READING COMPREHENSION ACHIEVEMENTS OF EXTROVERT AND INTROVERT STUDENTS TAUGHT THROUGH JIGSAW AND SQ4R AT SMA MUHAMMADIYAH 1 PRINGSEWU

(A Thesis)

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READING COMPREHENSION ACHIEVEMENTS OF EXTROVERT AND INTROVERT STUDENTS TAUGHT THROUGH JIGSAW AND SQ4R AT SMA MUHAMMADIYAH 1 PRINGSEWU

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ABSTRACT

This study was aimed at finding out whether; (1) there is significance different in students’ reading comprehension achievement after being taught through Jigsaw and SQ4R; (2) the difference in reading comprehension achievements between extrovert and introvert students; and (3) interaction between reading technique and personality traits. The population of this research was the tenth-grade students of SMA Muhammadiyah 1 Pringsewu, academic year of 2019/2020. The research was conducted to 21 students in first experimental class and 21 students in second experimental class. The 2x2 factorial design research was conducted based on the problems faced by researcher identified through results of the pre-observation. To collect the data, the researcher administered personality trait questionnaire, teaching reading, and reading comprehension tests. Then, the data were analyzed quantitatively.

The SPSS version 16 was employed to analyze the data. The results showed that; (1) there is the difference in students’ reading comprehension achievement after being taught through Jigsaw and SQ4R. The result revealed that significance level is less than 0.05 (0.001<0.05). Referring to the criteria H_{a1} was accepted; (2) there is no difference between extrovert and introvert students in reading comprehension achievements. The result also showed that the significance level is greater than 0.05 (0.746>0.05); (3) there is an interaction between reading techniques and personality traits. The result showed that F_{observed} is higher than F_{table} (12.50>3.34). In accordance with the findings, it can be inferred that Jigsaw technique is more effective to increase the students reading comprehension and both extrovert ad introvert are successful in increasing their reading comprehension achievement after learning with Jigsaw and SQ4R.

Keywords: 2x2 factorial design, Jigsaw, SQ4R, Reading Comprehension, Teaching Reading, Extrovert, Introvert, Students’ Personality
Research Title: READING COMPREHENSION ACHIEVEMENTS OF EXTROVERT AND INTROVERT STUDENTS TAUGHT THROUGH JIGSAW AND SQ4R AT SMA MUHAMMADIYAH 1 PRINGSEWU

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CURRICULUM VITAE

Aisyatul Vidyah Qori’ah was born on Februari 9th, 1995 in Oku. She is the first child of Drs. Suharno and Suyanti. She had a very cute little sister named Madinah.

She was the student of SD Muhammadiyah Oku until 2002 and she moved to SDN 5 Pringsewu Barat, Lampung and graduated in 2006. After that, she continued her study at SMPN 4 Pringsewu and graduated in 2009. Then, she continued her study at SMA Muhammadiyah 1 Pringsewu and finished her study in 2012.

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DEDICATION

By offering my praise and gratitude to Allah SWT for giving the never-ending blessing to me, this thesis is proudly dedicated to:

1. My beloved father, Drs. Suharno.
2. My beloved mother, Suyanti.
3. My beloved grandparents from my father, Jemingan and Ponirah
4. My beloved grandparents from my mother, Saiman and Sakini
5. My beloved little sister who I miss the most, Madinah
6. My beloved cousins, Ahmad Nurdin, S.E. and Yuyun Deswita Sari, S.Pd.
7. My always-be-there friends Faidzun Jatur Priona, Wira Nanda Prakasa, Reci Nabila, Rinanda Imelsa, and Amri Hidayat
8. My beloved friends of MPBI 2017
9. My almamater, University of Lampung
MOTTO

“Stop dreaming and start doing, what’s yours will find you”

(Aisyatul Vidyah Qori’ah)
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Gratitude and honor are addressed to all people who have helped and supported the researcher for the completion of this thesis. Since it is necessary to be known that this thesis will never come into its existence without any supports, encouragements and assistances from several outstanding people, here the researcher would like to address her gratitude and honor to:

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Hopefully, this thesis will give a positive contribution to the educational development and also for those who want to carry out further research. The researcher is completely aware that this thesis far from perfection. Therefore, constructive input and suggestion are expected to compose a better thesis in the future.

Bandar Lampung, 14 November 2019

Aisyatul Vidyah Qori’ah
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I INTRODUCTION

This chapter discusses several points; introduction that deals with background of the problem, research questions, objectives of the research, scope of the research, use of the study, definition of terms are clarified as follows.

1.1. Background of the Problem

Language communicates meaning and allows the sharing of information, ideas, and perspectives. When written messages are able to understand, texts can be wonderfully inspiring, enjoyable, and transforming experience. Reading can offer alternative perspectives on the world and students’ imagination to create new ways of thinking. However, students who struggle with reading problems often read “word by word”. They do not understand how to “chunk” words and phrases into meaningful group (Tanskerley, 2003). Consequently, the students cannot sharpen their critical thinking and grasp the ideas of the text they read.

Moreover, teacher as the key factor in the learning process should motivate the students to attend actively in reading class. For this reason, the teacher may offer guidance in helping them to engage in the thinking process (Brown, 2001). However, the guidance that works for one learner might not be worked for others. Since every student is unique, it is called as individual differences that influence
the students in various instructional contexts. Successful readers have been seen as not only good at reading skills but also personality adjusted. The personality of an individual affects student’s performance, image, progress and happiness in life and career (Bhatti, 2011).

Personality can be divided into introvert and extrovert. Of course, every student is extroverted or introverted in some degree, but not in the same degree. Extroverts performed better than introverts in oral language test, while to introverts, they are generally pursues reading far more aggressively than the extrovert (Davies, 2004). On the other hand, extroverts performed better than introverts in the background noise condition in reading comprehension test by using noise from television (Heaven, 2003), garage music (Furnham and Strbac (2002), and from the complex music distraction (Furnham and Allass (1999). It can be said that extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

In relation to both extrovert and introvert personality, the teacher’s role is very important in creating the situation where the students with different personality, in this case, introvert and extrovert, can be engaged in the reading process since Safdarian (2014) in his study says that there is the relationship between extroversion/introversion and reading comprehension strategies. Therefore, the collaborative jigsaw classroom can be one of many to be used in the learning and teaching reading since jigsaw aims to help students work cooperatively, to figure out the ordering of paragraphs in the reading passage (Day, 1993). Jigsaw in reading is conducted by giving tasks where parts of a reading passage are given to
small groups. Jigsaw activity involves breaking the class into groups and assigning each group to read a selected piece of text or focus on a particular aspect of lesson content for the purpose of becoming “expert” in it (Powell and Powell, 2011). They share their ideas, knowledge, and strategies while learning process in the expert groups (Yuhananik, 2018). Jigsaw requires students to master a section of text, to teach what they have learned to others (Jonson, 2005) and highly boost their learning motivation because students can share and negotiate the build of the way of thinking (Nurbianta and Dahlia (2018).

