

**INVESTIGATING STUDENTS' READING COMPREHENSION ON THE  
USE OF FAN-N-PICK AND SQ3R BASED ON THE EXTROVERTED  
AND INROVERTED OF THE TENTH GRADE AT SMA  
MUHAMMADIYAH GADINGREJO IN THE  
ACADEMIC YEAR OF 2021/2022**

**(A Thesis)**

**By**

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
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LAMPUNG UNIVERSITY  
2022**

## ABSTRACT

### INVESTIGATING STUDENTS' READING COMPREHENSION ON THE USE OF FAN-N-PICK AND SQ3R BASED ON THE EXTROVERTED AND INROVERTED OF THE TENTH GRADE AT SMA MUHAMMADIYAH GADINGREJO IN THE ACADEMIC YEAR OF 2021/2022

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This study aimed at finding out whether; (1) there is significance different in students' reading comprehension achievement after being taught through Fan-N-Pick and SQ3R; (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 Gadingrejo, academic year of 2021/2022. 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 significant difference in students' reading comprehension achievement after being taught through Fan-N-Pick and SQ3R. 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 Fan-N-Pick technique is more effective to increase the students reading comprehension and both extrovert and introvert are successful in increasing their reading comprehension achievement after learning with Fan-N-Pick and SQ3R.

**Keywords:** 2x2 factorial design, Fan-N-Pick, SQ3R, Reading Comprehension, Teaching Reading, Extrovert, Introvert, Students' Personality.

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**By:**

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**A Thesis**

**Submitted in a Partial Fulfillment of  
The Requirements for S-2 Degree**

**in**

**Language and Arts Education Department  
Teacher Training and Education Faculty**



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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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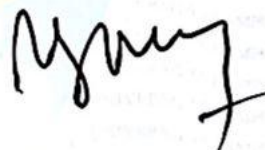
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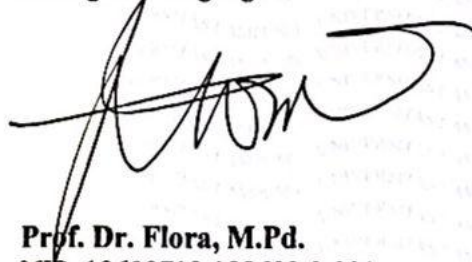
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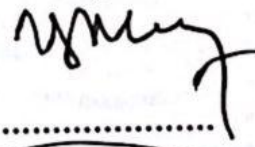
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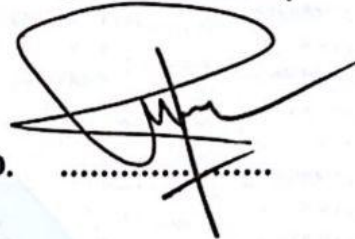
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Thesis dengan judul “Investigating Students’ Reading Comprehension on the use of Fan-N-Pick and SQ3R based on the Extroverted and Introverted of the Tenth Grade at SMA Muhammadiyah Gadingrejo in the Academic Year of 2021/2022” adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiarisme.
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## **CURRICULUM VITAE**

Faidzun Jatur Priona was born in Gadingrejo, on April 10<sup>th</sup>. 1994. He is the youngest son by three brothers from Mr. Sujani, A.md and Mrs. Turiyah, S.Pd. He has two brothers, Ns.Herling Jatur Priona, S.Kep. and Ns.Septian Jatur Priona, S.Kep.

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## **DEDICATION**

The writer dedicates this work to:

1. His beloved Parents – Sujani and Turiyah
2. His Brothers – Herling Jatur Priona and Septian Jatur Priona
3. His Almamater – University of Lampung
4. His Friends in Master of English Education Study Program
5. English Teachers



**MOTTO**

أَصْحَابُ الْجَنَّةِ هُمُ الْفَائِزُونَ

“The occupants of heaven are the ones who get victory”. (Al Qur’an 59:20)

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Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to educational development, readers and to those who want to conduct further research.

