COMPARATIVE STUDY OF READING COMPREHENSION BETWEEN STUDENTS WITH INTROVERT AND STUDENTS WITH EXTROVERT PERSONALITY AT SMA N 2 KALIANDA

(A Script)

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ABSTRACT

COMPARATIVE STUDY OF READING COMPREHENSION BETWEEN STUDENTS WITH INTROVERT AND STUDENTS WITH EXTROVERT PERSONALITY AT SMA N 2 KALIANDA

By

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The objective of this research was to find out whether there was a significant difference of students' reading comprehension between introvert and extrovert personality. The population of the research was the students of the first grade of SMA N 2 Kalianda, Lampung Selatan in the academic year 2015/2016. The samples were class X.1 and class X.3. The total number of students in the sample class was 64 students. The research design used was ex post facto design.

The result showed that there was a significant difference between introvert and extrovert students. The mean score of introvert was 71.96 and extrovert was 63.75. The writer used independent sample t-test formula in SPSS 16 to do calculation of the hypothesis testing with level of significant 0.05. The result of computation showed that t-value exceeded the t-table at the level of significance 0.005 (3052>2.009).

Based on the result of the research stated above, it is proved that the students with introvert personality have better results in the reading comprehension test than those with extrovert personality. There was an implication for students' personality in reading skill. Thus, teachers have to be able to provide the students with the most appropriate teaching technique, method or type of tasks based on their personality to give the same opportunities for introvert and extrovert students to be successful in reading.

Keywords: *reading comprehension, introversion, extroversion*

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By

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CURRICULUM VITAE

Rima Priska Andriyani was born on November 28th, 1992 in Sukanegara, Pesisir Barat. She is the youngest daughter of a great couple, Mr. Syarippuddin and Mrs. Roptiah. She has three sisters: Thoibah, Darwani, Leni Novelia, and one brother named Muhammad Syafiulloh.

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DEDICATION

By offering my praise and gratitude to Allah S.W.T for His blessing, I'd proudly dedicate this script to:

My greatest parents, Roptiah and Syarippuddin

My beloved sisters and brother: Thoibah, Darwani, Leni Novelia and Muhammad Syafiulloh

My Best Friend Forever (BFF) in "happy and sad" memories: Fiya Sholatunnisa, Yuni Apriyani, Anggreini Khandari, Nurul Annisa Pury, and Yudi Candra Pratama

My Almamater, Lampung University

MOTTO

A word can be sharper than a sword

(Rima PriskaAndriyani)

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Praise is merely rendered to Allah S.W.T for the gracious, mercy, and tremendous blessing so that the writer is able to accomplish this script entitled Comparative Study of Reading Comprehension between Students with Introvert and Students with Extrovert Personality at SMA N 2 Kalianda. This script is submitted as a compulsory fulfillment of the requirements for obtaining S-1 degree of English Study Program at Teacher Training and Education Faculty, Lampung University.

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Finally, the writer realizes that this script still has many weaknesses. Therefore, criticism and suggestions are welcome for its improvement. The writer hopes that this script can be beneficial to the readers or those who want to carry out further research.

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I. INTRODUCTION

The chapter provides a brief explanation of the whole content of the research, including background of the problem, formulation of problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problems

Reading is an important skill for most students of English throughout the world, especially in the countries where foreign language learners do not have the opportunity to interact with native speakers but have access to the written form of that language (Rivers, 1968). Reading is a way of communication. It is a written interactive process of communication between writer and reader. It is also a means to comprehend the meaning the writer intends to convey. Reading also becomes crucial skill for language learners because the success of their study depends on the greater part of their ability to read. Mahfoodh (2007:1) states that having good reading proficiency means that the reader has abilities to understand written statements or any type of written text accurately and efficiently. Reading is considered as a complex skill which involves not only determining main idea, identifying specific information, reference, inference, and vocabulary but also linguistic units. Therefore, students should practice intensively so that they are

able to comprehend the text well.

However, the fact is that every student has different level of ability in reading skill although they are in the same class with the same teacher and the same treatment. Some students perform better in reading skill, while the rest do better in other skills. It happens because of many factors that influence them in learning, whether it comes from the inside or outside.

These different abilities in reading skill make different score for each student. It comes for any causes. For example, students are not able to comprehend the reading text so that they get difficulties to find the information from the text. Other problem faced by students is their vocabulary is very limited. It makes them hard to understand the meaning of some words, so as a result they get stuck on it. They become uninterested to continue reading the text. According to Ismini (2000), in Indonesian traditional classrooms, which practice English as a foreign language, teachers insist that students understand every word in a text to get the general idea for the purpose of looking for required information, and this prompts the students to think for if they do not understand every word they are somehow not completing the task.

This phenomenon reveals the practice of conventional teaching reading and the writer assumes that those kinds of situation will not help students to overcome the difficulties in the encounter and will not improve their reading abilities.

It cannot be denied that among the factors, the cognitive factor has much influence in language learning. It seems that students who have higher quality in

cognitive factors, such as knowledge and intelligence will be better in learning language.