In contrast to the Jigsaw technique which makes students work cooperatively, another promising alternative instruction can make the students more focus to comprehend the text they read individually, that is SQ4R (Survey, Question, Read, Record, Recite, Review) technique. This technique has clear stages in learning process related to the six steps in each letter it has (Khusniyah and Lustyanti, 2017). It can equip learners with systematic approach to the types of reading (Wardyani, 2018). The students can manage their ability to understand the reading text. This technique has a good effect on students’ reading comprehension (Bazar and Gurbuz, 2017) and very well to be used in learning teaching process (Simbolon and Marbun (2017).

Considering to those related studies, the two different techniques are really appropriate to promote the students’ reading comprehension. However, there is no study who had compared the two techniques deeper in accordance of extrovert and introvert personality. Jigsaw gives the opportunities for the students to work cooperatively while SQ4R provides them to work individually. Furthermore, the
paradigm of extrovert students is that they will fit with cooperative learning, while introvert students will like to deal with competitive learning which not involves many people in accomplishing the task. Yet, the activities in Jigsaw may give more benefit for introvert students than those facilitated in SQ4R, and vice versa. Therefore, this study is employed to look into whether there is significant difference between introvert and extrovert in reading comprehension achievement after being taught through two different techniques, they are Jigsaw and SQ4R.

1.2. Research Question

Based on the background of the problem above, the writer would like to formulate research question as follows:

1. Was there any statistically significant difference of reading comprehension achievements between the students taught through Jigsaw and those taught through SQ4R?

2. Was there any statistically significant difference of reading comprehension achievements between extrovert and introvert students taught through Jigsaw and SQ4R?

3. Was there a statistically interaction between the teaching technique and students’ personality on students’ reading comprehension?

1.3. Objectives of the Research

Based on the research questions, the writer would like to formulate the objectives of the research as follows:
1. To find out whether there was a statistically significant difference of reading comprehension achievement between the students who were taught through Jigsaw and SQ4R?

2. To find out whether there was a significant difference of these things between the extrovert and introvert students?

3. To find out whether there was a statistically interaction between the teaching technique and students’ personality on students’ reading comprehension.

1.4. Scope

The problem of this research is particularly focused on investigating the difference of reading comprehension achievement between extrovert and introvert students who were taught through Jigsaw and SQ4R technique. The participants of this study were the first grade students of SMA Muhammadiyah 1 Pringsewu.

1.5. Uses

This research was hopefully useful both practically and theoretically:

1. Theoretically, this research can give contribution to our ability about using Jigsaw Technique and SQ4R in helping the students with different students’ personality in reading comprehension. it also allows the future researchers to analyze deeper about using authentic literary works in language teaching in their future researches.

2. Practically:

   **For Teacher**

   Practically, this research can provide the English teacher to use alternative techniques such as Jigsaw and SQ4R in teaching and learning process and to
pay attention to the students with different personality. This research also provides the English teacher to encourage the students to like reading.

**For Students**

The students can be trained to work cooperatively and share their own ideas to their partner.

**For Other Researcher**

As the information for other researchers who are interested in the research related to this topic.

1.6. Definition of Terms

There are some terms used by the researcher to make clear and to avoid misunderstanding. They are clarified as follows:

1. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

2. Jigsaw is the method used to help students work cooperatively, to figure out the ordering of paragraphs in the reading passage.

3. SQ4R is a technique to help all students get the information that they need from the textbooks.

4. Students personalities refer to the preferential ways in which the students absorb, process, comprehend and retain information. This research focusses on extrovert and introvert.

5. Extroverts can be defined as the learners that friendly and enjoys talking to and being with other people.
6. Introverts focus on whole thing of the learning material, whether a passage or a sentence. They generally prefer solitary to interacting with large groups of people.

This chapter has discussed about background of the problem, research problem, objective of the research, uses of the research, scope of the research, and definition of terms.
II REVIEW TO RELATED LITERATURE

This chapter provides literature review related to the research problem. Reading comprehension, narrative text, Jigsaw technique, SQ4R technique, characteristic of extrovert and introvert personality, previous study, theoretical assumption, and also the hypothesis of the research are clarified as follows

2.1. Reading Comprehension

Reading is a very important part in human life where people can explore the world, whether it is about countries that have never been visited or even about something that has never been known before. Reading also can make people know about the great people in the past. Reading is not only a process how to get information. It also needs understanding and comprehending to get the point of the text. Deep comprehension of the sentences requires the construction of referents of nouns, a discourse focus, presuppositions, and plausible inferences (McNamara, 2012). Comprehension can mean the process by which a person understands the meaning of written or spoken language.
Reading comprehension occurs when readers recognize the form of words and the meaning so that the explicit information can be understood. It is also as an activity to relate reader’s knowledge and author’s knowledge in order to make a new experience of understanding. Beck and Sandora (2016) assumes that comprehension is an outcome of close reading or a prerequisite to close reading. Surface or gist comprehension comes first and allows one to go on to close reading. Close reading is keen attention to the details of language and structure for the purpose of appreciating an author’s craft and figuring out how broader-level meanings are developed.

Reading comprehension is the ability to read the text, process it and understand the meaning of the text. The individual abilities to comprehend the text are influenced by traits and skills. It is defined as the level of understanding of a text or of the message of the text. The understanding comes from the interaction between the words that are written and how their trigger knowledge outside the text. Kibui (2012) argues that comprehension means identifying words by learning letter-sound relationships first and then decoding words by letter-by-letter. It also means constructing meaning, and using everything the reader knows in order to do it.

Reading comprehension is a process that involves the orchestration of the reader’s prior knowledge about the world and about language. It involves such a predicting, questioning, summarizing, determining meaning of vocabulary in context monitoring one’s own comprehension, and reflecting. Reading
comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Caldwell, 2008)

Simply put, reading comprehension is the act of understanding what people are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during, and after a person reads a particular piece of writing. Reading emerges as a crucial consideration in the assessment of reading ability. Items of comprehension assessment target are included the main idea, specific information, inference, reference, and vocabulary in context (Brown (2004). All items will be explained as follows:

1. **Main Idea**

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Main idea is the most important idea stated in the topic sentence and developed by supporting sentences in a single paragraph. Commonly, the main purpose of comprehending is getting the main idea. Thus, the main idea is actually the point of the paragraph. It is basically the most important thought about the topic.

2. **Specific information**

Commonly, supporting sentence or stated detailed develops or explain the topic sentence by giving reasons, facts, an incident, comparison, analogy, cause and
effect. Specific information exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2001).

3. **Reference**

Reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object. Reference is a relation that obtains between expressions and what speakers use expressions to talk about. Reference are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text.