Bandar Lampung, November 2022

The Writer

Faidzun Jatur Priona

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## LIST OF CONTENTS

	<b>Page</b>
<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>CURRICULUM VITAE.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>MOTTO .....</b>	<b>v</b>
<b>ACKNOWLEDGEMNT .....</b>	<b>vi</b>
<b>LIST OF CONTENT .....</b>	<b>iii</b>
<b>CHAPTER I INTRIDCUTION</b>	
1.1. Background of The Problem .....	1
1.2. Identification of the Problem .....	5
1.3. Research Question.....	5
1.4. Objectives of The Research .....	6
1.5. Scoop.....	6
1.6. Uses .....	6
1.7. Definition of Term .....	7
<b>CHAPTER II REVIEW TO RELATED LITERATURE</b>	
2.1. Definition of Reading.....	9
2.2. Reading Comprehension .....	10
2.3. Narrative text.....	14
2.4. Fan and Pick Technique .....	17
2.4.1. Definition of Fan and Pick Technique .....	17
2.4.2. Previous Study of Fan and Pick .....	18
2.4.3 Procedure Teaching Reading through Fan and Pick.....	20
2.4.4 Advantages of Fan and Pick Technique.....	20
2.5. SQ3R (Survey, Question, Read, Recite, Review).....	21
2.5.1. Definition of SQ3R20 .....	21
2.5.2. Preview Study of SQ3R .....	23
2.5.3. Procedure of Teaching Reading through SQ3R.....	24
2.5.4. Advantages of SQ3R.....	26
2.5.5. Disadvantages of SQ3R .....	27
2.6. Extrovert and Introvert Personality .....	27
2.6.1. Extrovert Personality.....	28
2.6.2. Introvert Personality.....	31
2.7. Preview Study of Extrovert and Introvert Personality .....	33
2.8. Theoretical Assumption .....	36
2.9. Hypothesis.....	37

### **CHAPTER III RESEARCH DESIGN**

3.1. Research Design.....	38
3.2. Reading Comprehension Test .....	41
3.3. Data Collection.....	41
3.3.1 Pretest .....	41
3.3.2 Posttest .....	41
3.4. Personality Questionnaire .....	42
3.5. Hypothesis Testing.....	42

### **CHAPTER IV RESULTS AND DISCUSSION**

4.1 Result of Research.....	44
4.1.1 Before Treatment .....	44
4.1.1.1 Personality Questionnaire .....	45
4.1.1.2 Reading Comprehension Test .....	45
4.1.2 During the Treatment .....	47
4.1.2.1 Treatment through Fan-N-Pick Technique .....	48
4.1.2.2 Treatment through SQ3R Technique .....	50
4.1.3. After the Treatment.....	51
4.1.3.1 Reading Comprehension Post-test .....	52
4.1.3.2 Difference in Reading Comprehension Achievement of Students Taught through Fan-N-Pick and SQ3R .....	54
4.1.3.3 Difference in Reading Comprehension between Extrovert and Introvert Students .....	57
4.1.3.4 Interaction between the Techniques and the Personality Traits.....	63
4.2. Discussion .....	66
4.2.1 Students' Reading Comprehension Taught through Fan-N-Pick and SQ3R.....	66
4.2.2 Reading Comprehension Achievement of Introvert and Extrovert Students .....	70
4.2.3 Interaction between Teaching technique and Personality Traits on Students' Reading Comprehension Achievement .....	73

### **CHAPTER V CONCLUSION AND SUGGESTION**

5.1 Conclusion .....	75
5.2 Limitation of the Problem .....	76
5.3 Suggestions .....	77

<b>REFERENCES.....</b>	<b>79</b>
------------------------	-----------

<b>APPENDICES .....</b>	<b>82</b>
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# **CHAPTER 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, reading can be wonderfully inspiring, enjoyable, and transforming experience. Texts 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: 87). Consequently, the students cannot sharpen their critical thinking and grasp the ideas of the text they read. According to Sutarsyah (2015) Reading is actually a cognitive process where a reader engages in the mental process of knowing, learning, and understanding things.

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, 2001:340). 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 (Davies, 2004: 541). 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: 541). On the other hand, extroverts performed better than introverts in the background noise condition in reading comprehension test by using noise from television, 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.

The researcher had done preliminary research at SMA Muhammadiyah Gadingrejo in order to know the students reading comprehension. Based on the observation and interview, it was found that students got difficulties in understanding the text especially narrative text. They also lack of vocabulary and grammar so that they do not understand the content of the text. They cannot comprehend the text and get information, though the student sometimes knew the meaning of the word but they got difficulties to convey the meaning of the whole paragraph.

