

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories from the research variables that are going to apply to do the research. It describes the theories and explanations on personality type concerning on introversion-extroversion and reading comprehension achievement.

A. Extrovert and Introvert Personality

The research investigates extrovert and introvert personality. Then, this part will provide a review of the personality types concerning on extrovert and introvert. The researcher divides it into three main points. It includes the thought of personality, the aspects of introvert and extrovert personality, and the strengths and the weaknesses of the introversion and extroversion students.

a. The Notion of Personality

In terms of psychology, personality is generally defined as the scientific study of the whole personal about many aspects such as perception and attention, cognition and memory, and neurons and brain circuitry which people are trying to realize and understand an individual and constructing a reasonable account of human individuality scientifically (McAdams, 2006, p. 2). Personality assumes that every person is basically differently characterized by a unique and unchanging notion of traits, dispositions or characters (Sharp, 2008 p. 18). As cited in Schultz and Schultz (2009, p. 8-9), personality is an enduring and unique

cluster of characteristics that may change in response to different situations specifically.

Personality of an individual is built from his interaction between individual innate capacities produced genetically since he was born environmental factors where he lives. Pervin (2010, p. 6) states that personality is the characteristic of people which causes consistency of feeling, thinking and behavior. It means that the pattern of consistent behavior and quality in a person, as the quality of the environment that affect personality of people. Personality is the configuration of characteristics and behavior that comprises and individual's unique adjustment to life, including major traits, interests, drives values, self-concept, abilities, and emotional patterns.

Personality is also defined as a collective biological capacity such as encouragement (motivation), inclination, taste, and character combining to behavior and experience someone had (Sujanto, 2006, p. 11). The definition logically understood that individual personality is formed from the innate factor existing on himself which then cumulated with the experimental factor occurred on the past time. On the other words, despite natural disposition brought by birth, there are any physical dispositions gamed by experiences in an individual. An individual has behaviors developed from his way of life in surroundings in the meaning of interaction to others. Despite, he also has had a basic patterned behavior since he was born. This pattern cannot be changed by the kind of

interaction, but it is only affected. It means that personality is shaped from the personal's act considered by the people who can appreciate, be impressed, memorize, and establish an incident.

b. Introversion and Extroversion

As the focus of this research, this part is used to explore the two personality types namely introversion and extroversion. As the highlight, extrovert characters tend to be gregarious, while the introverts tend to be private. Extroverts are sociable while introverts are quiet. The complete explanations are written in the paragraph down below.

1. Extrovert Personality

Extroversion is easily identified with easy to give opinions and more open at expressing the feelings. In relation to concentration, extroversions do not have much mental concentration as introverts do. According to Jung in Beebe (2016), extroversion is the attitude distinguished by the turning outward of psychic energy so that a person is oriented toward the objective and away from the subjective.

Extroverts are more influenced by their surroundings than by their inner world. According to Vandenbos (2006), environments and surroundings are influenced more than inner world to extroverts. An orientation of one's interest and energies toward the outer world of people and things rather than the inner world of subjective experience is the best definition of extroversion.

Extrovert behaviors are relatively more outgoing, gregarious, sociable, and openly expressive toward a phenomenon. Extroverts like to meet some new people, talk to others, and also explore new places. Extrovert characters tend to be gregarious, open and friendly, while the introverts tend to be private. Extroverts are sociable, like parties, have many friends, and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying since they do not have much concentration at certain topic. On the other hand, introverts are quiet, they prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982).

The followings are several descriptions of aspects, strengths and weaknesses of the extrovert personality:

a) Aspect of Extrovert Personality

According to Eysenck (in Samini, 2004, p. 13), based on extrovert dimension, there are seven aspects of personality. They are activity, sociability, risk-taking, impulsiveness, expressiveness, practicality, and irresponsibility. Their explanation as follows:

1) Activity

The person who has extrovert personality, they tend to have high activity means that to be active and energetic likes to do physical activities are the highlight. Getting up early and doing many and different kinds of activities quickly.