4. **Inference**

Inference is about guessing something from the information which have we read or know. It is drawing a conclusion after considering all the facts; one of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Inference usually has to be derived from processing pragmatic information (Brown, 2001).

5. **Vocabulary in Context**

Vocabulary, is all the words which exist in a particular language or subject. The ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. One way for learners to make
guessing pay off when they do not immediately recognize a word is to analyze it in terms of what they know about it (Brown, 2001). Vocabulary in content can be seen from the prefixes, suffixes, roots that are similar, grammatical context, and from semantic context that may give clues.

Based on the definition about comprehensions above, it can be inferred that in understanding written material, the students need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read because reading comprehension means as an ability to understand the meaning or importance of something or the knowledge acquired as a result.

2.2. Narrative Text

Narrative text is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers. It is created in a constructive format that describes a sequence of fictional or non-fictional events. The important part of narration is the narrative mode, the set of methods used to communicate the narrative through narration. According to Bal and Boheemen (2009), narrative text is a story that is ‘told’, conveyed to recipients, and this telling requires a medium; that is, it is converted into signs. As was evident from the definition of a narrative text, these signs are produced by an agent who relates, who ‘utters’ the signs. Furthermore, McQuillan (2000) points out that in every narrative text, one can point to passages that concern something other hat events: an opinion about something, for example, or a disclosure on the part of narrator
which is not directly connected with the events, e description of a face or of a location, and so forth.

In generally, narrative text described as the structural framework that underlines the order and manner in which a narrative is presented to a reader, listener, or a viewer. Narrative can also be written to teach or inform, to change attitudes or social opinions. Narrative sequences the characters in time and place but different from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved. Carrasquillo, et. al (2004) argue that narrative text is found in stories and has a structural organization that includes a beginning, a middle, and an end of the story. The student’s understanding of the structure of the txt facilitates their comprehension.

Narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways. Narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. It is also as a description of a series of events, either real or imaginary, that is written or told in order to entertain people. Barthes as cited in Hanne and Kaal (2004) assumes that narrative is first and foremost a prodigious variety of genres, themselves distributed amongst different substances – as though any material were fit to receive man’s stories. Narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation.
Narrative text is a story of complication or problematic events and it tries to find resolutions to solve the problems. An important part of narrative text is the narrative mode, the set methods used to communicate the narrative through a process narration. It purposes to amuse or to entertain the reader with something that there in the story. There are at least four stages in a narrative, with steps often repeated to increase the suspense and complexity (Baskerville and Wagner, 2000: 8). A simple narrative will have:

1. Orientation: It serves to capture attention, establish the mood and introduce characters. It also sets the scene by creating a visual picture. The orientation of narrative text creates the first impression, and hints at the direction of the story (and the conflict that will ensue) to tantalize the reader.

2. Complication: conflicts or crises affecting the main characters either directly or indirectly. These crises could be actual or imagined, psychological or physical.

3. Series of events: the story continues through a series of expected or unexpected events that allow for further complication or resolution.

4. Resolution: it is the solution to the conflict. One way is to have a final twist or reversal, which depends on the lead-up of the whole story. This works by setting the reader up to expect one thing to happen and then at the last moment reversing that expectation.

5. Reorientation/coda: it sets the scene again and locates the characters in it.

Table 2.2 The example of Narrative text:
Once upon a time, there was a man who was living in north Sumatera. He lived in a simple hut in a farming field. They did some gardening and fishing for his daily life.

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed her to be his wife. She said, “Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster”. The man made the deal and they got married, lived happily and had a daughter.

Few years later, this daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father’s lunch. Unfortunately, he found out and got furious, and shouted; “You dammed daughter of a fish”. The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became
Based on the definitions above, it can be inferred that narrative text is a text which function to amuse, entertain, and to deal with actual or various experience in different ways. Narrative is one of the most powerful ways of communicating with others. Narrative text can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story.

2.3. Jigsaw Technique

The Jigsaw is a technique of organizing classroom activity that makes students dependent on each to other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw. The definition about Jigsaw will be explained as follows:

2.3.1. Definition of Jigsaw Technique

Jigsaw technique was originally developed by Aronson (1978). It is a special kind of information gap activity. Jigsaw technique involves every student in the group is having information that no one else has. Therefore, it involves a balance of information between students with each student is having about the same amount of unique, essential information. The jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully reducing racial conflict and increasing positive educational outcomes. Just as in a jigsaw puzzle, each piece-each student’s part-is essential for the completion and full understanding of
the final product. If each student’s part is essential, then each student is essential; and that is precisely what makes this strategy so effective.

Jigsaw makes the students rely on each other for information in a way which puts on students above others. Jigsaw technique is a technique which has a strong effect on students’ attitude to learning, social relationship among students in a group (Aronson, 1978: 43). Each student is valuable in the group. Jigsaws are made of parts that fit together like the pieces of Jigsaw puzzle. Each time, there are made four different passages on the same different topic. Every passage has its own point of view on the subject. Sometimes, the students will agree with what a passage says (Sivell and Yang, 1993: 1). The student’s job is always to develop his/her own opinion about the topic, agreeing of disagreeing with individual passages as students wish. Students can work on “Jigsaws” in two ways, by writing about them or by discussing them orally. Both writing and taking will bring students two big advantages. Firstly, students will get a lot of very useful practice in seeing, criticizing and handling the strengths and weakness of various arguments.

This technique can be used to assign students to reading groups composed of varying skill levels. Ashcroft and Peck (2013: 25) say that Jigsaw reading provides the opportunities to talk about reading and the difference between passive approaches and interrogative approaches. In this technique, a complex piece of reading is divided into parts and groups are invited to summarize each part without having read the other parts. From the summary a composite reading
is formed and recorded on a flip chart. Students, having gone through this process, are better able to tackle the reading of difficult articles. This technique can assess the present level of understanding of the class or help the students to deepen their understanding through discussion of the composite record or the reading. Above all it encourages an active, interrogative approach to reading.

Jigsaw will benefit students to work together on the section of the text have been assigned. They become the expert on their part of the reading puzzle. Later, students will form new groups with classmates who read other sections of the text. The students collaborate, with each member of the group sharing their expert knowledge of the text (Baker, 2013: 99). Therefore, it can be seen that this is a powerful activity that delivers tremendous benefits to all students.

Based on the reasons, it can be said that building on students’ real interest in the content of the Jigsaws themselves, in their own views about the jigsaw topics, and in the ways in which various passages manipulate reader attention and judgement. It is possible to move into more technical activities that focus on the better details of reading comprehension aspects. Besides, there are several studies implementing the similar topic of the use Jigsaw in reading comprehension activity.