In addition, the students' also sometimes lost focus while learning process because of the technique that used by teacher did not engaged the students in learning activities. Then, the students' personality can influence their result of the learning. Some of students feel the learning process not appropriated with their ways of learning. Some of them prefer to learn in group, and others prefer to learn as individual. Thus, in this case, the researcher divided them into introvert and extrovert students.

To overcome those problems, the teacher should provide the technique or strategies that appropriated to the students to improve their reading comprehension especially narrative text. 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. First, alternative technique that can be use in teaching reading is fan pick technique.

Collaborative Fan-N-Pick classroom technique can be one of many to be used in the learning and teaching reading since Fan-N-Pick aims to help students work cooperatively, to figure out the ordering of paragraphs in the reading passage. Fan-N-Pick is a cooperative learning technique designed by Spencer Kagan. Kaagan (2009:624) says that Fan-N-Pick has function to form group, skills in socializing, and build students understanding and thinking capability. These four functions of Fan-N-Pick are useful in developing social skill and students' knowledge. The advantage of this learning model is to engage students to exchange information,



gaining new knowledge and teaching something to the others so the students are better in understanding subject. In Fan-N-Pick, each student has same chance to ask questions, answer questions, and deciding whether an answer is right or wrong.

In contrast to the Fan-N-Pick 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 SQ3R (Survey, Question, Read, Recite, Review) technique. This technique has clearly and orderly 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 influence on students' reading comprehension (Bazar and Gurbuz, 2017) and very well use 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 have compared those techniques deeper in accordance of extrovert and introvert personality. Fan-N-Pick gives the opportunities for the students to work cooperatively while SQ3R 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 Fan-N-Pick may give more benefit for introvert students than those facilitated in SQ3R, 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 Fan-N-Pick and SQ3R.

## **1.2 Identification of the Research**

Based on the background of the problem above, there are some problems:

1. Students got difficulties in understanding the text especially narrative text.
2. They also lack of vocabulary and grammar so that they do not understand the content of the text.
3. They cannot comprehend the text and get information, though the student sometimes knew the meaning of the word but they got difficulties to convey the meaning of the whole paragraph.
4. Teacher did not engaged the students in learning activities
5. The students' personality can influence their result of the learning.

Students feel the learning process not appropriated with their ways of learning

## **1.3 Research Questions**

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

1. Is there any significant difference in reading comprehension achievement of students who are taught through Fan-N-Pick and SQ3R?
2. Is there any difference in reading comprehension of the extrovert and introvert students?

3. Is there any interaction between the teaching technique and students' personality on students' reading comprehension?

#### **1.4 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 is a significant difference in reading comprehension achievement of students who are taught through Fan-N-Pick and SQ3R?
2. To find out whether there is a significant difference in reading comprehension of the extrovert and introvert students?
3. To find out whether there is an interaction between the teaching technique and students' personality on students' reading comprehension.

#### **1.5 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 Fan-N-Pick and SQ3R technique. The participants of his study were the first grade students of SMA Muhammadiyah Gadingrejo

#### **1.6 Uses**

This research was hopefully useful both practically and theoretically:

1. Theoretically, this research can give contribution to our knowledge about using Fan-N-Pick Technique and SQ3R 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 Fan-N-Pick and SQ3R 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.

### **1.7 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 ability to read the text, process it and understand the meaning of the text

2. Fan-N-Pick is the technique used to help students work cooperatively, to figure out the ordering of paragraphs in the reading passage.
3. SQ3R 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 focuses on extrovert and introvert.
5. Extroverts can be defined as the learners that are friendly and enjoy talking to and being with other people.
6. Introverts would like to focus on the 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.

## **CHAPTER II**

### **REVIEW TO RELATED LITERATURE**

This chapter provides a literature review related to the research problem. Reading comprehension, narrative text, Fan-N-Pick technique, SQ3R technique, characteristic of extrovert and introvert personality, previous study, theoretical assumption, and also the hypothesis of the research are clarified as follows

#### **2.1 Definition of Reading**

In learning English reading become one of the important language skills. According to Anderson (2010), Reading is a process that we need to analysis, interpretation, and coordination of a type of source of information. It can be said that reading is a skill that we have to master to achieve one goal.

Jennifer (2010) state that reading is a thinking process in understanding the meaning of the text. It means that reading is a process understanding the reader to get or absorb the information from writers about what they have read. Also, Weir (2009) stated in the process of receiving information that is implied through print of media into language is the definition of reading. It means reading is a process of thinking and absorbing information on the written text to get the meaning from it.

