

II. LITERATURE REVIEW

This chapter present review of related literature. In detail, a number of concepts are reviewed here such as concept of reading, concept of reading aspect, teaching reading, concept of scanning technique, concept of skimming technique, characteristics of introvert and extrovert personality, advantages and disadvantages of scanning technique, advantages and disadvantages of skimming technique, chrteria for choosing various types of reading text, teaching reading through scanning technique, teaching reading through skimming technique, teaching procedure, theoritical assumption and hypothesis.

2.1 Concept of Reading

Reading is the one of the most important for the students to be mastered in the classroom and their daily life to get more information from the author of the text. Reading process means not only “read” but tries to make interaction between the reader and the text. It is deals with how the readers can convey the meaning through the written symbols and process them into their mind. This assumption is supported by Grabe and Stoller (2002: 9) who defined reading as the ability to draw meaning from the printed page and interpret information appropriately.

Nuttal (1982: 42) defines reading as the meaningful interpretation of printed or written verbal symbols. It means that reading is a result of the interaction between

the perception of graphic symbols that represent language and the reader's language skill, cognitive skill and knowledge of the world. In order to get the meaning of printed or verbal symbols, the reader should identify, recognize, and interpret them, so as to produce comprehension, which constitutes the objective of reading.

Furthermore, reading process also makes connection between a text, a reader and social context within which the activity takes place. This is in line with statement given by Hudelson in Murcia (2001: 154) in reading, an individual constructs meaning through transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text and interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading.

In addition, Howart (2006: 1) states that Reading is, of course, just as communicative as any other form of language. It means that in reading there is an interaction between the writer and the readers through the texts. The writer tries to encode the messages to the reader, then the reader tries to decode the messages sent by the writer.

Mackey (1979: 15) says, "Reading is an active process because it involves an interaction between thought and language. It means that the reader brings to the task a formidable amount of information and ideas, attitude and beliefs.

Joycey (2006: 2) says that reading is an active skill, where the reader interact with the text, and to some extent the writer. It means if a reader finds a reading passage is interesting, his/her mind is fully engaged in trying to understand the reading.

Reading is termed a receptive skill; means that the reader receive input from a writer. Receptive skill refers to the fact that reader have to infer meaning, using their knowledge of the world. “Receptive” means that the reader receives input from a writer. The reader rarely have opportunity to question the author about what he or she really had in mind when writing a text.

Thus, based on the quotations above, the researcher can infer that reading is a complex activity process which is very important involving the language and thought in order to get meaningful message, science or information sent by the writer though printed language such as graphic symbols, written verbal symbols.

2.2 Concept of Reading Aspect

The researcher uses five reading aspects in conducting the research, they are:

1. Identify Main Idea

In line with Mc. Whother (1986: 36) the sentence with that states this main idea called the topic sentence. She adds that the topic sentence tells what the rest of the paragraph is about. Is some paragraph, the main idea is not explicitly stated in any one sentence. Instead, it is left to the reader to infer, or reason out. In the other words, the main idea is the most important idea that the author develops through out the paragraph.

2. Getting Specific information

Mc. Whother (1986: 36) states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation.

3. References

According to Latulippe in Marsiyah (2009), defines that reference is words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used, they are signals to the reader to find the meaning elsewhere in the text.

4. Inference

In relation to make inferences, Katheleen (1986: 31) states that an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between he observe or known and what he does not know.

5. Vocabulary

According to Barnhart (2008: 697) states that stock of words used by person, class of people, profession. Concerning with those statements indeed vocabulary is fundamental for everyone who want to speak or to produce utterance for reading.

2.3 Teaching Reading

According to Pakhare (2007), “teaching reading is the process by which individuals are taught to derive meaning from text”. In teaching reading, the students are taught to use critical thinking strategies and to use context to “guess” words that they do not know the meaning of.

However, teacher plays a key role for the students’ success in learning to read (taken from the report of the expert panel on early reading). Based on International Reading Association 1997-2003, knowledgeable, strategic, adaptive and reflective teacher make difference in students’ learning.