However, cognitive is not the only factors which give contribution in learning language. The other factors cannot be overridden. Suparman (2010:63) states that if theories about second language acquisition or teaching methods are designed based on merely cognitive domain consideration, the most fundamental side of human behavior would be omitted. Purely cognitive theories of learning will be rejected unless a role is assigned to affectivity (Hilgard, 1963:267). These statements are supported by language experts, Brown (1980) in Rosita (1997:1) and Wengrum (2013:3) who say that success in second language learning cannot be separated from individual psychological factors. They state that the factor also has equal influence as the cognitive factor does toward students' achievement in second language learning.

Dealing with psychological factors, it cannot be separated by investigating about personality. Personality is considered as one of the individual differences which are greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. There are three general categories of personality factors; they are egocentric factors, transactional factors, and motivational factors (Suparman, 2010:64). Egocentric factors are divided into two parts, self –esteem and inhibition. While transactional factors have three types, they are empathy, extraversion, and aggression. The last, there are basic needs and drives, also instrumental and integrative motivation which belong to motivational factors. The writer focuses on one of variables in transactional factors, in this case extraversion since the writer is interested to make a research in this field.

In this category of personality, it can be classified into two types; they are extrovert personality and introvert personality. Eysenck (1965: 59) characterizes a representative extrovert as sociable, enjoys parties, has a lot of friends, and hates studying independently. Extrovert also desires excitement, takes opportunities and usually is an impulsive individual. From another point of view, he clarifies a representative introvert as peaceful, timid, introspective, reticent and reserved except to close friends, enjoys planning ahead and mistrust the impulse of the moment. Next, if the statement above is reviewed deeply and related to learning language, it is likely that extrovert has advantages in learning the target language in aspect of speaking rather than introvert, while introvert seems better in receptive skill like listening and reading. It is supported by Jung (1921) cited in Wengrum (2013) who explains that extrovert personality has the ability to socialize better than the introvert type due to the ability to build a communication. Some studies have been done by researcher to prove the claim, such as Strong cited in Davies (2004: 541) states that out of eight studies that employed oral language test, six of them showed that extroverts performed better than introverts. Thus, how about the influence of extraversion in reading skill?

According to Peregrine (2009), to extroverts, an activity such as sitting alone for extended periods reading books seems like torture. While to introverts, they are generally pursues reading far more aggressively than the extrovert, sitting down for hours at a time, and will do so for the sheer pleasure of it.

But, is that statement means that an introvert has better performance in reading rather than the extrovert? It cannot be concluded yet prematurely without a verification about it. To this reason, the writer tries to conduct a research dealing

with extraversion-reading relationship, in the light of there is less research which focused on that matter.

1.2 Formulation of Research Question

In reference to the background of the problems, the writer formulates a research question as follows:

Is there any significant difference in students' reading comprehension ability between those with introvert and extrovert personality at SMA N 2 Kalianda?

1.3 Objectives of the Research

Based on the statement in formulation of research question above, the objective of the research is to find out whether there is any difference between the student with introvert personality and students with extrovert personality in their reading comprehension ability.

1.4 Uses of the Research

The uses of this research are expected to be useful theoretically and practically.

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

1.5 Scope of the Research

This research is about personality in learning English as a Foreign Language (EFL) in school context. But, because there are several types of personality within individuals, such as, self-esteem, empathy, anxiety, extraversion, aggression, and inhibition, this research takes only one type of personalities, it is extraversion (extrovert and introvert personality) to limit the scope of problems.

This research was conducted at SMA N 2 Kalianda. The subject of the research was students in the selected school. Hence, this study elaborates more about categorization of personality (extrovert and introvert) which then was compared with reading comprehension of the subjects. In this case, the researcher takes all types of text for X grade in the syllabus to be the reading test. So, this research is focused on personality (extrovert and introvert) and reading comprehension.

1.6 Definition of Terms

In this research, there are several terms that should be defined well to give understanding to readers as follows:

1. Personality is dynamic organization from the psychophysics in individual, which is can also determine the adaption uniquely toward the environment.
2. Extrovert is a type of someone's personality characterized by being outgoing, friendly, sociable, and talkative. It tends to be held up as axiomatically desirable and ideal.
3. Introvert is a type of someone's personality characterized by being quiet, and reserved.

4. Reading Comprehension is defined as the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process where the reader is not only seeing and identifying the symbols, but also understanding the meaning.
5. Reading Comprehension Achievement is a level of reading comprehension of the reader.

The explanation above is an introduction which provides information of background of the problem, formulation of research question, objectives of the research, uses of the research, scopes of the research, and definition of terms in this chapter.

II. LITERATURE REVIEW

This chapter discusses several points related to the theories used in this study, such as review of the previous research, reading comprehension, reading comprehension strategies, concept of teaching reading, personality factors in learning second language, extroversion and introversion, theoretical assumption, and hypothesis.