According to Ifrianti (2013), reading is a process by involving ability to read and also the student experience to comprehend the text. It means that reading is a process involving ability and receiving the meaning on the written text. Also,

Moreillon states that reading is making meaning from print and visual information. It means that the reader receives data and messages from the text by reading.

Hence, from the explanation about various definitions of reading, it can be said that a universally acceptable reading definition does not exist. However, a simple conclusion can be given to make easier comprehend the definition of reading. Reading is a process, activities or ability on purpose to comprehend the meaning or information whether from printed page or not.

## **2.2 Reading Comprehension**

Beck and Sandora (2016) assumptions 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 to appreciate an author's craft and figure out how broader-level meanings are developed.

Reading is a very important part of 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. 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 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 the message of the text. The understanding comes from the interaction between the words that are written and how they 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 meanings, and using everything the reader knows to do it.

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

Therefore, 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

The 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 the point of the paragraph. It is 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. The reference are words or phrases used either before or after the reference in the reading material. They are used to avoid unnecessary depletion of words or phrases. It means that such words are used, they are signals to the reader to find the meaning elsewhere in the text.

#### 4. Inference

The inference is about guessing something from the information which we have read or know. It is concluding considering all the facts; one of the comprehension strategies to conclude 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

The vocabulary is all the words that 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 a 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 context can be seen from the prefixes, suffixes, similar roots, grammatical context, and from the 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.

### **2.3 Narrative Text**

The narrative text is a text focusing on specific participants. Its social function is to tell stories of 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 Baland 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 than events: an opinion about something, for example, or a disclosure on the part of narrator which is not directly connected with the events, a description of a face or a location, and so forth.

In general, the narrative text is described as the structural framework that underlies the order and manner in which a narrative is presented to a reader, listener, or viewer. The narrative can also be written to teach or inform, to change attitudes or social opinions. Narrative sequences the characters in time and place but differs 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 text facilitates their comprehension.

The narrative is a type of text that is proposed to amuse and to deal with the actual and vicarious experience in different ways. The 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 a description of a series of events, either real or imaginary, that is written or told 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. The narrative is presented in myth, legend, fable, tale, novella, epic, history, tragedy, drama, comedy, mime, painting, stained glass windows, cinema, comics, news item, conversation.

The 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:**

<b>Orientation</b>	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.
<b>Complication</b>	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. A few years later, this daughter would help to bring 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 a 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.
<b>Resolutions</b>	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 the island of Samosir.

*Hidayat, (2017: 90-91)*

Based on the definitions above, it can be inferred that narrative text is a text which functions to amuse, entertain, and to deal with actual or various experience in different ways. The 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.

## **2.4 Fan-N-Pick Technique**

The Fan-N-Pick 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 Fan-N-Pick. The definition of Fan-N-Pick will be explained as follows:

### **2.4.1 Definition of Fan-N-Pick Technique**

The Fan-N-Pick technique was originally developed by Kagan (2009). It is included on cooperative learning. Kagan (2009) says that the goal is that students are not competing with other students for success. Fan-N-Pick is highly structured, but fun team process for responding to questions. Each team receives their own set of question or problem cards. For teambuilding, Fan-N-Pick is usually done with open-ended thinking and discussion questions, but Fan-N-Pick is also great for content mastery and review too. Fan-N-Pick is a learning model using question cards as the learning media. According to Kagan (2009), Fan-N-Pick has function to form group, skills in socializing, and build students understanding and thinking capability. These four function of Fan-N-Pick are useful in developing social skill and students' knowledge. The advantage of this learning model is to engage

students to exchange information, gaining new knowledge and teaching something to the others so the students are better in understanding the subject (Hakim, 2012). This technique is used to check the students understanding about the content of the topic to introduce new topic, review material that had been delivered by the teacher.

Based on the reasons, it can be said that building on students' real interest in the content of the Fan-N-Pick themselves, in their views about the Fan-N-Pick topics, and in how various passages manipulate reader attention and judgment. It is possible to move into more technical activities that focus on the better details of reading comprehension aspects. Besides, several studies are implementing a similar topic of the use of Fan-N-Pick in reading comprehension activity.

#### **2.4.2 Previous Study of Fan-N-Pick**

Several studies deal with the same topic; Fan-N-Pick and the use of it in reading comprehension activity.