2.3.2. Previous Study of Jigsaw

There are several studies that deal with the same topic; Jigsaw and the use of it in reading comprehension activity.
First is Widoyoko (2013) who had done the study regarding to the use of Jigsaw to increase the students reading comprehension achievement. The result of the article showed that there is a significant difference in the reading comprehension ability between students who are taught by using Jigsaw technique and those who are taught without using it. It means that the students read interesting reading text that can make them enjoy. The second study was conducted by Nurbianta (2018), who conducted a study to assess students’ achievement in reading comprehension through the use of Jigsaw. In obtaining the data the researcher used the instrument, the researcher administered the two test, they are pretest and posttest. The result showed that the result of posttest slightly higher than pretest. The researcher also says that teaching and learning process through Jigsaw is relevant with the theory because happening social interaction with member of group more over a skillful teacher is meaningful way to develop students’ competence. It means that students who learn reading skill in a group through Jigsaw will highly boost their motivation because students can share and negotiate to guide the way of thinking.

The other related study was done by Yuhananik (2018) who investigated the use of Jigsaw to improve students reading comprehension. The study found that in Jigsaw class, it gave students opportunity to interact meaningfully with reading material and gave students responsibility for presenting aspects of language skills. Class discussion provided students the chances to talk and hear each other. It enables teachers to interact with students and provide opportunities for students to share idea and develop their ability to communicate each other. besides, other
research was conducted by Awwaliya (2013) who investigate about using Jigsaw reading technique in improving students’ reading comprehension. the researcher used the reading comprehension test as the instrument. The result showed that Jigsaw significantly improve the students’ reading comprehension. That meant that the teaching reading comprehension by using Jigsaw gives a large effect toward the students’ achievement.

The previous studies prove that Jigsaw benefits students to share the ideas with each other, developing social interaction among the group members, accepting the role, which has assigned, during the class activity by the students. Furthermore, each member of the group has the same chance and responsibilities to the content and also could work together to accomplish shared goals and do the reading assignment cooperatively rather than competitively and individualistically.

2.3.3. Procedure Teaching Reading through Jigsaw

In implementing jigsaw technique, the teacher needs to make every learner active. Meanwhile the role of teacher is a facilitator of the students learning. Certainly, the teacher has many roles to fulfill, since the teacher is a manager of the classroom activities. during the activities, the teacher acts advisor, answering students question and monitoring their performance.

The procedure of jigsaw in the class is divided into three terms: Pre-activity, While activity and Post activity (Aronson, 1978). First, Aronson place the students in small groups of five or six students each. In Jigsaw classroom, he gave students the text that consisted six paragraphs. The text is cut into six one-
paragraph sections and gave each child in the person learning group one of the paragraphs. Thus each learning group had within it the entire text, but each student had no more than one-sixth of the story. In order to learn the content of the text, the students had to master their paragraph and teach it to the others in their group. The temporary groupings called as “expert groups”. The “expert” groups provide all students with the opportunity to get a clear idea of how to present the material—regardless of prior inequities in skill or preparation.

After spending ten or fifteen minutes in their expert groups, the students went back to their original jigsaw groups, where they informed that they had a certain amount of time to teach that knowledge to each other. They were also told that, at the end of time (or soon thereafter) each student would be tested on her individual knowledge of the text given. Clearly, the students had to depend no one another to learn all their material.

2.3.4. Advantages of Jigsaw Technique

Jigsaw helps students in learn the content of the subject (the text) because they have practiced in peer teaching. Jigsaw which requires the students understand the material at a deeper level. Then, it has a strong effect on attitude in learning and social relationship among students in group because each student has chance to contribute meaningfully to discussion, something that is difficult to achieve in group discussion. Each student develops an expertise and has something important to contribute (share information). So, cooperation and communication are necessary and students are active participants in the learning process is needed.
Jigsaw also enables the students to understand the text because students are required to prepare the answers of a specific question in order to insure adequate students’ preparation. Students have a specific task that asks the students to plan how they will be taught what they have learnt. So, member of the group has to work together in order to establish a common goal. Each member is interdependent on each other. cooperation and communication are necessary because no one can success completely unless each member contributes.

2.3.5. Disadvantages of Jigsaw Technique

In contrast to the advantages, jigsaw also has some disadvantages such as it requires long time to prepare students to be assigned to work in groups. This happened because they are heterogenic member that must be clear how to work in group and out of group needed by all other participants to complete the given tasks. But there is one leader in their member who is usually dominant in unsuccessful group. If they cannot work in group, they cannot get sufficient information. It also requires some time to make group which is heterogeneity in their ability. Because there is one student as a leader, who is responsible for being fair, and he/she is spreading participant evenly and in order to reduce a problem in their group. Then, all students in the home group now “expert’, each member must be responsible in their information, because students work with other individuals from other groups working on the same segment on the report. The students who do not prepare themselves to make the best information possible to the other group and to add the group, will be categorized as a bad member.
2.4. SQ4R (Survey, Question, Read, Recite, Reflect, Review)

SQ4R stands for survey, question, read, recite, reflect, and review. These six steps can help students learn and remember what they read more effectively. The definition of SQ4R will explained as follow:

2.4.1. Definition of SQ4R (Survey, Question, Read, Recite, Reflect, Review)

SQ4R is a technique designed to help students to be more effective and productive use of their text books. SQ4R is based on SQ3R that originally created by educational psychologist Francis Robinson in 1941 (Blerkom, 2009). SQ3R is one effective series of procedures for approaching a reading text through following the steps that are consisting of Survey, Question, Read, Recite, and Review (Brown, 2001: 315). Then, a fourth “R” (Relate) has been added to system to remind students to take note (Wong, 2008: 216). This is designed to help students better retain the material by encouraging them to relate it directly to their own life.

However, according to Coon and Mitterer (2011: xxxiii), the traditional SQ4R term “Relate” has been replaced by the term “Reflect”. Knowledge builders have been structured so that students can more easily see the connection with the reflective SQ4R. specifically, the Reflect section provides both Relate question and Critical Thinking questions. This combination makes it more explicit that relating new information to personal experiences and thinking critically about new information are both forms of reflective cognition.
Being reflective when you read a textbook involves asking yourself if you understand what you are reading, how it might relate to things you already know, what new questions your reading might trigger, and so on (Coon and Mitterer, 2015: xix). Doing reflective process can enhance students’ understanding through self-reference which the students relate what they have reading to the information that already know well and critical thinking which the students doing summarize, compare, analyze, critical thinking which the student doing summarize, compare, analyze, critique and synthesize. Furthermore, SQ4R aimed to develop students’ cognitive by reading comprehension, full of concentration, and practice students’ ability to improve their skill in guessing and think critically (Basar & Gurbuz, 2017: 133).