2.1 Review of the Previous Studies

There is no doubt that personality is one of the important factors which impacts the second language acquisition, and it is a complicated aspect which is affected by different factors, such as ethnic background, culture, and environment, and so on.

A newest research was done by Safdarian (2014). His study was an attempt to investigate the reading strategies employed by Iranian EFL learners at university level and their probable relationship with personality traits. Reading strategies were assessed using both a questionnaire (Reading Strategy Inventory) and semi structured interviews, while personality types were determined by using MBTI. Among the four scales of personality types, just the introversion and extroversion make a noticeable distinction among the participants who mostly are extrovert.

This study found a significant relationship between extroversion/introversion and reading comprehension strategies while the other personality traits were not correlated with any of the strategy categories. Introvert trait is positively correlated with strategy use suggesting, so it means introverts are more strategic readers while extroverts do not tend to use reading strategies.

Another study was done by Mall-Amiri (2013). The study was aimed to compare the performance of introvert/extrovert EFL learners on tasks of listening and reading. The design of this study is “A Criterion group design” which is a subset of Ex post facto design. In this study the personality type (Introversion and Extroversion) was the independent variable, the performance of students on listening and reading tasks were dependent variables and the level of language proficiency (intermediate level) and gender (female) were control variables. In this study it was demonstrated that the introvert EFL learners were significantly better at listening tasks than the extrovert ones. As for the second hypothesis the researcher was interested to know if extrovert and introvert students were different with regard to their performance on reading tasks. It was shown that the introvert learners with the mean score of (43.80) perform fairly better as compared with extrovert learners with the mean score of (41.15). However the difference between their performances was not statistically significant. One of the justifications that can be taken is that it might be that introverts have been known as studious and hard-working students compared to extroverted and outgoing ones. It gives the impression that they are more attentive and conscientious in certain receptive

tasks like reading. Therefore, this attentive personality type may contribute to their performance on the types of tasks which need concentration.

Another comparative study between extrovert and introvert personality from Lampung University was done by Purwaty (1997). The aim of her study was to find out the students' speaking achievement after compared extrovert and introvert personality. One class of fourth semester of ABA YUNISLA Bandar Lampung was chosen as the sample. The researcher used four techniques in collecting the data; there were observations, questioner, interview and score of speaking test. All the data were analyzed qualitatively. The result showed that student extrovert personality was better than introvert on speaking achievement.

And the last, a research correlation of language learning strategy with subject of 254 junior college students majoring in English was done by Wakamoto (2000). He found that extroverts tend to have 'functional practice strategies' and 'social affective strategies'. By implementing this strategy, extrovert people like to ask questions to other persons, or in other words, they communicate more with their surrounding, in this case, we are talking about communicating with teacher. Therefore, by having those strategies in communicating, extrovert people get benefit in this case than introvert does.

Although many studies, as mentioned before, have made a lot of endeavors to the study, it is not surprising that the results of so many experiments are unclear, and that any conclusions can only be viewed as tendencies, not absolutes. More new findings are expected to come up with further development in the personality

research area, and to put them into teaching practice of second language in order to the rapid development of second language teaching. So by looking for the previous study above, the writer will make further investigation about extrovert and introvert in this case is reading skill.

2.2 Reading Comprehension

Reading is the way of communication between a writer and a reader. When readers read written text of a writer, whether it forms in symbols, letters, graphs, etc., it means they do an interaction indirectly through the text. Readers try to get the meaning from what they read. In addition, according to Just and Carpenter (1980), reading can be construed as the coordinated execution of a number of processing stages such as word encoding, lexical access, assigning semantic roles, and relating the information in a given sentence to previous sentences and previous knowledge.

Everyone has a purpose when he/she is reading. Suparman (2005:1) states that there are two major reasons for reading; first is reading just for pleasure, the second is reading for information (in order to find out something or in order to do something with the information readers get). It is impossible if someone reads a text without any purposes. The purpose of reading will be gained if readers are able to comprehend the text well.

Reading a text means comprehending what the text is about because reading without any comprehension is useless. It just likes following words on page from left to right when we read. Thus, to comprehend the text, readers need good ability

in reading skill. Reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text. The nature of comprehension processes depends on a larger issue, namely the architecture of the processing system in which they are embedded. Although the human architecture is very far from being known, production systems have been suggested as a possible framework because they have several properties that might plausibly be share by the human system (Newell, 1973, 1980).

Based on Schank & Abelson (1977), there are six levels of comprehension, from the lowest to the highest, they are knowledge, comprehension, application, analyze, synthesize, and evaluate. The three lowest level; knowledge, comprehension and application, is included into rote learning which means learning without attaching much meaning to it. While the three others; analyze, synthesize and evaluate is belong to meaningful learning which means recognizing a relationship between new information and information already in long term-memory. Long-term memory is a collection of productions that are the repositories of both procedural and declarative knowledge. In the case of reading, this knowledge includes orthography, phonology, syntax, and semantics of the language, as well as schemas for particular topics and discourse types. A new knowledge structure is acquired in long-term memory if a new production is created to encode that structure (Newell, 1980). But, the statement did not makes sense, because reading is a process of predicting meaning based on the reader's knowledge of oral language syntax, semantics, and phonological cues. In other words, based on the reader's store of information about how language works from

his knowledge of oral language, a reader already knows something about how words are ordered and what kinds of meaning words possess in certain contexts.

