

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, objectives of the study, significances of the study, scope and limitation, hypothesis, and definition of key terms

A. Background of the Study

There are many researchers stated that psychology has a prominent role in acquiring language (Haidara, 2016; Martos, 2006). A psychology of a person affects the process of people's way in terms of acquiring a new language. They believe that a person would perform better at learning a language when they can combine the social and mental process in their language process with their carrier character. As a person is born with carrier character that enables him/her to deal with situation in different ways (Martos, 2006). It means that acquiring language skill, especially second or foreign language skill is highly affected by psychology of human.

Dealing with psychological factors affected the learners' language acquisition, investigating about personality cannot be separated by. Personality is considered as one of the individual differences which are greatly agreed to have an influence on learning in general and second language acquisition (SLA) in particular. Personality backs up and plays an important role to improve language acquisition ability. Pervin (2010, p. 6) states that personality is the characteristic of people which leads to consistency of feeling, thinking and behavior.

There are three general categories of personality factors; they are egocentric factors, transactional factors, and motivational factors (Suparman, 2010, p. 64). Egocentric factors are divided into two parts, self-esteem and inhibition. While transactional factors have three types, they are empathy, extraversion, and aggression. Last, there are basic needs and drives, also instrumental and integrative motivation which belong to motivational factors. The researcher focuses on one of variables in transactional factors, in this case extraversion since the researcher is interested to make a research in this field and it is the one of prominent aspects which construct a personality.

Then, the discussion is narrowed to the extrovert and the introvert only. In those category of personality, extrovert personality and introvert personality, Eysenck (1965, p. 59) describes a representative extrovert as sociable, enjoys parties, has a lot of friends, and hates studying independently. Extrovert also desires excitement, takes opportunities and usually is an impulsive individual. The extrovert belongs to an active student who likes exploring something aggressively including learning. While introvert is described as peaceful, timid, introspective, reticent and reserved except to close friends, enjoys planning ahead and mistrust the impulse of the moment. According to Jung in Beebe (2016), introvert focus on the exploration of thoughts, feelings, and experiences.

The extrovert student will speak frequently. He loves to speak and to share his ideas. According to Vandebos (2006, p. 359), extroverts are

more influenced by their surrounding than by their inner world. Extroversion 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. Extroverts are relatively more outgoing, gregarious, sociable, and openly expressive. Extroverts like to travel, meet new people, see new places. Next, if the statement above is reviewed deeply and related to learning language, it is likely that extrovert has advantages in learning the target language in aspect of speaking rather than introvert, while introvert seems better in receptive skill like listening and reading. It is supported by Jung cited in Wengrum, Suparman, & Simanjutak (2013) who explain that extrovert personality has the ability to socialize better than the introvert type due to the ability to build a communication.

On the other hand, the introverts are extremely different to extroverts. Introvert students are likely students who tends to be a passive in classroom and environment. The introvert students commonly just listen the information around him rather than speak to others. This introvert personality associated with depression and anxiety feelings. The introvert students will be mirrored by some barriers that come from his-self such as fear, shyness, and cowardice to explore his speaking ability. While the introversions are likely to explore their reading ability.

The introverts are better at reading strategy than extroverts (Safdarian, Ghyasi, and Farsani, 2014). Jung (in Feist, 2009, p. 116) states that introversion is the turning inward of psychic energy with an orientation

toward the subjective. Introverts are tuned into their inner world with all its biases. 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.

In the process of learning a language especially foreign language, the differences among language learners always found. In English for academic learning, introverts and extroverts are commonly found in the language classroom. Both are important factors that potentially affect the success of language acquisition especially English language acquisition. English as a foreign language in Indonesia had been taught with four language skills, namely: listening, speaking, reading, and writing. Listening and speaking skills are fundamental determinants of an individual's academic success (Demir, 2017). However, in this research, the researcher wants to connect the introversion-extroversion to reading. Reading is determined as receptive skills which doesn't require the learners to be active like speaking. In reading the reader transfers knowledge from what they have read by understanding a written form of text means extracting the required information from the text as accurately and efficiently as possible (Grellet as cited in Nurteteng, 2018).