Hedge (2003) states that any reading component of an English language teaching may include a set of learning goals for:

- The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading technique according to reading purpose (i.e. skimming, scanning).
- Developing an awareness of the structure of written texts in English.
- Taking critical stance to the content of the texts.

Alyousef (2005: 143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema.

For example, teachers can ask students questions that arouse their interest while previewing the text. The aim of while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises. Close exercises, cut-up sentences, and comprehension questions.

The aim of teaching is to develop students' skill that they can read English texts effectively and efficiently. In teaching reading, the teacher should provide technique to the students along with the purpose for reading. The purpose for reading also determines the appropriate approach to reading comprehension. Therefore, reading technique should be matched to reading purpose for achieving an effective reading. For example, if their purpose of reading is to find the specific information and main idea of the texts, they should apply scanning and skimming techniques in their reading.

In short, in teaching reading the teacher should provide technique to the students with purpose for reading to anticipate various type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively. As Suparman (2005: 1) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information reader get). To apply scanning as the technique in teaching reading means the students can get the specific information quickly without reading the whole passage.

The researcher assumes that in teaching reading, appropriate and possible technique should be applied based on the purpose of reading in order to get the comprehension. Scanning and skimming technique is possible to be applied by the Junior High School students in their reading to find the specific information and main idea in various types.

2.4 Concept of Scanning Technique

Scanning technique is used for effective reading, to get specific information quickly. Richard and friends (1991: 322) in Genitri (2009) stated that scanning is type of speed-reading technique which is used when the reader wants to located a particular piece of information without necessarily understanding the rest of a text or passage and the reader can study the text in more the detail.

In scanning, the reader wants to examine closely using a regular plan or fixed without making a search for something looking at quickly without careful reading is often looking for a particular thing (Quirk and friend 1998: 931) from “the American Heritages Dictionary” We can find that scanning is the type of reading when reader wants to exam closely to look over quickly and systematically of left through hastily.

In reading, the students searching for some particular piece of information in the text quickly and practice to think of clues move their eyes rapidly. Vaezi (2006: 5) states that scanning is reading rapidly to find specific a piece of information. This technique is useful to minimize boredom in classroom.

Scanning is very useful for students to find specific information to get answers from the questions in the assignment or exam, and minimize their time to answer the questions in the text. According to Casey (2003: 2), scanning is a device used to locate details-specific information that may be asked at the end of the assignment.

As Brown (1994) says, “the purpose of scanning is to extract certain specific information without reading through the whole text”. Scanning technique is used to discover required information to complete a given task such as making a decision about what to watch on TV schedule, a name or a date on advertisement, or looking for certain specific information on short articles. Specific information is the goal of scanning the reading text without reading through the text wholly.

Nuttal (1982: 34) says that scanning means glancing rapidly through the text either to search for a specific information (e.g. name, a date) or to get an initial impression of whether the text is suitable for given purpose. Thus, scanning is a technique of reading to look for detail and specific information based on the purpose of the reader, e.g. when the reader want to identify or look for the specific information (time, name, date, place) in advertisement (functional text).

The researcher assumes scanning technique is appropriate and possible technique to be used in identifying specific information in the text quickly without reading the whole text.

2.5 Concept of Skimming Technique

Skimming as well as scanning is a speed reading technique. Yet, they are not the same. These two strategies have different purposes, even though both of them include getting the ideas of the text quickly.

When reading, the reader needs to know every single word in the text. Some of the words are not so important to understand that the reader may neglect them, they sometimes do not really connect to the idea being searched (Sutarsyah, 2010: 64).

Merriam Webster dictionary online (2001: 376) it states that skimming is the type of reading that is used to read, study or examine superficially and rapidly, especially to glance through a book for a chief ideas or the plot.

Hancock in Simanjuntak (1989: 58) also says that in preview skimming a reader read the introductory information, the heading and subheading, and the summary, if one is provided. After skimming, decide whether to read the material more thoroughly, and select the appropriate speed which to read. Skimming to get an overview is an important skill for students. By skimming to get the “gist” of the material, the students are able to cover all of it.

Skimming is done at a speed three to four times faster than normal reading (Curnick in Woods, 2005: 65). There are many strategies that can be used when skimming. Some people read the first and last paragraph using headings, summaries and other organizers as they move down the page. They might read the

title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph.