One important property of working memory is that its capacity is limited so that information is sometimes lost. One way in which capacity can be exceeded (causing forgetting) is that the level of activation of an item may decay to some sub-threshold level through disuse over time (Collins & Loftus, 1975; Hitch, 1978; Reitman, 1974). Heavy processing requirements in a given task may decrease the amount of information that can be maintained. Working memory capacity is strongly correlated with individual differences in reading comprehension performance, presumably because readers with greater capacity can integrate more elements of the text at a given time

Overall comprehension is directly impacted by all three stages of the reading process; before, during and after. Each stage has a set of skills that are common to all successful readers. First, in pre-reading, readers need to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then they read and relate it to their schemata, and predict the content. Second is while-reading. In this stage, learners need strategies to comprehend the text such as questioning. The teacher can asks learners about the question of the passage and also clarify the answer to the students. The last is in post-reading, teacher needs to evaluate the strategy that is used by students and the quality of their comprehension. Many of these skills transcend one particular stage of the reading process. The reading process is a

dynamic process and everyone must find their own recipe to become a successful reader.

In line with the explanation above, it can be concluded that reading is process of getting meaning or information from written text, whereas reading comprehension is the level of understanding of the reader in comprehending text while they are reading.

2.3 Aspects of Reading

There are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.

1. Main Idea

   Segretto (2002: 12) sates that main idea of the reading selection is what the passage is mostly about. Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or at the end of the text.

2. Specific Information

   Supporting details are the fact and ideas that explain or show the topic sentence or main idea. It is supported by Mc. Whother (1986: 36) which state that supporting detail or specific information develops the topic sentence by giving definition, examples, facts, an incidents, comparison, analogy, cause and effect statistics and quotation. Supporting details help the reader to understand the text and its position sometimes after the main

idea or topic sentence. Supporting details or specific information develop the topic sentence by giving definitions, examples, facts, analogy, cause and effect, and also questions.

3. Inference

   Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an important skill because it helps the reader fills information that writer only suggests.

4. Reference

   Reference is word or phrases use either before or after the reference in reading material. In other words, such words are used, they are signals to the readers to find the meaning elsewhere in the text.

5. Vocabulary

   According to Marchado (2012: 56) a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Concerning with those statements indeed vocabulary is primary for everyone who wants to speak or to produce utterances of reading.

All the five aspects above are included by the writer in the reading test.

2.4 Personality in Language Learning

Human beings are born with their-own uniqueness. Allport (1937) in Lester (1995: 131) states that personality is a dynamic organization from the psychophysics in individuals, which can also determine his adaption uniquely toward his environment.

Personality refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reaction to other people, problems, and stress.

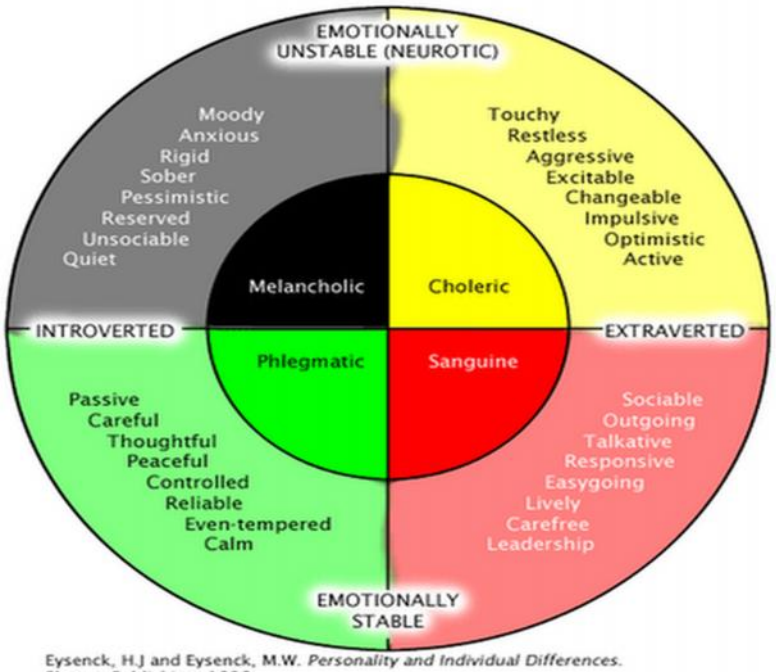
2.5 Extroversion and Introversion

Extroversion and its opponent introversion belong to personality types. Extrovert characters tend to be gregarious, while the introverts tend to be private. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982). An introvert values quiet time alone for thinking while an extrovert wants time with others for action. In case of social life, perhaps extrovert people are considered more desirable, but it 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.

