CHAPTER I

INTRODUCTION

This chapter elaborates the background of the study, the research questions, the purpose and significance, the scope, the limitations, and the definition of the key terms. This study will introduce the study and state the focus of the study

A. Background of the Study

Reading is an activity that allows student to create new information. Furthermore, reading provides students with lots of knowledge to help them master English. Pradani (2021) stated that reading allows students to learn about their surroundings and the world through many sources such as newspapers, magazines, articles, blogs, and e-books most of them are in English. Globalization has made mastering English essential for finding and understanding reading sources. This indicates that reading has become more essential even before the development of technological advances.

Reading remains one of the most essential activities performed by successful students in all fields of study. However, according to studies, many students continue to struggle with reading comprehension since reading is a complex process in which students should find the information to be delivered. The problems arise from external and internal factors. External factors for reading success involve what students need to help them read, include vocabulary mastery and techniques of reading, whereas internal factors hat come from students themselves include motivation,

interest, intelligence, learning style, and personality (Hasanah, 2023). Recent research has highlighted the significant impact these characteristics have on foreign or second language learning. One of the most essential reading characteristics is personality.

Students' reading experiences are influenced by a variety of factors, including their purpose of reading (for information/learning or enjoyment), background (family, school and cultural influences), attitudes (towards reading literacy in general) prior knowledge (linguistics, content and rhetoric) and individual differences (personality, learning styles, reading strategies and life experiences) (Sari et al., 2019). Based on five factors that influence students in their reading experience, personality is included as one of the factors that affect students' reading ability.

Student personality influences the results gained by students during the learning process, and it can be seen how these students attain their results. The personalities of students in school vary significantly. Individuals might be open and social, or introverted and antisocial. The student's personality plays a key role in defining their own course and success in education (Ramadhani et al., 2023). The difference in personality types will also affect the type of interest and motivation of students in learning. So that it will also affect the differences in the learning outcomes of each student.

There were two different types of students present: those who were quiet and inactive, and those who were cheerful, outgoing, and energetic. According to Jung (2014), there are two types of personality, namely

Extrovert personality refers to a less enthusiastic and more active type, Students with extroverted personalities enjoy socializing, being in crowds, and joining big groups. They dislike being by themselves. On the other hand, students with introverted personalities to spend their time alone and dislike big groups or crowds, which might enhance their ability to comprehend texts through collaborative learning, while introverted personality describes a more enthusiastic and less active type, who prefer solitary activities and introspection, may excel in focusing on reading tasks independently

In terms of reading ability, Gass and Selinker (2008) argue that the stereotype of an introvert is someone who prefers books over others, while the stereotype of an extrovert is the opposite where they prefer to perform. The above description of introverted language learners shows that they tend to read books frequently and such activity might affect their reading achievement.

Based on the considerations above, the researcher is interesting in conducting a study under the title: *"The Correlation between Ecxtrovert-Introvert Students Personality and Their Reading Achievement"*.

B. Research Question

The researcher formulates the research question based on the background and some previous study, seeking to answer: "Is there any correlation between extrovert-introvert students personality and their reading achievement of the eighth grade students at MTsN 2 KEDIRI?"

C. Purpose of the Study

The purpose of this study is to determine whether there is a significant correlation between extrovert-introvert personality and reading learning achievement of eighth grade students at MTsN 2 Kediri

D. Hypothesis

To know whether there is a positive correlation or not between variable X and variable Y, the research formulated Hα (Hypothesis) and Ho (Null Hypothesis) as follows:

Ho = "There is no significant correlation between extrovert-introvert students' personality and their reading achievement at MTsN 2 Kediri."

Ha = "There is a significant correlation between extrovert-introvert students' personality and their reading achievement at MTsN 2 Kediri."

E. Significance of the Study

The significances of this study are as follow:

1. For Students

Researchers expect this study will help students to understand themselves, the positive and negative aspects of their personalities, especially the possibilities they need to make changes to improve their reading skills..

2. For Teachers

The researcher assumes that the results of this study will inform the teacher about their students' personality traits, which may

influence their reading ability and learning style. This will assist them in determining appropriate teaching strategies for their students' needs.

3. For other Researcher

The findings of this study might be used as a reference for additional research to know more about the relationship between extrovert-introvert students' personality and their reading achievement.

F. Scope and Limitation

The scope of this thesis consists of a study into the correlation between extrovert-introvert students' personality and their reading achievement of eighth grade students in MTsN 2 Kediri.

This study includes two variables: extrovert-introvert student personality and reading achievement level. To determine student extrovert-introvert students' personality, researchers used an Eysenck Personality Inventory (EPI) questionnaire. The researcher used a narrative text for reading test to assess students' reading achievement, specifically in MTsN 2 Kediri.

G. Definition of Key Terms

1. Students' Personality

In this study student personality refers to the characteristics, behaviors and individual traits that determine how students interact with their surroundings, particularly at school. It comes from influences in their daily lives, such as home and family.

2. Extrovert

   Extrovert in this study means personality that is active, passionate, and enjoy interacting with others. People with extroverted traits frequently earn energy from social interactions and environment.

3. Introvert

   Introvert is personality who prefer to spend time alone or in peaceful places; Excessive social interaction usually causes them to become very anxious. These people often dive deep into their own ideas, and gain energy from spending time alone.

4. Reading Achievement

   Reading achievement refers to the level of success in reading comprehension. This includes a person's ability to understand text, organize information, and extract meaning from text.