Skimming is the process of rapid coverage of reading matter to determine its gist or main idea (Brown, 2004: 213). It is mostly used to quickly identify the main ideas of a text, when people have lots of material to read in limit amount of time or skim when they are want to answer the question based on a text.

So, from that view, the researcher can conclude that skimming is a useful skill to be applied in reading. Skimming is the type of reading which is used when the readers want to study the text only to get the texts main idea by reading quickly without pausing to steady the details. In a fact the reader need appropriate technique in reading a text. This is important for the students before reading a texts, the students have a purpose and goal for certain a piece of material. The students must know, why they are reading a text, what they are want to know about text, what students do after reading the text, and what is appropriate technique that is used in a text.

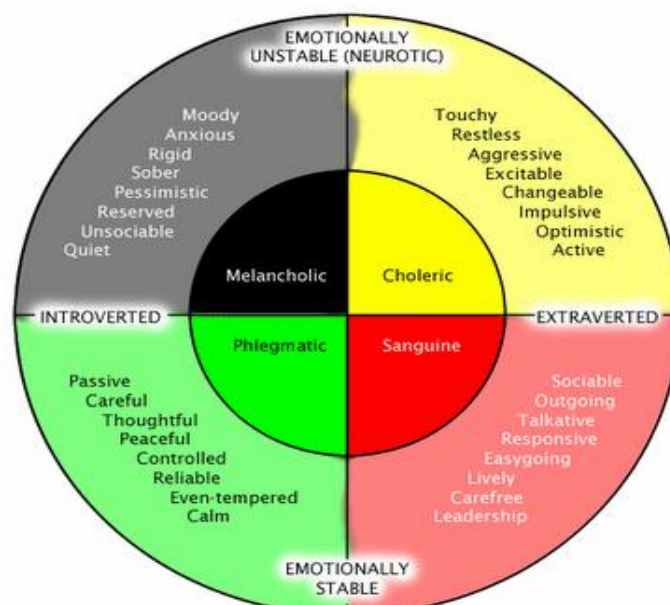
2.6 Characteristics of Extrovert and Introvert Personality

In case of social life, perhaps extrovert people are considered more desirable. Extrovert are more open with other and introvert as usually keep themselves and sometimes difficult to open themselves. However, this does not necessarily signify that introvert tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extrovert.

Furthermore, Crow and Crow (1958: 187) explain some more details of the characteristics of extrovert and introvert. They state that extrovert people are usually fluent in speaking, free of feeling worry and not easily get ashamed and awkward, love to work with others, and good at adapting with their surroundings. They also put interest in athletic. In the other hand, introvert people are more fluent in writing than speaking, tend to be serious and anxious, like working alone, often find difficulty in behaving, and love to read.

Eysenck (1981) divides individuals' personality through the classification of typology. Personality types according to him can be divided into two types, they are extrovert and introvert. Each type has its own indication, such as sociality, activity, expansiveness and etc. Personality types according to Eysenck are as follow:

Figure. 2.1 Types of Personality



Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences*. Plenum Publishing, 1985.

The two dimensions, extroversion-introversion, and emotional stability-instability, define those four quadrants. These are made up of:

1. Sanguine qualities is one of the types in extrovert people who have stable emotional, such as – sociable, outgoing, talkative, responsive, easygoing, lively, carefree, leadership.
2. Choleric qualities is one of the types in extrovert people who have unstable emotional, such as – touchy, restless, excitable, changeable, impulsive.
3. Phlegmatic qualities is one of the types in introvert people who have stable emotional, such as – calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive.
4. Melancholic qualities is one of the types in introvert people who have unstable emotional, such as – quiet, reserved, unsociable, pessimistic, moody.

According to Eysenck, there is no pure extrovert or introvert of one's personality. The type of personality may change from one pole to another. In order to see personality of people, we can only see the dominant type, whether the type is extrovert or introvert. Therefore, we can classify the individual into extrovert or introvert.