Lightbown and Spada (2006) state that many classroom teachers believe that in second or foreign language learning, extroverts are more successful than introverts, particularly in their communicative ability. In the other hand, Brown (1994) claims that extroversion may be a factor in the development of general oral communicative competence, which require face to face interaction, but not in listening, reading, and writing. Furthermore, Crow and Crow (1958:187) explain some more details of the characteristic of extroversion and introversion. 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 in adapting with their surroundings. While 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 (1961) in Purwati (1997) divides individual's personality through the classification of typology. Personality types according to him can be divided into two types, they are extroversion and introversion. Each type has its own indication, such as sociality, activity, expansiveness and etc. Personality types according to Eysenck are as follow:



Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences.* Plenum Publishing, 1958.

The two dimensions, extroversion-introversion, and emotional stability-instability, define those four quadrants. They are explained as follow:

1. Stable extroverts (sanguine qualities such as - outgoing, talkative, responsive, easygoing, lively, carefree, leadership)
2. Unstable extroverts (choleric qualities such as - touchy, restless, excitable, changeable, impulsive, irresponsible)
3. Stable introverts (phlegmatic qualities such as - calm, even-tempered, reliable, controlled, peaceful, thoughtful, careful, passive)
4. Unstable introverts (melancholic qualities such as - quiet, reserved, pessimistic, sober, rigid, anxious, and moody).

Eysenck states that there is no pure extroversion or introversion of one's personality. The type of personality may change from one pole to another. We can only see the dominant type (whether the type is extrovert or introvert) in order to

see the personality of people. Therefore we can classify the individual into extraversion or introversion.

Moreover, the characteristic of extrovert and introvert personality can be seen from their style of work. 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 also space to complete the tasks. Other opinion comes from Hirsh and Kummerow (1994) who present the following statements concerning work, which might be said by extroverts and introverts.

Table 2.1 Work Style for Extroverts and Introverts

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

According to the explanation above, by knowing the characters and work style of both extroversion and introversion personality, it can be predicted the tendency of someone in giving response, giving us advantage when dealing with each type. We can predict what activities extraversion students will enjoy, what sort of teaching methods they require and what their learning styles are. We also assume

that those differences in especially to understand reading text in reading comprehension they use in its process.

2.6 Theoretical Assumption

Among the four skills in learning English, reading is an important one for students who learn English at senior high school. It is because they do not have the opportunity to interact with native speakers but have access to the written form of that language. By seeing the result from previous study, there are some different statements from each researcher. One claims that extroversion may be a factor in the development of general oral communicative competence, which requires face to face interaction, but not in listening, reading, and writing. Referring to that statement, the writer assumes that introverts have better skill in reading rather than extroverts. That is based on their work style and characteristics of each personality. Introverts have better ability to concentrate with their reading text where it is the point while doing reading test. In contrast, extroverts cannot stay any longer with the solitary and monotonous activity such as in reading.

2.7 Hypothesis

Based on the theoretical assumption, the researcher formulates the hypothesis as follows:

Ho : There is no significant difference between introvert students' reading comprehension ability and that of extrovert students.

Hı : There is a significant difference between introvert students' reading comprehension ability and that of extrovert students.

III. RESEARCH METHOD

This chapter examines how the research is done. This refers to what type or design of the research, who the population and the samples are, and how the data are gathered, judging the validity and reliability of the instrument of the data, data analysis, and also hypothesis testing which are coming subsequently.

3.1 Research Design

In this research, the writer used ex post facto research design. Ex post facto means systematic empirical enquiry in which the writer had no direct control of independent and dependent variables. This is due to their manifestation has already occurred or because they are inherently not manipulated. Inferences about relations among variables are made without direct intervention, from concomitant variation of independent and dependent variables (Ary et al:1979). The design of the research is illustrated as follows:

$$\begin{array}{c} G1\ T_1 \\ \hline G2\ T_1 \end{array}$$

G1 = Group of Introvert Type

G2 = Group of Extrovert Type

T_1 = Reading Test

Hatch and Farhady (1982:27)

3.2 Variables of the Research

There were two variables examined in this research: dependent and independent variables. The dependent variable is the main variable in a research. It is a product as a result of interaction between variables involved in that particular research. While independent variable is the variable which functions to influence the dependent variable. From the explanation above, the writer determined the variables as follows:

1. The introvert students are as the first independent variable. (x1)
2. The extrovert students are as the second independent variable. (x2)
3. Students' reading comprehension ability is as the dependent variable. (y)

Students were given questionnaire in order to find students who belonged to introvert and extrovert personality. Based on the result of the questionnaire, the researcher classified students into two groups: introvert and extrovert. The introvert and extrovert group were taken as the independent variable. Meanwhile, the dependent variable of the research was obtained from the students' reading test result.

3.3 Source of Data

The population of this research was students of the first grade in academic year 2014-2015, at SMA N 2 Kalianda. There were eight classes of the first year

students. The writer took three classesby using target purposive sampling, one class (class X2) as a tryout class and two classes (X1 and X3) as a sample class. The reason of choosing the first year students as the sample because the researcher wanted to know how far the first year students had mastered reading skill after graduating from junior high school and it was assumed that they had better performance compared with when they were in junior high school.