The method can be applied not only in individual learning but also in the class with the instruction for each steps. The steps are Survey, Question, Read, Recite, Reflect, and Review. Although it will be time consuming at first, students are avoided to choose only several steps if they have already made it as a habit. Therefore, it can be said that by using SQ4R technique, the students can encounter other reading systems in their various textbooks. Besides, when students analyze the step in those systems, they will notice that many involve different labels for essentially the same steps because these steps are powerful process that are proven to increase comprehension and enhance learning.

Based on all the theories, it can be inferred that SQ4R can be the effective technique to help students get the information that they need from the text. Every
steps in SQ4R technique makes the students increase their concentration and build confidence in ability to recite and take tests.

2.4.2. Previous Study of SQ4R

There are several related study of SQ4R technique in promoting the students reading comprehension. A study was conducted by Khusniyah & Lustyantie (2017) to investigate about improving English reading comprehension ability through SQ4R. They have shown that SQ4R technique learning process can easily perform reading because each step presented varies and the teacher can also establish stable interactions with students. Observation and reading comprehension test were administered as the instruments. The result showed that this technique is a better influence on student progress learning. This technique can also be used in advanced courses or other subjects. This is because the basic theory in this technique is easy and flexible to suit the learning needs. Thus, the technique can be one of the recommended learning techniques, especially reading learning. Besides, similar research was also conducted by Simbolon (2017) which focused on improving students’ reading comprehension ability by using SQ4R. The result showed that SQ4R can improve the students’ reading comprehension. It also showed that there is significant difference of reading comprehension between students who implement SQ4R learning technique with students who implement learning using conventional learning.

Then, Sari, et. al (2018) have also studied about the effect of SQ4R for the primary school students. After analyzing the students work, it was found that
SQ4R technique in Elementary School as a whole is very efficient. The result showed learning materials reading comprehension using SQ4R technique can be known through students’ activity, process assessment, and assessment of reading comprehension result learners. The result provided an illustration that the teaching materials are very efficient and can assist in implementing the learning process of reading comprehension in Elementary school.

Based on the above previous studies, it can be concluded that the SQ4R technique is the right choice for learning problem to understand the content of the reading which is supposed to improve reading comprehension of the students. SQ4R provides opportunities for students, so that the students can directly participate in learning. The students also can know the extent to which they understand the reading material.

2.4.3. Procedures of Teaching Reading through SQ4R

The steps of SQ4R will be explained as follows:

a. Survey

Students are going to do skimming in this step. If the students read a lot of chapter of the textbook, students should skim through the heading, sub heading, summaries, examine bold word, italic word, the picture or another visual aids. Meanwhile, if the students only focus on text, they will skim over the title or heading, main ideas, or examine the picture if it is found. The purpose of this step is to get the general idea (Coon and Mitterer, 2015: xviii),
b. Question

In this step, students develop question that they can answer when they are reading the text (Coon and Mitterer, 2015: xviii). Students can write WH question of what, why, who, when, where from heading, sub heading, or title and main idea that they get from previous step. The purpose of the questions is to establish a basic for more understanding text or material before students read a whole of the text. In this step, the students make questions with the expectation that they will find the answers in the following steps.

c. Read

Students read the text with keeping questions in mind to seek answers to questions. They can mark the additional information if it is needed but they cannot take a note while reading. In this step, the students only read the text carefully (Coon and Mitterer, 2015: xix)

d. Recite

In this step, the students check their understanding by trying to answer the questions using their own words. In the step or recite, students can summarize the text in a brief note if it is needed (Coon and Mitterer, 2015: xix). It also called by correction step where the students can recall their memory and correct the answers by looking back and reread the text if they cannot find the answer. Summarizing information after reading is method of self-testing in
which summarizing information after reading is method of self-testing in which students recall and memorize how much information is understood.

e. Reflect

This step can be called as record or reflect. This step is an important step where the students do self-reference ad critical thinking. The students think about and evaluate the information acquired from reading and to find a relation to the reader’s available knowledge. They can make a correlation between their notes and their life in order to help them easily in memorizing the answer that they have made in the previous steps. For example, the students’ note is about carnivore so the students could try to make relation between carnivore and her cat (Coon and Mitterer, 2015: xix)

f. Review

The last step, the reader takes place in the repetition and recital process in order to learn. Students look over their note or even reread the text, but students have better use their note rather than the text to refresh their memory. Coon and Mitterer (2015: xix-xx) state that students check their memory by reciting or quizzing. Quiz can be provided by theme selves or their teacher. In addition, its goal of this step is to make students learn in reciprocal process.

2.4.3. Advantages of SQ4R

Since in SQ4R strategy reader are asked to use their own idea about the text, SQ4R involves higher thinking skill like originality and creativity. It can be
interpreted as a conceptual framework that describes a systematic procedure by organizing learning experiences to achieve a specific goal even when the students work in individually. In addition, this technique also enhances the liveliness of student critical patterns because it forces students to link what knowledge or information they have had with reading and developing it and build students’ independency in finding solution, so it can challenge students to be active in learning. Thus, the analytical process also builds very well. Every steps in SQ4R technique increases the students concentration, reading efficiency, and interest through relate the new knowledge to previous knowledge. It spends less time memorizing facts and use less time reading and looking for things that already known.

2.4.4. Disadvantages of SQ4R

Since there are six stages used in SQ4R, this technique is consuming time, and making teacher’s function more challenging. It is not always successful because the students will have difficulty in following the next material, if they do not mastery the SQ4R technique. Besides, another disadvantages of this technique is in the third step of which the students answer the question while reading, then in answering the question students copy the answer from the text, rather than taking note using their own words. It decreases students’ in comprehension the text, and limit the students’ creative thinking.

2.5. Extrovert and Introvert Personality
In teaching and learning process, it is known that everything which is achieved in the classroom depends on what goes in the students’ minds. Indeed, students’ personalities is one aspect which cannot ignored. Students’ personalities are the way a person takes in, understands, express and remembers information. With different educational and cultural background, different style, and different learning experience, everybody differs in his ways of learning a foreign language, which leads to different degrees of success. The different preferred ways all usually referred to as “students’ personality”. The extrovert and introvert personality will be explained as follow:

2.5.1. Extrovert Personality

It has been hypothesized by Ponikwia and Dewaele, 2018: 5 who argue that extroversion is best exemplified by traits involving sociability, encompassing traits that involve energy and activity levels, sensation seeking, interpersonal dominance, and tendency to experience positive emotional states. Extroversion also implies an energetic approach to the social and material world and includes traits such as positive emotionally. Extroversion or an outgoing personality positively contribute to second language learning process of a learner. Besides, introverts, who represent the opposing pole of this factor, can be defined as serious, shy, avoiding meeting people, self-sufficient, passive, quiet, reserved, withdrawn, sober, aloof, and restrained. Their domain is more of thought than of action. Introversion is understood as “the tendency to be quiet and reserved with
other people, to shun crowds and excitement, and to act on thoughtful consideration rather than impulse”.