2) Sociability

Extroversions usually have high sociability. They have many friends easily and also easy to build connection with others. They like to go to a party and to do social activities.

3) Risk Taking

Those who are extrovert tend to have high risk-taking values. They like to live in dangerous situation and also do challenging activities. They also seek jobs that ignore the risk. They do the jobs without paying attention more on their own safety.

4) Impulsiveness

Doing something spontaneously without thinking first and make a quick decision are the example of high impulsiveness of extraversion. They likely doing their things quickly and sometimes careless.

5) Expressiveness

They who are have high extroversion sense likely showing their feeling and expressions. People having high expressiveness tend to their feeling freely. They do not like to keep their feelings by themselves means that they like to show their emotions such as sad, angry, afraid, and pleasant.

6) Practicality

People who are extroversion are pleasant at doing practical things and not patient to do abstract and imaginative activities.

7) Irresponsibility

Those who are having high value of extraversion dislike doing formal duties. They are dynamic and irresponsible in doing activities that relate to social dimension.

b) The Strengths of the Extrovert Students

Being extrovert seems have many positive values. It seems that the extrovert is a dominant, strong and decisive personality that centers on getting things done by whatever means. The extrovert is also more optimistic than introvert which is very useful for placing individual at viewing life. The extrovert is successful in his school work. By being an active temperament, individual feels a continual inclination to activity and occupation. At speaking skill, the extrovert is brief and definite. This smart, positive, firmness at speaking and appearance give extroversions a good position especially when engaged in educational event, such as debating and delivering speech in school.

c) The Weaknesses of the Extrovert Students

Hock in Samini (2004) gives statements that cover detail information about the weaknesses of the extrovert student due to understanding the personality type.

1) Pride.

The extrovert is full of himself. In other words, He has a great opinion of his qualities and his success and considers himself as an extraordinary

and as one called upon to perform great deeds. This pride leads to have a great deal of selfconfidence. Good self-confidence is positive, but having over self-confidence is vicious. Extroverts who have this feeling refuse the help of others and prefers to work alone. Moreover, it leads a view that they are more capable than others.

2) Anger.

Anger is the negative traits of extrovert personality type. Since they are expressive, they will show their anger to others. The extroverts may even indulge in furious outbursts of anger. We can say that things are made even worse by the fact that the extrovert is easily angry. Moreover, the extroverts are very stubborn. They think they are always right and like debating, can never get mistakes in learning, and are never willing to be in a lower score of others.

2. Introvert Personality

According to Jung in Beebe (2016), introvert is highlighted on the exploration of thoughts, feelings, and experiences. Contrast to extroversion, Jung in Feist (2009, p. 116) states that introversion is the turning inward of psychic energy with an orientation toward the subjective. Introvert are tuned into their inner world with all its biases. Talking about behavior orientation, introversions' orientation is 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. 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). So that, it can be said that introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement (Eysenck & Chan, 1982).

The followings are several descriptions of aspects, strengths and weaknesses of the introvert personality:

a) Aspect of Introvert Personality

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

1) Inactivity

This aspect relates to the physical activities. Introvert persons do the task slowly. Moreover, they are also easy to be tired and easy to sleep.

2) Unsociability

Introvert people are having high unsociability. They do not like build connection with other and tend to have a few close friends and like doing independent activities such as reading. They sometimes feel stressed while doing interaction with others.

3) Carefulness

It is usual that persons who have this value do the activities carefully. They think every single aspect carefully and pay more attention to it. They avoid dangerous things and do something that is familiar and safe.

4) Controlled

The person plans and arranges the program before doing something. He plans his bright future carefully and thinks twice before acting.

5) Inhibition

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

6) Reflectiveness

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

7) Responsibility

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

b) The Strengths of the Introvert Students

When interact in the school life, introvert students are typically serious to get understanding and as much knowledge as he learned. That trait appeared because he looks 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.