The total numbers of students taken by the writer were 98 students. The students of the classes were separated into two groups: extrovert and introvert.

3.4 Instruments

The instruments used for collecting data were questionnaire and reading test.

1. Questionnaire

Questionnaire was used to collect data of students' personality types. Questionnaire is very effective to measure aspects and variables in associated with personality, psychology, or sociology (Setiyadi, 2006). The questionnaire for personality test was taken from the test that is used many times to measure personality, named Eysenk Personality Inventory (EPI). The questionnaire was translated into Indonesian in order to minimize misunderstanding by the students. The questionnaire consisted of 40 items with 4 options in each question. The scoring system was: Always or almost always true of me (SS) = 4, Usually true of me (S) = 3, Usually not true of me (TS) = 2, and Never or almost never true of me (STS) = 1.

The following table is specification of questionnaire items.

Table 3.1 Table of Specification of Questionnaire Items

Items Number	Personality				Items	Percentage
	Extroversion		Introversion			
	Sanguine	Choleric	Melancholic	Phlegmatic		
3, 6, 12, 15, 18, 21, 27, 31, 33, 40	X				10	25%
1, 5, 9,10, 20, 25, 28, 30, 35, 39		X			10	25%
4, 8, 11, 17, 19, 24, 26, 29, 34, 37			X		10	25%
2, 7, 13, 14, 16, 22, 23, 32, 36, 38				X	10	25%
Total					40	100%

By using the result of the questionnaire, the writer classified the students based on extraversion level. Since both types of personality have 20 items for each, the group score were compared. If the score of extrovert items is higher and introvert is lower, the participants are classified as extrovert group. If the score of extrovert is lower and the score of introvert is higher, the participants are classified into introvert group. If the score of extrovert is as higher as introvert, the participants are classified as mediocre group. Here, the participants who included into mediocre group would be ignored.

2. Reading Test

A reading test which was appropriate for the first grade students based on the materials in syllabus of the school was given to test reading comprehension ability. In this case, the writer took five types of text (recount text, narrative text, procedure text, descriptive text, and news item) which were included in the

syllabus of first grade students. The test originally consisted of 50 items in multiple choices form. A try out of instrument was conducted prior to the data collecting sequences. 12 items were dropped from the reading test in order to get more reliable set of questions in the reading test. The result showed the ability in reading comprehension of the extrovert and introvert students.

Table 3.2 Table of Specification of Reading Comprehension Test

No	Reading Skills	Item Numbers	Total Items	Percentage
1	Identifying main idea	1, 11, 16, 21, 26, 36, 41, 48	8	21%
2	Finding specific information	7, 12, 27, 32, 42, 45	6	16%
3	Inference	10, 13, 15, 23, 33, 39, 44,	7	18%
4	Reference	5, 8, 17, 19, 29, 40, 46, 50	8	21%
5	Vocabulary	4, 9, 18, 20, 25, 34, 38, 43, 47	9	24%
Total			38	100 %

3.5 Procedure of the Research

There were some procedures of data collection applied by the writer, they were:

1. **Determining the Population and Selecting the Samples**

   The writer chose two groups from two classes and separated to be two groups as two different characteristics, extrovert and introvert students by distributing questionnaire of personality.

2. **Selecting Reading Test Materials**

   In selecting reading test, the writer looked at the syllabus used by the teacher of the sample class. Any material being taught which is corresponding with reading was taken into the reading test to see their

ability. In this case, the writer decided to take five types of text which existed in the syllabus for the first grade students of SMA Negeri 2 Kalianda.

3. **Distributing Questionnaire**

   The writer gave the questionnaire to students to be answered. Students were given 15 minutes to answer the questionnaire. The result of the questionnaire was used to group the students based on their type of personality.

4. **Conducting Reading Test**

   After distributing questionnaire, the writer administered the reading test to the students to see their score. The reading test was conducted in one meeting.

5. **Analyzing, Interpreting, and Concluding the Data**

   After collecting the data referring to the elements of reading, analyzing, interpreting and concluding the data gained was done. The data gained from the test were tabulated and calculated. The data were divided into two groups based on the students' type of personality.

3.6 Try Out of the Instruments

The research instruments were tried out to measure the quality in terms of validity, reliability, level of difficulty, and discrimination power. Here are some elements tested as follows:

1) Validity of the Instruments

Validity is a matter of relevance. It means that the test measures what is claimed to measure. To measure whether the test has a good validity, it can be analyzed from its face validity, content validity, and construct validity. Face validity concerns with how the test looks. Content validity is concerned whether the test is sufficiently representative for the rest of test or not. While construct validity focuses on the relationship between indicators within the test.

a. Validity of Questionnaire

Face validity of the questionnaire was achieved by arranging the questionnaire into the form of multiple choice-like arrangements. It made it easier to the students to understand when they tried to answer the questionnaire.