Extroversion is one of the variables in classifying type of personality. Eysenck (1957:18) states that extroverts is partly identified with fast accumulation and slow dissipation of reactive inhibition. In other words, extroverts are mentally more easily inhibited which implies that they are more susceptible to mental distraction hence do not have as much mental concentration as introverts do. Extroverts are more influenced by their surrounding than by their inner world. Extraversion is an orientation of one’s interest and energies toward the outer world of people and things rather than the inner world of subjective experience. Extrovert are relatively more outgoing, gregarious, sociable, and openly expressive. Extroverts like to travel, meet new people, see new places (Vandenbos, 2006:359). They are the typical adventures, the life of the party, open and friendly.

Extrovert is the type of personality which is also called choleric. In groups they like to talk, assert themselves, and draw attention to themselves. In addition, this is because the extrovert is a doer or leader. It is normal that this type of person likes pointing to others and speaking about what he wants people do. Eysenck (in Samimi, 2004:13) states that there are seven aspects of personality which are based on extrovert dimension. They are activity, sociability, risk-taking, impulsiveness, expressiveness, practicality, and irresponsibility. Their explanation as follows:
a. Activity

The person who has high activity tends to be active and energetic likes to do physical activities. He gets up early, does the activities quickly and different kinds of tasks.

b. Sociability

A person having high extroversion usually has high sociability. He has many friends easily, likes to go to a party, likes to do social activity, likes to meet new friends, and feels happy in friendly situation.

c. Risk Taking

Human being having high risk-taking value likes to live in dangerous situation and seek jobs that ignore the risk. He does the jobs without paying attention on his own safety.

d. Impulsiveness

The person who has this value likes to do something spontaneously without thinking firstly and make a quick decision.

e. Expressiveness

People having high expressiveness tend to their feeling freely. They usually like to show emotions such as sad, angry, afraid, and pleasant. They show that they have high extroversion.
f. Practicality

People who have high value on this aspect dislikes doing formal duty. He is dynamic and irresponsible in doing activities that relate to social dimension.

The natural virtual of the extrovert is ambition. They are dominant, strong and decisive personality that centers on getting things done by whatever means. The extrovert is also an optimistic person. The extrovert is successful in his school work. Being of an active temperament, he feels a continual inclination to activity and occupation. In his speaking and appearance gives him a good position especially when engaged in educational event, such as debating and delivering speech in school.

Therefore, it implies that there is tendency of the extrovert students to have better achievement in reading comprehension. Extroverted learners process a social learning style. In addition, they have acute verbal learning styles as well, often communicating through stories or being the first to volunteer for assignments and projects.

2.5.2. Introvert Personality

Introverts are tuned into their inner world with all its biases. Howard (2008: 296) states that introvert focus on the exploration of thoughts, feelings, and experiences. Introversion is orientation toward the internal private world of one’s self and one’s inner thoughts and feelings, rather than toward the outer world of people and things. Introversion is a board personality trait and exists on a
continuum of attitudes and behaviors. Introversion is the turning inward of psychic energy with an orientation toward the subjective (Feist, 2009:116). Introverts are relatively more withdrawn, retiring, reserved, quiet, and deliberate; they may tend to mute or guard expression of positive aspect, adopt more skeptical view or positions, and prefer to work independently (Vandenbos, 2006:499).

Eysenck (in Samini, 2004:15) states that there are seven aspects of personality which are based on introvert dimension. They are inactivity, unsociability, carefulness, controlled, inhibition, reflectiveness and responsibility. Their explanation as follows:

a. Inactivity

   It relates to the physical activities. person having this value does the task slowly. They are also tired and easy to sleep.

b. Unsociability

   People having unsociability tend to have a few close friends and like doing independent activities such as reading. they sometimes feel stressed in interacting with others.

c. Carefulness

   It is usual that person who has this value does the activities carefully. They avoid from dangerous things and does something this familiar and safe.
d. Controlled

The person plans and arranges the program before doing something. They plan their bright future and thinks before acting.

e. Inhibition

People do not like to express their feeling freely. They are not easy to feel angry and calm.

f. Reflectiveness

The person likes to make abstracts and interpretation, discusses, and answers the philosophical question.

g. Responsibility

People who have this character will be believed by others easily. They do duties well and always fulfill inner conviction.

Introvert students are typically serious to get understanding and as much knowledge as they learned when they interact in social life. That trait appeared because they look the life from serious side as the excitement. The great of his willingness to conquer the life contradicts with the reality which is not always good.

The strengths of the introvert students above are specified on several main traits. Introvert people spend a lot of energy trying to make sense of troubling events, so
they can avoid those events in the future. They do many things efforts diligently. They spend a longer time to finish the task. It means that they do not feel boring to the situation of the class. They know that they must learn well until the end of learning period.

Introverts are rigid. They improve their quality of intellectuality by training under well managed schedule because the introverts are planner, they make sure things happen, although sometimes they can paralyze themselves with over-analysis. The introvert students will appear neat and structured when they do duties. Other, can say that they make perfectly things done from the beginning until the last work they get used to finish in detail.

Based on the explanations above, it can be inferred that introvert is too much feeling person. The feelings sometimes impede his work in some cases, but the essential of the introvert is an adequate important to assist thought and analysis of others; they are deeply thoughtful and prone to be exceptionally intellectual.

2.5.3. Previous Study of Extrovert and Introvert Personality

There are some previous studies of extrovert-introvert personality in language teaching. The first 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 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
extraversion make a noticeable distinction among the participants who mostly are extrovert. This study found significant relationship between extroversion/introversion and reading comprehension strategies while the other personality traits were not correlated with any of the strategy categories. Introvert traits is positively correlated with strategy use suggesting, so it means that 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 if 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 perform fairly better as compared with extrovert learners. 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, the attentive personality type may contribute to their performance on the types of tasks which need concentration.

Another comparative study between extrovert and introvert personality was done by Purway (1997). The aim of her study was to find out the students’ speaking achievement after compared extrovert and introvert personality. The researcher used four techniques in collecting the data; there were observation, questionnaire, 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 245 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 surroundings, 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.

Based on explanation above, extrovert and introvert are the way a student think and learn the material. Although they are very contrast each other, the writer assumed that extrovert learners are as good as introvert learners. The writer interests to investigate extrovert and introvert learners because they are very contradicted. Both of them have their way in learning a foreign language. When
we have these kinds of learning styles of our students in the classroom, we are as the teacher need to find the best teaching techniques to apply in the teaching and learning process which is available for both of them.

2.6. Theoretical Assumption

In teaching and learning process, teacher meets many students with various attitude, behavior, intelligence, and also personalities. As mentions that this study wants to see the interaction among the students’ personalities, the teaching techniques, and their reading comprehension achievement, therefore, in this matter, the writer tries to describe the relationship between students’ personalities and teaching techniques with the students’ reading comprehension achievement by showing some related studies which found out that there were positive of significant correlation between each variable. The big questions occur based on these phenomena like whether there is a relationship between the students with different personality with their academic scores, and the different personalities with the techniques used by the teacher in the teaching and learning process.