1) Persistent

According to Sager (2009, p. 2), the introvert people spend a lot of energy trying to make sense of troubling events, so they can avoid those events in the future. He does many efforts diligently. He spends a longer time to finish the task. It means that he does not feel boring to the situation of class. He knows that he must learn well until the end of learning period.

2) Scheduled and Detail

Warfield explained that the introvert is rigid. We can say he may improve his quality of intellectuality by training under well managed schedule because an introvert is a planner, or we can say he makes sure things happen, although sometimes they can paralyze themselves with over-analysis. Lists and “doing things the right way” are characteristics of this personality type. The introvert students will appear neat and structured when he does duties. Others can say that he makes perfectly things done from the beginning until the last work he gets used to finish in detail.

c) The Weaknesses of the Introvert Students

The potentiality of this temperament to the negative traits is great enough. The introvert is a passive temperament. The person possessing such a temperament, therefore, has not the joyful, quick, progressive, and active. He has a marked inclination to inactivity. Several kinds of descriptions about the introvert main weakness traits is written through points, they are:

1) Love of retirement

The introvert does not feel at home among a crowd for any length of time to learn; he loves silence and solitude. Being inclined to introspection he draws himself from the crowds and forgets his environment. In school he is often distracted, because he is absorbed by his own thoughts.

2) The Introvert is irresolute

Under the case of too many considerations and too much fear of difficulties the introvert is haunted by own problem and desire without willingness to solve it and struggle for it. It is possibility that his plans or works may fail, the introvert can hardly reach a decision. He is inclined to defer his decision. What he could do today he postpones for tomorrow.

3) The introvert is despondent and without courage

He is timid if he is called upon to begin a new work, to execute a disagreeable task, to venture on a new undertaking. He has a strong will coupled with talent and power, but no courage or we can call low mood person. If difficulties in his undertakings are encountered by the introvert, he feels discouraged and is tempted to give up the ship, instead of conquering the obstacle and repairing the ill success by increased effort.

In conclusion, the 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. In

contrary, the extrovert becomes a moving man and a pioneer. Extrovert on the other hand is a born leader, dynamic and has a strong urge to change things and in doing them but tends to be bossy, arrogant and impatient. He does not involve much of his feeling to make decision.

B. Reading Comprehension

The next variable that is going to be discussed is reading comprehension. this part is used to explore reading comprehension. there were two main points those are explored namely the definition of reading comprehension and the aspects of reading comprehension.

a. The Definition of Reading Comprehension

Reading is the way of communication between a writer and a reader. When readers read written text of a writer, whether it forms in symbols, letters, graphs, or sentence, it means the reader and the writer has done an interaction indirectly through the passage written. The readers try to get the meaning from what they read. According to Carter (2002, 136), Reading comprehension refers to our ability to understand what you read. While reading, it is an activity that use all of personal ability to understand what reader are reading as eyes' movement, brain, even and knowledge. According to Kabilan, et al., (2010, 128), reading is a dynamic, cognitive and interactive process. Reading is not merely a process of decoding of codes in printed form but a process of creating meaning as well. It is an easy task for human, but sometimes, it becomes harder when the meaning of a text, symbol, or pictures are implicit. As a

consequence, the ability to comprehend a code is needed. The goal of reading comprehension is to gain an overall understanding of what is described in the text.

Reading is a very essential skill that must be mastered by students. Through reading, students can learn many things, many subjects, and give them pleasure.

It plays an important part in developing students' knowledge. According to Devito (2014), reading promotes students to encourage their vital language skills, to enrich their knowledge, and to provide them a pleasure. Reading also helps students to find new vocabulary in real context.

Everyone has a purpose when he/she is reading. Suparman (2005, p. 1) states that there are two major reasons for reading; first is reading just for pleasure, the second is reading for information (in order to find out something or in order to do something with the information readers get). It is impossible if someone reads a text without any purposes. The purpose of reading will be gained if readers are able to comprehend the text well. Reading a text means comprehending what the text is about because reading without any comprehension is useless. Thus, to comprehend the text, readers need good ability in reading skill. Reading comprehension is a process in which students make sense of the written text in order to get information and knowledge from the text.