Meanwhile, Burruss and Kaenzig (1999) claim that extroverts and introverts need different kinds of instruction. Introverts prefer to work on their own than in groups, they do not like being in the centre of attention and need time and space to complete the tasks.

The characteristic of extrovert and introvert personality can be seen from their style of work. Hirsh and Kummerow (1994) presented the following statements concerning work, which might be said by extroverts and introverts

Table 2.1 WORK STYLES

Extroverts	Introverts
1. I seek for different methods to solve tasks.	1. I seek for quiet for concentration.
2. I can concentrate on both my work and what is going on around me.	2. I concentrate more on the work itself than on the world around.
3. I come up with different ideas during discussions.	3. I come up with ideas while I am alone.
4. I look for inspiration outside myself.	4. I engross in my work and I do not pay attention to other things.
5. I am bored when my work proceeds slowly and monotonous.	5. I am irritated when I am disturbed and hurried.

Either way, by knowing the characters and work style of personality of extrovert and introvert, it can be predicted the tendency of someone in giving response, giving us advantage when dealing with each type. We can predict what activities extrovert and introvert students will enjoy, what sort of teaching methods they require and their techniques are. Extrovert and introvert students will enjoy the study if they use the appropriate technique such as scanning and skimming techniques to find specific information and main idea quickly from the text.

2.7 Advantages and Disadvantages of Scanning Technique

Reading through scanning technique has some advantages and disadvantages. It can be explained as follows:

Advantages:

- The students are able to get the information quickly, directly and specifically.
- The students are trained to run their eyes over a text quickly in order to locate specific information (Suparman, 2005: 55).
- The students are practiced to think of clues to find the specific information.
- The students are stimulated to be creative and active in both asking and answering the question about specific information and clues related to the texts (Beare, 2006: 3).

Disadvantages:

- Scanning means reading quickly, in this case sometimes the students ignore to select which one the most important information.
- The students might not read all of the information as they just scanning the basic information.

The researcher assumes that scanning is a possible technique for students to applied in their reading. The students can be creative and active to think of clues to find specific information of the text their reading. Besides identifying the specific information, the students are trained to think of clues for the detail information. Needles to say, scanning technique can motivates them to be active in finding the specific information in texts.

2.8 Advantages and Disadvantages of Skimming Technique

Reading through scanning technique has some advantages and disadvantages. It can be explained as follows:

Advantages of skimming Technique

- It will make students aware of the benefits of the information available in reading materials both authentic and inauthentic because this technique also prepares the students to be independent reader.
- It will make students aware of reading strategy is used to find the stated and unstated information in certain text as this technique does not only focus on asking the students to do reading test but also focus on equipping the students with the technique used in different texts.

Disadvantages of skimming technique

- It will take time if the teacher does not allocate the time appropriately. Moreover, if the students have many problems in reading and the teacher does not prepare for the solution, the teacher will need time to think of the various solutions.
- It will possibly make the teacher need to prepare students to face the possibility of the occurrence of many question types.

2.9 Criteria for Choosing Various Types of Reading Text

The researcher used the authentic texts and textbook, since textbook do not cover the types of the texts that students have to read (e.g. advertisement, schedule, etc).

Authentic materials are suitable for the students to apply as what they find in real

life. Nuttal (1996: 172) says, authentic texts can be motivating because they are proved that the language is used for real-life purpose by real people. The students can extract real information from a real text in a new/different language. Therefore, with authentic materials is used the students can reflect the changes in language use, (again something that does not occur in textbooks, which become very dated, very quickly) as well as giving the learner the proof that the language is real and not only study in the classroom.

The reading texts are selected based on the following reasons (Nutall, 1996):

- Its length is considered appropriate for the Junior High School students – long enough to contain sample testable information, and not too long as to over-task students (number of paragraph is about 2-4 paragraph for the articles and not more than ten sentence for the functional texts). For the words contain have to be equal each of the texts.
- The level of difficulty is suitable. The researcher takes and uses authentic materials, since textbook do not provide the various types of the text that students need to know. The materials are taken from English magazines and newspaper for indonesian readers. Therefore, the materials are quite appropriate and familiar for the students.
- Suitability of content, the materials are chosen for students' interest and the materials that have been taught. The themes are based on the Junior High School English Curriculum 2006. The genres are functional texts (advertisement, schedule) and monologue/essay or articles for Junior High School students (narrative, recount, descriptive).

- Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical from present. It is important to assess the right level for the right students (i.e for intermediate level, Junior High School students).

Is the text too easy / difficult for the student?

Is it structurally too demanding / complex?

How much new vocabulary does it contain? Is it relevant?

- Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful.

The materials were functional texts and monologue texts for Junior High School. The materials were chosen from curriculum 2006 based on students' interest and the material that had been taught and the materials were chosen from authentic sources not only from students' textbook, since the language is real and not only studies in classroom. Authentic materials could raise students' awareness and motivation in scanning and skimming the texts.

2.10 Teaching Reading Through Scanning Technique

Sometimes reading make students bored, it is because one of the reason is the students often do careful reading. Careful reading when it is done in a very long passage would be boring and wasting time. Particularly, when the reading is aimed to answer some questions testing on the students' comprehension of the text, it

would be ineffective if they still use careful reading. Good reader should be flexible in reading a texts, they should do reading well. Reading well does not mean reading everything at the same pace and with the same technique (Casey, 2003: 1). Once they determine their purpose for reading and then they adjust their technique of reading to fit the type of material they are reading. Scanning is appropriate technique to get specific information of the texts in reading.

Duke and Pearson (2001) have stated that good readers are active readers. They must be active in identifying the information they want in the texts. They interact with the text to interpret the meaning or get what they want in the text. Before the student starting to read, they should know and think what they want in reading and what the purpose. Besides, they should understand what they are reading. The reader should match and fit the reading technique with the types of the text. Scanning as a technique, which means read quickly in order to identify specific information is appropriate to be applied in various types of texts.

Teachers also should be aware that there are actually three main levels of strands of comprehension: literal, intepretative, and critical comprehension (Mohhammad, 1999: 2). Teacher responsibility is to determine the levels of comprehension they aim at students' reading ability in identifying specific information is in the first level of comprehension "Literal Comprehension". Comprehension at this level involves surface meaning; it is intended as guide for teachers when preparing reading assessment. The teacher can ask students to find information that are explicitly stated in the text.

Classroom reading is aimed at helping students develop in reading technique i.e scanning technique. They are needed to read more effectively in various types of texts. The researcher administrates a classrom activity, which is aimed at reading practice focusing on scanning technique. The activity include comprehension questions is used as cues for scanning technique; it is a good idea to do some awareness rising of the various types of reading skills that they use naturally in their mother tongue (Beare, 2006: 1). The activities are a follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if the read in strict order when making such a decision in their mother tongues.
2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.
3. Distributing comprehension questions and the text to the students.
4. Making a special point of asking students to complete the exercise by first reading the question and then scanning for appropriate answer.
5. Asking the students to use the texts to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so).
6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g. finding a destination, they would like to visit. Once again asking the student to do the exercise by scanning and not reading each word.

2.11 Teaching Reading Through Skimming Technique

One of the most important points to keep in mind when teaching reading comprehension is that there is not one type of reading but several depending on one's reason for reading. Students will never read efficiently unless they can adapt their reading speed and technique to their aim when reading (Grellet, 1981:17).

Careful reading when it is done in a very long passage would be boring and wasting time. Particularly, when the reading is aimed to answer some questions testing on the students' comprehension of the text, it would be ineffective if they still use careful reading. Skimming can be used in this kind of case. Skimming to get an overview is an important skill for students. They will find that more reading will be assigned and suggested to them than is humanly possible to read intensively. By skimming to get the "gist" of the material, the students are able to cover all of it. However, be certain that they do not skim materials that require careful reading.