First is Sameha Al Matrafi(2016) who had done the study regarding the use of Fan-N-Pick to increase the students reading comprehension achievement. The result of the article showed that there is a significant improvement of students' performance and participation through using the cooperative learning Fan-N-Pick technique. It means that the students read interesting reading text that can make them enjoy it. The second study was conducted by Petrus Logo Radja, Budi EkoSoetjipto, Achmad Amirudin (2017), who conducted a study to assess students' achievement in reading comprehension through the use of Fan-N-Pick. 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 the posttest slightly higher than the pretest. The researcher also says that the teaching and learning process through the Fan-N-Pick is relevant to the theory because happening social interaction with a member of the group more over a skillful teacher is a meaningful way to develop students' competence. It means that students who learn reading skills in a group through Fan-N-Pick will highly boost their motivation because students can share and negotiate to guide their way of thinking.

The other related study was done by Fathurrahman Imron and Aprianoto (2020) who investigated the use of Fan-N-Pick to improve students reading comprehension. The study found that in Fan-N-Pick class, it allowed students to interact meaningfully with reading material and gave students responsibility for presenting aspects of language skills. The class discussion provided students the chance to talk and hear each other. It enables teachers to interact with students and provide opportunities for students to share the idea and develop their ability to communicate with each other.

The previous studies prove that Fan-N-Pick 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.



### **2.4.3 Procedure Teaching Reading through Fan-N-Pick**

In implementing the Fan-N-Pick technique, students read the text, understand content and generic of the text. The teacher needs to make every learner active by applying the fan and pick technique in learning process so that students can be engaged to be active in learning. Meanwhile the role of the teacher is a facilitator of the students learning. Certainly, the teacher has many roles to fulfill during the activities such as the teacher acts as an advisor, answering students question and monitoring their performance. After that, students play a card game to respond the questions.

The procedure of Fan-N-Pick mentioned by Kagan (2009) in the class is divided into some steps, as follows:

1. First, the teacher writes questions on cards. Each team receives 8 cards of question cards.
2. The student number 1 in a group holds a question card in a fan and says “pick a card”. Then, student number 2 picks a card and reads the question out loud and allows the student number 3 to answer the question in five seconds.
3. Student number 3 answers the question given by student number two. Student number 4 paraphrases the answers mentioned by student number 3.
4. Last, students switch the roles, one person clockwise for each new round.

### **2.4.4 Advantages of Fan-N-Pick Technique**

According to Kagan (2009), the advantages of Fan-N-Pick are:

1. Teambuilding and thinking. Those are the advantages of Fan-N-Pick, teambuilding are resulted when students work together in a team with their friends.

2. Then, thinking means the students are able to share their own idea in their group, and communications are available when they talk to each other for discussing
3. Fan-N-Pick helps students to learn the content of the subject (the text) because they have practiced in peer teaching.
4. Fan-N-Pick requires the students to understand the material at a deeper level. Then, it has a strong effect on attitude in learning and social relationship among students in a group because each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in group discussion.

It is recommended that the teachers should be aware that introverted and extroverted students are suitable for Fan-N-Pick make classroom atmosphere more comfortable and enjoyable to encourage students to participate in the class.

## **2.5 SQ3R (Survey, Question, Read, Recite, Review)**

### **2.5.1 Definition of SQ3R (Survey, Question, Read, Recite ,Review)**

SQ3R is a technique designed to help students to be a more effective and productive use of their textbooks. The SQ3R is based on SQ3R that created by educational psychologist Francis Robinson in 1941 (Blerkom, 2009). SQ3R is one effective series of procedures for approaching a reading text by following the steps that are consisting of Survey, Question, Read, Recite, and Review (Brown, 2001:

315). This is designed to help students better retain the material by encouraging them to relate it directly to their own life.

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, SQ3R 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 step. The steps are Survey, Question, Read, Recite, 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 the SQ3R 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 a powerful process that is proven to increase comprehension and enhance learning.

Based on all the theories, it can be inferred that SQ3R can be an effective technique to help students get the information that they need from the text. Every step in the SQ3R technique makes the students increase their concentration and build confidence in ability to recite and take tests.

### **2.5.2 Previous Study of SQ3R**

There are several related studies of the SQ3R technique in promoting the students reading comprehension. A study was conducted by Khusniyah & Lustyantje (2017) to investigate about improving English reading comprehension the ability through the SQ3R. They have shown that the SQ3R technique learning process can easily perform reading because each step presented varies and the teacher can also establish stable interactions with students. The 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 SQ3R. The result showed that SQ3R can improve students' reading comprehension. It also showed that there is a significant difference in reading comprehension between students who implement the SQ3R learning technique with students who implement learning using conventional learning.

