnaires which consisted of 10 extrovert questionnaires and ten introvert questionnaires to calculate in this research easily. The result of the student personality questionnaires tests in class X science 1 and 2 was that there were 37 students' introvert personalities and 40 students' extrovert personalities.

2. Result of the Reading Comprehension Achievement Test

The reading comprehension test was administered on November, 11-12th 2021, with 77 students as the sample of this research. The reading comprehension test was administered after the Teacher who taught the reading text about narrative, descriptive, and recounting text was utterly done with the topic to see how far the students' reading comprehension achievement was in the tenth grade of MAN 1 Pesisir Barat Lampung. There were 72.50 % of students extroverts who got a score above the criteria of KKM reading and 14.29% of students who got a score under

the criteria. In contrast, there were 25.97% of students introverts who got scores above the criteria, and 22.07% of students got a score under the criteria.

Discussion

Based on the objective of the study is to determine whether or not there is a positive correlation between students' personality (extrovert and introvert) and their reading comprehension achievement in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/21, the following hypothesis will be tested: This study included two tests: a test of reading comprehension and a personality questionnaires exam. Before the researcher administers the exam to the students, the test will be verified by a UIN Raden Intan Lampung professor to validate the students' personality surveys and by an English teacher from MAN 1 Pasir Barat Lampung to verify the reading comprehension test. The researcher then revised and administered tests to pupils.

The theory of Eysenck was utilized to determine the results of 40-question personality surveys and 50-question reading comprehension tests, including narrative, descriptive, and recount material, respectively. The trial aimed to determine if the tests were suitable for administration. Based on the pilot test, there were 21 valid and reliable questions on the personality questionnaire test and 41 valid and reliable questions on the reading comprehension exam. In contrast, 20 questions were asked on the personality assessments, and 40 questions were asked on the reading comprehension exam. Students in class X science 1 and 2 were given personality surveys and a reading comprehension accomplishment exam after the trial. A total of 77 students were enrolled in both courses.

According to the student personality questionnaire results, 37 students had an introverted personality, and 40 had an outgoing personality. A reading comprehension test administered to extrovert and introvert students revealed that 72.50% of extrovert students scored above the KKM reading criterion, whereas 14.29% of introvert students scored below the requirement. In contrast, 25.97% of introverted students scored over the cutoff, and 22.07 % of students scored below the cutoff. Furthermore, the study indicated that extroverted students were more likely to question their peers and teachers when they did not grasp anything throughout the reading learning process to comprehend a reading book. Students' introverts need a comfortable and tranquil environment to concentrate on

comprehending reading material, despite being less likely to interact with their classmates and teachers due to their shyness and lack of confidence. Therefore, extrovert and introvert pupils have distinct personalities, yet they complement one another throughout the reading learning process.

After the data were computed using the Pearson Correlation Formula in SPSS (Statistical Program for Social Science) version 21, Sig (P-value) = 0.006 = 0.05 was determined to be significant. In consequence, H₀ was rejected, but H_a was approved. It indicates that there was a good link between the personality traits of students (extrovert and introvert) and their reading comprehension success in the tenth grade of MAN 1 Pesisir Barat Lampung during the academic year of 2020-2001. The coefficient of connection between the personality of pupils and their reading comprehension performance was 0.749. Therefore, the degree of correlation between categories in this study was solid and favorable. This study's findings are corroborated by Vahdat et al. article .s titled "The Relationship Between Personality Traits and Cognitive/Metacognitive Strategies in Reading Comprehension." According to the findings showing there are substantial differences between the extrovert and introvert groups in reading comprehension, extroverts scored better than introverts.

Conclusion And Suggestion

Conclusion

Based on the outcome of the experiment performed at MAN 1 Pesisir Barat Lampung in the academic year 2020/21, the value of significance produced Sig (P-value) = 0.006 = 0.05, rejecting H₀ and accepting H_a. The outcome of the coefficient correlation between students' personality and their reading comprehension success was 0.749%, indicating that the degree of correlation in this study was solid and favorable. Therefore, it can be inferred that there was a link between the personality of students (extrovert and introvert) and their reading comprehension success in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/2021.

Suggestion

For the teacher, Since personality influence students' reading comprehension achievement, English teacher is suggested to pay attention to their students in term of their personality type. It is not necessary to know all students' personalities. Knowing at least those who struggle and need help in their studies will do. Then, suggestions for the students, the result of this research is expected to help students recognize their personalities and minimize their weaknesses to be a good achievement in reading comprehension. Next, suggestions for the future researchers, This research focused on reading comprehension, and further researchers can try to apply different skills such as writing, listening, or speaking.