Then, the content validity of the instrument used by the writer was the content of the questionnaire itself. It was already achieved by simply looking at the table of specification. It was clear there that the questionnaire really wanted to measure the extraversion level of the students.

The last, construct validity of the questionnaire was achieved by looking at the relationship among indicators. If the indicators measure the same aspect, in this case whether it is extrovert or introvert, they have positive association. While negative association showed among indicators that measure different aspects.

b. Validity of the Test

A test is valid if it measures what its purpose to measure (Anderson: 1975 in Arikunto, 2007:65). According to Hatch and Farhady (1982: 251), there are four basic types of validity: face validity, content validity, construct validity, and

empirical or criterion-related validity. To measure whether the test had good validity or not, the researcher analyzed its content validity and construct validity since the other two were considered to be less needed. Face validity only concerned with the layout of the test. Meanwhile, criterion-related validity concerned with measuring the success in the future, as in replacement test.

Content validity was obtained by choosing the texts relevant with the topic in the syllabus being thought to the sample class, while construct validity focused on the relationship between indicators in curriculum within the test. Nuttal (1985) in Sari (2010) states that the validity of the instrument refers to construct validity in which the question represents five of sort of reading skills, i.e. determining main idea, finding the specific information, reference, inference, and vocabulary. Skills of reading in the test were a part of the construct validity and the item numbers were a part of content validity.

Table 3.3 Specification of Try-out Reading Test Items

No	Reading Skills	Item Numbers	Total Items	Percentage
1	Identify main idea	1, 6, 11, 16, 21, 26, 31, 36, 41, 48	10	20%
2	Finding specific information	2, 7, 12, 14, 22, 27, 32, 37, 42, 45	10	20%
3	Inference	3, 10, 13, 15, 23, 28, 33, 39, 44, 49	10	20%
4	Reference	5, 8, 17, 19, 24, 29, 35, 40, 46, 50	10	20%
5	Vocabulary	4, 9, 18, 20, 25, 30, 34, 38, 43, 47	10	20%
Total			50	100 %

2) Reliability of the Instruments

Reliability refers to the consistency of the measure. A test can be said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144).

a. Reliability of the Questionnaire

First, the result of the questionnaire was scored based on Likert scale with range of score is 1 to 4. The questionnaire consisted of 40 items. Then, in order to measure the consistency of items in the questionnaire, the researcher used Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is.

And for knowing the classification of reliability, the writer used the following scale:

a. Between 0.800 to 1.00 = very high reliability
b. Between 0.600 to 0.800 = high reliability
c. Between 0.400 to 0.600 = moderate reliability
d. Between 0.200 to 0.400 = low reliability
e. Between 0.000 to 0.200 = very low reliability

b. Reliability of the Test

Reliability refers to the consistency of the scores obtained and how consistent they are for each individual from one administration of the instrument to another. As Anderson (1975) in Arikunto (2007) cites that a reliable measures in one that

provides consistent and stable indication of characteristic being investigated. A test would not be a good parameter if the test were not reliable or constant.

Obviously, there were three basic methods for calculating reliability from an examination of consistency of the test. They were split-half method, Kuder-Richardson Formula 20, and Kuder Richardson Formula 21.

In this research, the researcher used split-half method to estimate the reliability of the test to make sure whether the test was appropriate for testing or not. In using the split-half method, the researcher classified the test items into two similar parts (the odd- numbered items and the even-numbered items). By splitting the test into two similar parts, it was supposed as if the whole tests had been taken twice. The correlation between those two parts encountered the reliability of the half test by using Pearson Product Moment (Hatch & Farhady, 1982:246). After the researcher has obtained the reliability of the half test, the researcher will use Spearman Brown's Prophecy Formula (Hatch & Farhady, 1982:246) to find out the reliability of the test.

To measure the correlation coefficient of the reliability between odd and even number, the researcher will use Pearson Product Moment (Hatch & Farhady, 1982:246) in the following formula:

$$r1 = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$$

r1 :the correlation coefficient of reliability between odd and even number
x : the total number of odd number items
y : the total number of even number items
x^2 : the square of X

y^2 : the square of Y

The criteria of reliability are:

0.80 – 1.00 : high
0.50-0.79 : moderate
0.00 – 0.49 : low

(Hatch & Farhady, 1982:247)

After getting the reliability of half test, the researcher used Spearman Brown's Prophecy formula (Hatch & Farhady, 1982: 246) to find out the reliability of the whole test as follows:

$$rk = \frac{2.rl}{1 + rl}$$

(Hatch & Farhady, 1982:247)

rk = The reliability of the test

rl = The reliability of half the test

The criteria area:

0.00 – 0.19 : Very low reliability
0.20 – 0.39 : Low reliability
0.40 – 0.59 : Average reliability
0.60 – 0.79 : High reliability
0.80 – 1.00 : Very high reliability

3) Level of Difficulty

Level of difficulty is related to how easy or difficult the items of test are from point of view of the students who take the test. Level of difficulty is generally expressed in the percentage of the students who answered the item correctly. To know the level of difficulty, the researcher uses the following formula:

$$LD = \frac{R}{N}$$

Where:

LD : the level of difficulty
R : the number of students who answer correctly
N : the total number of students following the test

The criteria of difficulty level are:

< 0.30 : difficult
0.30 – 0.70 : average
>0.70 : easy

4) Discriminating Power

The discrimination power refers to the extent to which the item differentiates between high and low level students on the test. A good item according to the criteria is one which good students will do well and bad students will fail.