Skimming should probably not be done competitively, as more is involved than eye movements. Students can be asked to locate facts that are expressed in sentences rather than in single words; or they can be asked to say briefly what the text is about, or given specific questions that can be answered by glancing quickly through the text. Answer the questions following the text, the students can answer by glancing quickly over the surface of the text, reading selected important parts rapidly in order to get an overview of content and organization. Teaching reading using skimming technique are follows:

1. Doing a short awareness rising session by asking the students how they go about making decision based on schedules, short articles, etc. It means to make the students aware of the purpose of their reading. Focus on whether they read every word and if they read in strict order when making such a decision in their mother tongues.
2. Reminding them that this process is the same in their mother tongue and does not require that they understand every word perfectly.
3. Distributing comprehension questions and the text to the students.
4. Making a special point to the students by first read the title, subtitle, subheading and illustration, consider reading the first sentence of each paragraph to find main idea of the text.
5. Asking the students to use the texts to answer the questions. Increase difficulty add timing element (this should help students who insist on understanding every word not to do so).
6. Extend activity by bringing a number of magazines concern with music, entertainment, traveling or similar activity and asking the students to complete a give ask e.g. finding a destination, they would like to visit. Once again asking the student to do the exercise by skimming and not reading each word.

2.12 Teaching Procedure

The procedures in conducting the treatments in this based on Alyousef, H.S (2005) are:

Pre-reading:

- Giving the pictures related to the topic. E.g. the topic was about film and movie, the teacher brought pictures of students' favorite movie stars. It is so brainstorm and begin them with the topic would be discussed.
- Asking their arguments or comments about the topic. So each students could give her/his comment about the topic that had been brainstormed. In intended to correlate students' schemata with the topic of texts that would be presented.

While-reading:

- Doing short awareness rising session by asking the students how they went about making decision based on schedule, short articles, e.g the schedule of their favorit movie on TV (time, day). Focusing on whether they read every it also made the students aware of the purpose of their reading and text characteristics or text types they would read, e.g. schedule included in functional texts and their purpose was to know the schedule of TV program.
- Reminding them that this process was the same as mother tongue and did not require that they understood every word perfectly. It was done to make the students familiar with accustomed to the process that they usually did in their mother tongue.
- Distributing questions (multiple choice) and asking the students to understand the question. It was intended to make the students recognize and comprehend which specific information in the texts.

- Giving the texts (TV schedule) to the students as the concept scanning or skimming technique, the students had had their questions or purpose to be answered before they read the texts.
- Making a special point of asking students to complete the exercise by first reading the question and then using scanning or skimming technique for the appropriate answer.
- Asking the students to use the schedule to answer questions. To increase difficulty adding timing element (this should help students who insisted on undersatnding every word not to do so).

Post-reading

- Extend activity by bringing in a number of texts i.e. short articles (monologue texts) and functional texts concerning travel, entertainment, hobby or similar activity and asking the students to complete a given task e.g. finding the activity to spend their holiday as their hobbies. Once again, asking the students to do some exercise by scanning or skimming technique and not not reading each word. It was intended to make the students understand and aware of scanning or skimming technique procedures well. By this, they would recognize the advantages of the technique. Practically, they used to scan the texts when they wanted to identify the specific information.

2.13 Theoretical Assumption

Junior High School students have functional and monologue texts as their reading based on curriculum 2006. The students have be able to identifying the specific information and main idea in various types of the texts. Those texts contain detail information that require the students to identify. Students' reading comprehension can be developed through various techniques.

Scanning and skimming are suitable and appropriate to be applied as students' technique in reading. This techniques is possible for applying, because they can find a lot of specific information and main idea in functional and monologue texts. They can directly and quickly identify the specific information in the texts without reading a whole passages.

Besides, in extrovert and introvert personality of students have the same chance to have better skill in reading. The researcher assumes that scanning and skimming techniques can be used to improving students' reading comprehension in identifying the specific information in functional and monologue texts for extrovert and introvert personality of students in Junior High School. It is make students aware of their purpose of reading and motivate them to identify the specific information and main idea in the texts.

2.14 Hypothesis

The hypothesis of this research is as follows:

H₁: 1. There is an interaction between techniques and personality of students

2. There is difference in students' reading comprehension achievement of introvert and extrovert students who use scanning technique.
3. There is difference in students' reading comprehension achievement of introvert and extrovert students who use skimming technique.
4. There is difference in students' reading comprehension achievement who use scanning and skimming techniques of introvert students.
5. There is difference in students' reading comprehension achievement who use scanning and skimming techniques of extrovert students.