References

- Anggraini, M. P., Cahyono, B. Y., Anugerahwati, M., & Ivone, F. M. (2022, June). EFL University Students' Reading Strategy Use across Personality Types in Understanding English Online Texts. *In English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 5, pp. 350-359). <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/9672>
- Bagheri, M., & Faghih, M.A. (2012). The Relationship between Self-esteem, Personality Type and Reading Comprehension of Iranian EFL Students. *Theory and Practice in Language Studies*, 2 (1), 1641-1650. <https://www.semanticscholar.org/paper/The-Relationship-between-Self-esteem%2C-Personality-Bagheri-Faghih/3f8a0871c52b917d9765b8b3a7e3717c03032091>
- Birmingham, P., & Wilkinson, D. (2003). *Using research instruments: A guide for researchers*. Routledge.
- Brown, H. D. (2000). *Principles of Language Learning and Teaching* (4th Ed). New York: Longman Press.
- Creswell, J. W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- Davison, J., & Dowson, J. (Eds.). (2003). *Learning to teach English in the secondary school: A companion to school experience* (2nd ed.). Routledge. <https://doi.org/10.4324/9780203515785>
- Eysenck, J.H. (1965). *Facts and fiction in psychology*. London: Harmondsworth
- Harmer, J. (2007). *How to teach English*. New York: Longman Press.
- Hasan S, Yulianti M. (2018). *Introversion Personality and Students' Reading Comprehension*. *Indonesian Journal of Integrated English Language Teaching*. 4(2), 34. <http://ejournal.uinsuska.ac.id/index.php/IJIELT/article/view/6668>
- Hellystia. D. (2018). *Extroversion Versus Introversion, Instructional Strategies, and Reading Comprehension Performance in Multilingual EFL Classroom*. *Journal of*

- English Language Teaching and Cultural Studies*. 1(2), 56.
<https://jurnal.untirta.ac.id/index.php/JELTS/article/view/7738>
- Kothari, C.R. (2004) *Research methodology: Methods and techniques*. 2nd Edition, New Age International Publishers, New Delhi.
- Mukminin. M.M. (2020). *Correlation between students' personality type and their reading comprehension skill at English Language Department of IAIN Kediri*. Department Of English Language Education Faculty of Tarbiyah State Islamic Institute (Iain) Kediri. Unpublished Thesis.
<http://etheses.iainkediri.ac.id/id/eprint/2207>.
- Nunan, D. (2003). *Practical English language teaching*. New York: McGraw-Hill.
- Nurianfar, Y., Azizi, A., & Gowhary, H. (2014). The analysis of reading strategies used by extrovert and introvert intermediate students in Ilam Province, Iran. *Journal of Novel Applied Sciences*, 3(12), 1392-1402.
- Nuttall, C. (1982). *Teaching reading skills in a foreign language*. London: Richard Clay Ltd, Bungay, Suffolk.
- Patel, M.F. (2008). *English language teaching (methods, tools and techniques)* Jaipur: Sunrise Publishers.
- Prayoga, Starsyah, and Ginting. (2018). *The Comparative Study Of Reading Comprehension Achievement Between Students With Extrovert And Introvert Personality At The First Grade of SMAN 14 Bandar Lampung*. *U-Jet Unila Journal of English Teaching*. 7(5), 23.
<http://jurnal.fkip.unila.ac.id/index.php/123/article/view/16991>
- Shima, R., Parviz, B., and Hakhverdian, A. (2015). The effect of using metacognitive strategies on reading achievement of Iranian intermediate extroverted vs introverted learners. 2(1). 171-186.
http://www.ijeionline.com/attachments/article/35/IJEOnline_Vol.2_No.1_2015-1-15.pdf
- Suryani, T.N. (2017). *the comparative study between introversion and extroversion on students' reading comprehension at the Eleventh Grade SMK N 1 Panyabungan*. Tarbiyah and Teacher Training Faculty State Institute of Islamic University Padang Sidempuan.
- Travers, J. P. (1970). *Fundamental of Educational Psychology*. Pennsylvania: International Textbook Company.
- Woolley, G. (2011). *Reading comprehension: Assisting children with learning difficulties*. New York: Springer Science Business Media.
- Zafar. B. (2011). How do college students form expectations. *Journal of Labor Economics*. 29(2). 210-218.
https://econpapers.repec.org/article/ucpjlabc/doi_3a10.1086_2f658091.htm