Based on the statement of some previous studies, the researcher assumes that Jigsaw and SQ4R technique could help the students to improve their reading comprehension achievement. In jigsaw technique, the students can work together in the groups so they can share their ideas and make the students actively engaged in classroom activities. meanwhile, in SQ4R, the students learned how to get the ideas of the text structurally based on the steps that provided in SQ4R technique. The use of different techniques could give different effects for the students
especially for the students in different personality. The researcher assumes that there is the relationship between the students’ personalities and the teacher’s teaching techniques. Therefore, the teacher can choose the teaching technique of strategy that can help the materials because each student has different personality type especially for extrovert and introvert.

Since in the previous studies above had proven that the two techniques could be used to improve students’ reading comprehension. Based on the frame of theories presented above, there was no researcher who tried to compare Jigsaw technique and SQ4R technique deeper in students’ personality of extrovert and introvert. The researcher assumes that Jigsaw and SQ4R can be used to overcome the difficulty of comprehending the reading text for extroverted and introverted. So, in this research, the researcher compares Jigsaw and SQ4R technique with the deeper investigation to the personality traits of extrovert and introvert students in reading comprehension.

2.7. Hypothesis

Based on the rationale above, the hypothesis can be assumed that there will be the difference in reading comprehension achievement of students who are taught through Jigsaw Technique and SQ4R method. Moreover, there will also the difference in reading comprehension achievement of extrovert and introvert learners and interaction between teaching techniques and learning styles on students’ reading comprehension.
This chapter already discussed the review to related literature which deals with several points of theories. The next chapter discusses about the method of this research.
III RESEARCH DESIGN

This chapter discusses about the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students’ reading comprehension, validity and reliability, data collecting technique, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

This research employed four variables. They were extroverted students, introverted students, Jigsaw technique, and SQ4R technique. Extroverted students were often described as the life of party. Their outgoing, vibrant nature drew people to them, and they had a hard time turning away the attention. They thrived off the interaction.

On the opposite was introverted students. These people were typically described as more reserved. They might engage in a multitude of social activities. However, they needed time away from others to recharge their energy. They often needed to escape to their homes after a day out with friends at school.

Another variable used in this research was Jigsaw. Jigsaw was one of the cooperative learning techniques that had been used in language teaching and learning. Jigsaw provided opportunities for students to work in racially and culturally mixed groupings. It developed students’ skill of analysis, comparison, evaluation, and synthesis of information.
The last variable used in this research is SQ4R technique. SQ4R was stood for Survey, Question, Read, Recite, Reflect, and Review. This technique provided the students a systematic way of comprehending and studying the text. So, the students’ independency and effort in reading English text could be increased, and their achievement could be developed. The students also could attempt to develop insight into the topic and make associations among the important point noted while reading.

Related to those variables, the research was started by determining the research problem that concern in finding out the difference on students’ reading comprehension of extroverted and introverted in general. The population was the students of SMA Muhammadiyah 1 Pringsewu and the researcher took two classes as the samples, X IPA 2 as the first experimental class and X IPA 3 as the second experimental class. The material given to the students was about narrative text. The data collection was started from administering the personality traits questionnaire in order to determine the students into the extroverted and introverted. Besides, the students of non-sample class were given a try out in order to find out the quality of the reading comprehension test before it was used, whether the test is good or not in validity and reliability. After knowing the students’ personality in both sample class and knowing that the test items were good, the students were given a pre-test and it was continued by giving the treatments and gave them the post-test after the treatments.

In order to determine the increase of students’ reading comprehension achievement based on the result of pretest and posttest, the N-gain formula was
used. The tabulated data was analyzed by using Independent Sample t-test and Two Way Anova. Independent Sample t-test was used to compare “mean” from two different groups. Besides, the Two Way Anova was used because the research had two variables that were compared, and each variable has two levels.

In relation to those explanations above, the analysis of the data was retrieved through a 2x2 factorial design in which two independent variables were the type of the techniques in teaching reading comprehension and personality of the students.

Table 3.1 Research Design in the Chart

<table>
<thead>
<tr>
<th>Variable Technique (A)</th>
<th>Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jigsaw (A1)</td>
</tr>
<tr>
<td>Personality (B)</td>
<td></td>
</tr>
<tr>
<td>Introvert (B1)</td>
<td>A1B1</td>
</tr>
<tr>
<td>Extrovert (B2)</td>
<td>A1B2</td>
</tr>
</tbody>
</table>

The design showed that there were two experimental classes. Both classes were consisted of two different personalities, they were extrovert and introvert. The first experimental class was taught through Jigsaw technique and the second experimental class was taught through SQ4R technique. The posttest was administered after the treatments in order to find out the difference of students’ reading comprehension to both personalities in each class. The posttest was given to measure how far the improvement of their reading comprehension achievement after applying those treatments.

3.2. Reading Comprehension Test
Tests were intended to measure the learners’ ability in particular subject. In this research, the test employed was multiple-choice test administered to find out students’ reading comprehension before and after they were having a treatment. Besides, the try out test was administered in non-sample class in order to know the quality of the reading comprehension test before it was used, whether the test is good or not in validity and reliability. The result of reliability test showed that the cronbach’s alpha for the test was 0.791 with the criteria that the value of the instrument would be high and reliable if the final result showed score 0.60-1.00. it can be inferred that the reliability of the reading test was high (Appendix 7).

The content and construct validity were used in this research. The result of validity test showed that from 50 items reading comprehension test, there were 40 questions which were valid and 10 questions were not valid (Appendix 7). The specification of try out test after being tested was as follows:

**Table 3.2. The Specification of Try Out Test**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Total Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To identify the main idea of the text</td>
<td>9</td>
</tr>
<tr>
<td>2.</td>
<td>To identify the specific information that there in the text</td>
<td>9</td>
</tr>
<tr>
<td>3.</td>
<td>To identify the reference that there on the text</td>
<td>8</td>
</tr>
<tr>
<td>4.</td>
<td>To identify the inference there in the text</td>
<td>8</td>
</tr>
<tr>
<td>5.</td>
<td>To identify the vocabulary in context</td>
<td>9</td>
</tr>
<tr>
<td>6.</td>
<td>To identify the generic structure of the text</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

### 3.3. Data Collection
After calculating the validity and reliability test of the reading comprehension try out test, the researcher finally found out the quality of the test was good to be used in collecting the data. The data of the research was collected through pretest and posttest.

