



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

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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

Our social, professional, leisure, and educational life revolves around reading. According to Qarqez and Ab Rashid (2017), Reading is highly regarded and crucial for advancing socially and economically. 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.

Majeed (2015) refers to the score obtained by administering a reading comprehension exam to students who participated in the experimental study. Other elements that impact student accomplishment include teachers and staff that are directly involved in the teaching and learning process, as well as others such as facilities, management, budgeting, and learning evaluation. Students in schools are exposed to a variety of changes and sources as a result of the school's curriculum. The curriculum outlines the skills, performance, information, and attitudes that students must learn in school, as well as the goals that they must attain over their academic careers. 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.

Meniado (2016) states Identifying new approaches to help students improve their reading comprehension is a complex process that incorporates several parts, steps, and variables, and that comprehension is a process. 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. However, Nkomo, et al. (2016) list this as one of the factors in affecting the learning results of students. The instructional environment ought to have made the students feel at ease. Classes are convenient due to both the nice and orderly classroom and the teacher's in-class instruction.

Donaghy (2016) lists the benefits of reading in English for students; they include the acquisition of reading, writing, speaking and listening skills, vocabulary growth, and increased motivation, self-esteem and empathy. She further noted that students who read extensively also became more autonomous students.

Scientists have a consensus that there is a correlation between talking, thinking, and learning (Resnick, Asterhan, & Clarke, 2017). This premise has led to the

development of a variety of ideas known as dialogue-intensive or talk-intensive pedagogies (Snell & Lefstein, 2018; Wilkinson, Murphy, & Binici, 2015). These concepts' underlying premise is that good instruction encourages students to participate actively in class discussions.

In addition, according to Mukminin (2019), in his thesis explains 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.

Hellysita (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.

Tockary et al (2020) in their research stated that 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.

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.

Karini (2019) stated from her research showed that the results of the t-test showed that in reading comprehension there was a significant difference between introverted and extroverted students. The score of the majority of introverted students is in the very high category, while the score of the majority of extroverted students is in the moderate category. The results of this study indicate that in terms of reading comprehension, students with introverted personalities are superior to students with extroverted personalities.

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

Mutahhara (2021) reveals 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 was not a significant relationship between global self-esteem and reading comprehension. Additionally, it is crucial to keep in mind that these correlations should not be viewed as static but rather as developing over time, as certain personality traits may boost achievement while, at the same time, achievement experiences may have an impact on personality development (Göllner et al, 2017).

Based on the previous research, we can conclude that the needs of spesifical 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.

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 I Pesisir Barat Lampung in the academic year 2020/2021."

Research Methodology

In this study, a correlational research approach was used. According to Schober, et al (2018), In its broadest definition, correlation measures the link between variables. In correlated data, a change in one variable's magnitude is correlated with another variable's importance, either in the same direction (positive correlation) or the opposite direction (negative correlation).

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.

Yusrizal (2017) states that research instruments are tools that the researcher uses to collect the data of the research. This indicates that the instruments are utilized by the researcher to collect data. Moreover, Creswell (2019) 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.

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