Reading plays a substantial role in language learning and acquisition. Reading is considered to include many levels and components which may lead to a fact that it is extremely hard for a reader to be a good reader. Reading is viewed as one of the most important skill that is required by an

individual especially language learner in multicultural settings, academic learning, and self-study environment (Carrell and Grabe, 2002). For university students, reading becomes a prominent skill to be acquired whereas they need to gain their knowledge of their own discipline subject (Safdarian, Ghyasi, and Farsani, 2014).

In relation to the correlation between introversion-extraversion personality and reading comprehension achievement, the association of strength between both variables are studied in advance. Some researchers have conducted researches about this field. A study conducted by Safdarian, Ghyasi, and Farsani (2014) found that introversion personality trait is positively correlated with the reading strategy used. Then Hasan and Yulianti (2018) suggest that the introversion personality played an important role in influencing students' reading skill since they have found that there is a significant correlation between introversion personality type with reading comprehension. From those explanation, it can be assumed that the more introvert a student, the better the result of reading comprehension achievement.

In short of the explanation above, many previous studies suggested to the next researcher to conduct a study at the same area of the study in order to gain the authenticity of the theory and support and complete the findings of previous research. By conducting the same area of research, it helps the students to recognize their personality type, especially in term of introversion-extraversion area and also help the teacher to maximally

aware to the students' personality in order to establish learning situation (Hasan and Yulianti, 2018). Then, Gray (1999) in her study suggests that students' personality predicts reading comprehension as it includes a variety of content and presentations encourages students to interact differently with different texts. So that, it is crucial to the researcher to conduct the same field research. Besides that, by conducting this research, it will help English teachers to understand students through their personality which lead them to pay attention on appropriate strategies that can be applied to help students in reading activity

Depart from this case, the researcher wants to investigate the difference in students' reading comprehension achievement between those with introvert and extrovert personality and the relationship between students' reading comprehension achievement between those with introversion-extroversion personality type of second semester students of IAIN Kediri. This research is entitled **“Correlation between Students' Personality Type and Their Reading Comprehension Skill at English Language Department of IAIN Kediri”**

B. Research Problems

Based on the background of the study above, the research problem is for matches as follow:

1. Is there any significant correlation between personality type and their reading comprehension skill?

C. Objectives of The Study

From the research problems above, the researcher can set up the objectives of the study is to investigate whether there is any significant correlation between students' personality type and their reading comprehension skill.

D. Hypothesis

The researcher sets up the hypothesis for this research. There are six hypotheses, they are H_0 (Null Hypothesis) and H_a (Alternative Hypothesis). Below is the description of the hypothesis:

H_0 : There is no significant correlation between student's reading comprehension achievement and introversion-extroversion personality students of second semester of English department students of IAIN Kediri

H_a : There is a significant correlation between student's reading comprehension achievement and introversion-extroversion personality students of second semester of English department students of IAIN Kediri

E. Scope and Limitation

The scope of this research focuses on the comparison between students' personality concerning on introvert and extrovert personality then it is compared with reading comprehension achievement. Another personality such as self-esteem, empathy, anxiety, extraversion, aggression, and inhibition are not going to be discussed in this current research. Then, this

research also focuses on seeking the correlation between student's reading comprehension achievement and introversion-extroversion personality students. In order to limit the problem of this study, the researcher focuses in the second semester students of IAIN Kediri majoring English language department. The next limitation is this study does not explain any effect of each student in detail.

F. Definition of Key Terms

1. Personality

Personality defined as a dynamic organization from the psychological state in individual. The personality can determine person's adaptation toward person's environment. There are many kinds of personality such as introvert, extrovert, and extravert.

2. Introversion Personality

Introversion personality or introvert is the extent to which an individual derives a sense of wholeness and fulfilment apart from reflection of individual-self from other people

3. Extroversion Personality

Extroversion personality is the extent to which an individual has a deep seated to receive and accept ego-enhancement, self-esteem, and a sense of a wholeness from others as opposed to receive that affirmation within oneself.

4. Reading Comprehension

Reading comprehension is the process of construction of meaning from a written message. Reading comprehension involves the readers to connecting the information they read from written message with previous knowledge and writer's intention to arrive at meaning and understanding.