To know the discrimination power of the test, the formula used is as follows:

$$D = \frac{U - L}{\frac{1}{2} N}$$

Notes:

D : discrimination power
U : the proportion of upper group students
L : the proportion of lower group students
N : the number of the students

The criteria are:

0.00 – 0.20 = poor
0.21 – 0.40 = satisfied
0.41 – 0.70 = good

0.71 – 1.00 = excellent
(Negative) = bad items (should be omitted)

(Heaton, 1991: 182)

3.7 Data Analysis

The data of the research were statistically analyzed. Causal comparative study used to analyze the data of the students' frequency of using learning strategies in relation to reading comprehension, i.e. questionnaire. Moreover, this research used Language Learning Strategy Questionnaire (Setiyadi, 1999) and was counted on Likert Scale (Setiyadi, 2006). Meanwhile, independent group t-test was also used to examine the result of reading comprehension. The data are computed through the Statistical Package for Social Sciences (SPSS).

3.8 Hypothesis Testing

The researcher tests the hypothesis proposed to prove the hypothesis whether it is accepted or rejected. First, the writer analyzed the data from the questionnaire to categorize the students into three groups, they are: extrovert, introvert, and mediocre. Two groups (extrovert and introvert) were analyzed further. The data from the reading test was analyzed to find out if the hypothesis was accepted or rejected by using the statistical analysis t-test with the level of significance α = 0.05. The formulation is as follows:

$$t = \frac{x_1 - x_2}{S\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with:

$$S^2 = \frac{(n_1 - 1)S_1{}^2 + (n_1 - 1)S_2{}^2}{n_1 + n_2 - 2}$$

Notes:

x_1 : the arithmetical mean of the introvert group
x_2 : the arithmetical mean of the extrovert group
S : standard deviation
n_1 : the number of students in extrovert group
n_2 : the number of students in introvert group

The proposed hypotheses are:

Ho : There is no significant difference between introvert students' reading comprehension ability and that of extrovert students.

H_1 : There is a significant difference between introvert students' reading comprehension ability and that of extrovert students.

The criteria are:

If the t-ratio is higher than t-table : H_1 is accepted

If the t-ratio is lower than t-table : Ho is accepted

V. **CONCLUSION AND SUGGESTION**

This final chapter offers the conclusion of the research findings and suggestions for the next similar research.

5.1 Conclusion

Referring to the discussion of the research result in the previous chapter, the writer comes to the following conclusion:

There is a significant difference in reading ability between the students with introvert personality and students with extrovert personality. It can be seen from the result that the mean score of reading for introverts group (71.96) was higher than that of the extrovert ones (63.75). Students with introvert personality are better in almost those five aspects of reading: identifying main idea, finding specific information, inference, and reference, except one aspect that is vocabulary. From the data, vocabulary aspect has the highest mean score among all aspects in reading for each group: introvert and extrovert.

The difference above is due to the fact that both introverts and extroverts have different ways in reading. Students with introvert personality have better ways in reading than the extroverts.

Their characteristics as introverts contribute a positive effect on their reading achievement in some ways, better than the extrovert ones do. In short, introvert students are in favor in terms of reading comprehension.

5.2 Suggestion

Based on the conclusion above, the writer puts forward some suggestions as follows:

1) Suggestions for the Teacher

a. It is suggested for the teacher to pay more attention especially for extrovert students with lower reading scores that they need to be able to concentrate on their reading text rather than what is going on in their surrounding when doing reading tests, for example by giving them other teaching techniques for reading to make them better concentrate.

b. It is also suggested for the teacher to collaborate the two types of personality in learning. One of the examples is pairing up an introvert student with an extrovert one in doing a task. This will benefit the students and the teacher himself since giving enough attention to all students is possible due to a large number of students in a class. Leaving the introvert one to take care the extrovert one when it comes about reading will be a good idea. The extrovert can learn from what the introvert offers and vice versa.

2) Suggestions for Further Research

a. This research was focused on one of four English skills, that is reading. Other researchers can try to apply it in different skills, especially the receptive ones, listening.

b. In this research, the writer used all kinds of texts in accordance with the existing ones in the syllabus for the first grade of senior high school as the tool to measure students' reading achievement. Further research can use wider range to get more reliable data about students' skill in overall, or narrow down the reading test in one certain type of text to get more focused result.

c. Developing a questionnaire in different ways may be a good idea. For example, giving the questionnaire to a student where he/she is required to answer the questionnaire based on his opinion toward his one particular friend. It will lower the chance for them to fake their personality.

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