### 3.3.1. Pretest

The pretest was conducted before the treatment administered. It was administered to the experimental classes. The pretest was given before the treatment in order to know how far the competence of students in reading comprehension. The test was in multiple choice form. The material that was tested was based on the curriculum that is used in the school, it was about narrative text.

### 3.3.2. Posttest

The posttest was given after the treatment in order to know whether there was any improvement of students’ narrative text reading comprehension taught through Jigsaw and SQ4R technique. The test was in multiple choice form and the materials that was tested related to the curriculum that was used in the school and suitable with their level. The result of the posttest compares with the pretest in order to make sure whether the techniques improves students’ reading comprehension in narrative text or not.

### 3.4. Personality Questionnaire

The questionnaire was in Likert Scale that adopted from The Big Five Personality Test by Goldberg (1992). The questionnaire was in Bahasa Indonesia in order to minimize the misinterpretation by the students. The questionnaire was consisted of 10 items: 5 questionnaire items of extrovert personality and 5 questionnaire
items of introvert personality. The questionnaire was started with strongly disagree up to strongly agree towards the statement of each item and they were rated from 1 to 4 (Appendix 2). Moreover, since the questionnaire was developed using Likert Scale, a Cronbach Alpha was used to measure the internal consistency of the items of questionnaire. The result of the reliability test of the questionnaire showed that the Cronbach’s Alpha was 0.707 which was mean that it was reliable (Appendix 4).

3.5. Hypotheses Testing

To test the first hypothesis, Social Sciences (SPSS) windows version 16 will be used. The researcher was analyzing the data of students’ score in pre-test and post-test by using statistic calculation. If the result of t-table was bigger than t-obtained at the level of significance 0.05, the null hypothesis cannot be rejected. Meanwhile, if t-obtained was bigger than t-table at level of significance 0.05, null hypothesis can be rejected. The hypotheses are drawn as follows:

1. Related to the first research question in the chapter one of this research, the hypothesis are:
   a. Ho: There is no difference of students’ reading comprehension achievement between students taught by using Jigsaw and those taught by using SQ4R technique.
   b. Ha: There is difference of students’ reading comprehension achievement between students taught by Jigsaw and those taught by using SQ4R technique.

2. Related to the second research question in the chapter one of this research,
the hypothesis are:

a. \( H_0 \): There is no difference of students’ reading comprehension achievement between extrovert and introvert students.

b. \( H_a \): There is difference of students’ reading comprehension achievement between extrovert and introvert students.

3. Related to the third research question in the chapter one of this research, the hypothesis are:

a. \( H_0 \): There is no interaction between teaching techniques and personality traits in reading comprehension.

b. \( H_a \): there is interaction between teaching techniques and personality traits in reading comprehension.

Briefly, those are the explanations of this chapter which are research design, research procedures variables, research instruments, data collecting technique, validity and reliability, data analysis, and hypothesis testing.
V. CONCLUSIONS AND SUGGESTIONS

This chapter deals with conclusions and suggestions based on the results and discussions of the research.

5.1. Conclusions

Based on the findings of the data analysis, some conclusions could be drawn that there was an interaction between techniques and personality in students’ reading comprehension at the tenth graders of SMA Muhammadiyah 1 Pringsewu. It means that the influence of both techniques could be picked out. Since introvert students were suitable with both techniques (Jigsaw and SQ4R technique), extrovert students could not be considered that they were not good at both techniques. Given that introvert students’ reading comprehension increased through both techniques, they were also suitable with both techniques. It points out that it could be concluded that extroverted is appropriate in Jigsaw technique and vice versa. Actually, if there were an interaction, in fact, it would weaken the argument in favor of one of the techniques. Moreover, although it proved an interaction, the introverted and extroverted students’ reading comprehension increased through both techniques.
In this case, the interpretation would be that $H_0$ of no difference between the two techniques could be accepted. The techniques differed no significantly with the students performing better in reading comprehension techniques. The $H_0$ of no difference for the personality could be also rejected. Introverted did better than Extroverted regardless of both techniques provided.

Besides, there was statistically significant difference reading comprehension achievement between the extroverted and introverted students in reading comprehension. However, it does not mean that introverted and extroverted students had negative effect in both techniques. Moreover, both extroverted and introverted students’ reading comprehension were increased. Therefore, it can be inferred that two types of personalities had positive effect in the reading comprehension achievement.

Based on the result and discussion, it can be inferred that there was a statistically significant interaction among reading comprehension technique and personality traits. It is proved that Jigsaw is better than SQ4R in increasing students’ reading comprehension achievement. Meanwhile, both extroverted and introverted could follow the teaching and learning process well. This can be reason why there is no different achievement between introvert and extrovert students in their reading comprehension achievement.

5.2. Limitation of the Problem

Along the implementation of the research, the researcher found the difficulties in deciding the sample since the number of population was small. Furthermore, in
adjusting the schedule of the research, the researcher was only allowed to do the treatment once in a week, while in fact, the students have two times English subjects in a week. It made the students kind of forget of the material that had been delivered by the researcher on the previous meeting because they got the different material of English subject from their English teacher.

Moreover, along the treatment in first experimental group, it was found that there were still some weaknesses during implementing the activity. It was found that if the students could not work in group, they could not get sufficient information. And also all students in the expert group, each member must be responsible in their information. Thus, if the students miss and not focused in discussing the topic with the expert group, it will be affect to the fail information that they share to their home-group. Because students worked with other individuals from other groups working on the same segment on the report, the students that did not prepare themselves to make the best information possible to the other group and to add the group, they would be mentioned as bad member. Besides, along the treatment in second experimental group, the students seem get the difficulties in following the steps of SQ4R techniques. They feel that the activity from one step to other steps is kind of similar. Some extrovert students even do not aware with the way of how to comprehend the text. At last, in SQ4R activities, the students were trained to be a good thinker and reader.

5.3. Suggestions
In accordance with the findings and the problems found in this study, some suggestions are proposed as follows:

1. For English teachers, Jigsaw and SQ4R technique are a part of reading comprehension technique presumed to help the students overcome difficulties in increasing their reading comprehension achievement. The teacher should give these techniques to his/her students based on their personality. As the findings showed that extroverted and introverted students’ reading comprehension increased when they were taught through both techniques, it is recommended that the teachers should be aware of their personality that introverted and extroverted students are suitable for Jigsaw and SQ4R technique.

2. This research was limited by the use of whole class, small sample size, and short-time period. The result could not be universalized into all contexts of situation since this result is probably compatible in certain field but not for others. Therefore, further research on reading comprehension techniques should try to investigate with randomized subject, bigger sample size in longer-time period in order to get more reliable and valid on the result of the research. It is also suggested for further research to use more than one instrument such as qualitative instruments. The researcher recommends further researcher of reading comprehension to conduct deep investigation on the process of reading comprehension teaching and learning by adding more than two variables such as learning style, motivation, attitude towards English, and other factors.
REFERENCE