Based on Schank & Abelson (1977), there are six levels of comprehension, from the lowest to the highest, they are knowledge, comprehension, application, analyze, synthesize, and evaluate. The three lowest level; knowledge, comprehension and application, is included into rote learning which means learning without attaching much meaning to it. While the three others; analyze, synthesize and evaluate is belong to meaningful learning which means recognizing a relationship between new information and information already in long term-memory. Long-term memory is a collection of productions that are the repositories of both procedural and declarative knowledge. In the case of reading, this knowledge includes orthography, phonology, syntax, and semantics of the language, as well as schemas for particular topics and discourse types. A new knowledge structure is acquired in long-term memory if a new production is created to encode that structure (Newell, 1980).

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

performance, presumably because readers with greater capacity can integrate more elements of the text at a given time.

Overall comprehension is directly impacted by all three stages of the reading process; before, during and after. Each stage has a set of skills that are common to all successful readers. First, in pre-reading, readers need to apply specific strategies, including scanning and guessing, to survey the type of the text they are going to read and recognize its difficulties. Then they read and relate it to their schemata, and predict the content. Second is while-reading. In this stage, learners need strategies to comprehend the text such as questioning. The teacher can ask learners about the question of the passage and also clarify the answer to the students. The last is in post-reading, teacher needs to evaluate the strategy that is used by students and the quality of their comprehension. Many of these skills transcend one particular stage of the reading process. The reading process is a dynamic process and everyone must find their own recipe to become a successful reader. In line with the explanation above, it can be concluded that reading is process of getting meaning or information from written text, whereas reading comprehension is the level of understanding of the reader in comprehending text while they are reading.

b. Aspects of Reading

According to Nuttal (1982), there are five aspects in reading which help students to comprehend English text i.e. main idea, specific information, inference, reference, and vocabulary.

a) Main Idea

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

b) Specific Information

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

c) Inference

Inference is an educational guess or prediction about something unknown based on available facts and information. Inference is an

important skill because it helps the reader fills information that writer only suggests.

d) Reference

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

e) Vocabulary

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

C. Previous Study

There are some previous studies that have a similar field of with this current research. Those previous studies are used as a base and guidelines for conducting this current research. Moreover, those are also help the researcher to make an assumption to draw the objectives of this current research.

The first previous study was conducted by Mahmuda (2017) who concerning a research at investigating the correlation between personality traits and English achievement of the 11th grade students of SMA Muhammadiyah 1 Palembang. The study was tried to investigate 415 students using big-five questionnaire and TOEFL Junior Test. The result

showed that the most personality factor was agreeableness (37%), while the result of extraversion was 12%. Then it also revealed that there was no significant correlation between personality traits and English achievement ($p > .05$). The relation with this current study, the researcher limited the scope of the research field. The research only tried to explore the introversion-extroversion personality type of undergraduate students.

Next, a study which was conducted by Travolta, Mulyadi, and Imranuddin (2018) which investigated whether there were any significant different between introvert and extrovert students on their listening comprehension score and to seek out which of the students who have better in English listening achievement. This previous research employed 66 students consisting of 33 introvert and 33 extrovert students as the sample of the research. The results of this study revealed that there was significant different between introvert and extrovert students on their English listening achievement and the introvert students proved a better achievement on listening achievement than extrovert students. While, this current study was trying to seek out whether there was a significant different between introvert and extrovert students on their reading comprehension achievement.

The third, a concerning study about the correlation between introversion personality and reading comprehension that was conducted by Hasan and Yulianti (2018). There were 95 eleventh grade students were randomly selected as the sample of this previous research. The

questionnaire was employed to measure students' introversion personality. Then, the result showed that there was strong correlation between the two variables, introversion personality and reading comprehension. This means that the more introvert a student, the better their reading achievement result.