Then, Sari, et. al (2018) have also studied the effect of the SQ3R for the primary school students. After analyzing the students' work, it was found that SQ3R technique in Elementary School as a whole is very efficient. The result showed learning materials reading comprehension using the SQ3R technique can be known through students' activity, process assessment, and assessment of reading comprehension result learners. The result illustrated 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 SQ3R technique is the right choice for learning problems to understand the content of the reading which is supposed to improve the reading comprehension of the students. SQ3R 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.

### **2.5.3 Procedures of Teaching Reading through SQ3R**

The steps of SQ3R will be explained as follows:

a. Survey

Students are going to do skimming in this step. If the students read a lot of chapters of the textbook, students should skim through the heading, sub-heading, summaries, examine the bold word, italic word, the picture or another visual aid. Meanwhile, if the students only focus on the 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 a general idea (Coon and Mitterer, 2015: xviii),

b. Question

In this step, students develop the question that they can answer when they are reading the text (Coon and Mitterer, 2015: xviii). Students can write WH questions of what, why, who, when, wherefrom the heading, sub-heading, or title and main idea that they get from previous step. The purpose of the questions is to establish a basis for more understanding of 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 by keeping questions in mind to seek answers to questions. They can mark the additional information if it is needed but they cannot take notes 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 a method of self-testing in which summarizing information after reading is a method of self-testing in which students recall and memorize how much information is understood.

e. Review

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

#### **2.5.4 Advantages of SQ3R**

Since SQ3R technique reader is asked to use their idea about the text, SQ3R 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 individually. Besides, 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' independence in finding the solution, so it can challenge students to be active in learning. Thus, the analytical process also builds very well. Every step in the SQ3R technique increases the students' concentration, reading efficiency, and interest through relate the new

knowledge to previous knowledge. It spends less time memorizing facts and useless time reading and looking for things that already known.

### **2.5.5 Disadvantages of SQ3R**

Since there are six stages used in SQ3R, 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 SQ3R technique. Besides, another disadvantage of this technique is in the third step of which the students answer the question while reading, than in answering the question students copy the answer from the text, rather than taking note using their own words. It decreases students' comprehension of the text, and limit the students' creative thinking.

## **2.6 Extrovert and Introvert Personality**

In the 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 are one aspect that cannot be ignored. Students' personalities are the way a person takes in, understands, express and remembers information. With different educational and cultural backgrounds, different styles, and different learning experiences, 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:



### **2.6.1 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 emotions. 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.

### 2.6.2. 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 broad 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.

## **2.7 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 technique categories. Introvert traits is positively correlated with technique 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 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 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 Purwaty (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 technique 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 technique, 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.



## **2.8 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 Fan-N-Pick and SQ3R technique could help the students to improve their reading comprehension achievement. In Fan-N-Pick 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 SQ3R, the students learned how to get the ideas of the text structurally based on the steps that provided in SQ3R 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 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 Fan-N-Pick technique and SQ3R technique deeper in students' personality of extrovert and introvert. The researcher assumes that Fan-N-Pick and SQ3R can be used to overcome the difficulty of comprehending the reading text for extroverted and introverted. So, in this research, the researcher compares Fan-N-Pick and SQ3R technique with the deeper investigation to the personality traits of extrovert and introvert students in reading comprehension.

## **2.9 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 Fan-N-Pick Technique and SQ3R 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.

## **CHAPTER III**

### **RESEARCH DESIGN**

This chapter discusses the methods of the research and they are research design, reading comprehension test, data collections, personality questionnaire, and hypothesis testing.

#### **3.1 Research Design**

This research employs four variables. They are extroverted students, introverted students, Fan-N-Pick technique, and SQ3R technique. Extroverted students are often described as the life of the party. Their outgoing, vibrant nature draw people to them, and they have a hard time turning away the attention. They thrive off the interaction.

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

Another variable used in this research is Fan-N-Pick. The Fan-N-Pick is one of the cooperative learning techniques that have been used in language teaching and learning. Fan-N-Pick provides opportunities for students to work in racially and culturally mixed groupings. It develops students' skills of analysis, comparison, evaluation, and synthesis of information.

The last variable used in this research is the SQ3R technique. SQ3R stands for Survey, Question, Read, Recite, and Review. This technique provides the students with 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 can be developed. The students also can attempt to develop insight into the topic and make associations among the important points noted while reading.

Related to those variables, the research is started by determining the research problem that concerns finding out the difference in students' reading comprehension of extroverted and introverted in general. The population were students of SMA Muhammadiyah Gadingrejo and the researcher took two classes as the samples, X IPA 1 as the first experimental class and X IPS 1 as the second experimental class. The material given to the students was about the narrative text. The data collection was started by administering the personality traits questionnaire to determine the students into the extroverted and introverted. Besides, the students of the non-sample class were given a try out 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 classes and knowing that the test items were good, the students were given a pre-test and it is continued by giving the treatments and giving them the post-test after the treatments.

To determine the increase of students' reading comprehension achievement based on the result of the pretest and posttest, the N-gain formula was used. The tabulated

data was analyzed by using the Independent Sample t-test and Two Way Anova. Independent Sample t-test is used to compare “mean” from two different groups. Besides, the Two Way Anova is used because the research have two variables that were compared, and each variable has two levels.

Concerning those explanations above, the analysis of the data is retrieved through a 2x2 factorial design in which two independent variables are the type of techniques in teaching reading comprehension and the personality of the students.

**Table 3.1 Research Design in the Chart**

Variable Technique(A)		Techniques	
		Fan-N-Pick(A1)	SQ3R (A2)
Variable Personality(B)			
Personality	Introvert(B1)	A1B1	A2B1
	Extrovert(B2)	A1B2	A2B2

The design shows that there are two experimental classes. Both classes consisted of two different personalities, they are extrovert and introvert. The first experimental class were taught through the Fan-N-Pick technique and the second experimental class were taught through the SQ3R technique. The posttest was administered after the treatments to find out the difference in students' reading comprehension to both personalities in each class. The posttest is given to measure how far the improvement of their reading comprehension achievement after applying those treatments.

### **3.2 Reading Comprehension Test**

Tests are intended to measure the learners' abilities in a particular subject. In this research, the test was employed multiple-choice test administered to find out students' reading comprehension before and after they are having treatment. Besides, the tryout test was administered in a non-sample class to know the quality of the reading comprehension test before it was used, whether the test is

### **3.3 Data Collection**

The data of the research was collected through the pretest and posttest.

#### **3.3.1 Pretest**

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

#### **3.3.2 Posttest**

The post test was gave after the treatment to know whether there is an improvement in students' narrative text reading comprehension taught through Fan-N-Pick and SQ3R technique. The test was in multiple-choice form and the materials that are tested related to the curriculum that is 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 will be in Bahasa Indonesia to minimize the misinterpretation by the students. The questionnaire is consisted of 10 items; 5 questionnaire items of extrovert personality and 5 questionnaire items of introvert personality.

### **3.5 Hypotheses Testing**

To test the first hypothesis, Social Sciences (SPSS) windows version 16 was used. The researcher was analyzed the data of students' score in pre-test and post-test by using statistic calculation. If the result of t-table is bigger than t-obtained at the level of significance 0.05, the null hypothesis cannot be rejected. Meanwhile, if t-obtained is 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.  $H_0$ : There is no difference of students' reading comprehension achievement between students taught by using Fan-N-Pick and those taught by using SQ3R technique.

b.Ha: There is difference of students' reading comprehension achievement between students taught by using Fan-n-Pick and those taught by using SQ3R technique.

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

H<sub>0</sub>: There is no difference of students' reading comprehension achievement between extrovert and introvert students.

H<sub>a</sub>: 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:

H<sub>0</sub>: There is no interaction between teaching techniques and personality traits in reading comprehension.

H<sub>a</sub>: there is interaction between teaching techniques and personality traits in reading comprehension.

Briefly, those are the explanations of this chapter which are research design, reading comprehension test, data collections, personality questionnaire, and hypothesis testing.



## **CHAPTER 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 Gadingrejo. It means that the influence of both techniques could be picked out. Since introvert students were suitable for both techniques (Fan-N-Pick and SQ3R 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 Fan-N-Pick 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 Fan-N-Pick is better than SQ3R 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 SQ3R 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 SQ3R 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, Fan-N-Pick and SQ3R 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 Fan-N-Pick and SQ3R 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.

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