

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains some related literature used in the study. This chapter focuses on students' personality, the kinds of personality, students' reading achievement and the factors that affecting reading as well as the previous study related to the correlation between personality and reading achievement.

A. Students' Personality

1. Definition of Students' Personality

Several researchers have shared their perspectives on personality. The proposed theories function as a guide for doing this study. The definition of personality is as follows:

A review from In psychology, personality refers to the integration of mental and behavioral elements. These qualities are functionally tied to the individual, causing them to behave in a unique and consistent manner. In general, personality is viewed as a distinct pattern of sustaining feelings, thoughts, and behaviors that reflect an individual's character. Personality is a unique behavior that arises from human nature in response to influences from both the environment and oneself (Hardiyanti, Misbah & Hadi, 2021). Thus, personality traits can be defined as complex psychophysical or spiritual-physical behavioral qualities of individuals that manifest in distinct behavior.

According to Pars in Jung (2017), the term personality or individual comes from the word personal, which refers to a mask that worn by ancient actors, or a mask that is regarded as an attitude that students adopted. Personality is a consistent set of ideas, feelings, social adaptations, and behaviors that define one's expectations, self-perceptions, values, and attitudes throughout time. It also predicts how people will respond to other people's challenges and stress.

Prayetno and Ayu (2018) defines personality as a distinct individual's essential essence, expressed via attitudes and actions that set them different from others. Including individuals' efforts to adapt to their particular diversity. Personality is the character of an individual's conduct in terms of adapting to a certain environment. Personality is strongly related to attitude, which is the character of an individual and has a tendency to act or react in a character direction.

Based on the descriptions above, it is possible to conclude that personality is the entire flow of ideas, emotions, and feelings that are unique to every human being and can have an impact on actions or how to adapt to diverse settings according to their respective personalities. Personality can be classified as either extrovert or introvert (Jung, 2014). These expressions are widely used nowadays and are typically assumed to be polar opposites of the same dimension. Introvert and extrovert personality qualities can

have an impact on human development, both positively and negatively.

2. Extrovert and Introvert Personality

According to Eysenck's (1991) theory of personality, individuals are classified along the extroversion-introversion dimension: Extroverts are characterized as sociable, outgoing, and energetic. In contrast, introverts are more reserved, introspective, and comfortable in low-stimulation environments. These distinct traits influence how individuals interact with their surroundings, including their approaches to learning and academic tasks such as reading.

a. Extrovert

Someone with an extrovert personality is more quickly influenced by their environment than by their own situation. Extroverts tend to stress the subjective side while focusing on the objective attitude. Extroversion is a personality trait that focuses more on the outside than the inside.

An extrovert is someone who enjoys socializing with others and focuses on "the world outside the self." According to Eysenck in Syahid (2014), people with extroverted personality types are more aware of their surroundings, and they are generally described as friendly, sociable, enjoy parties, have many friends, always need friends to talk to, are interested in what is going on around them, open, do not like to read or study

alone, enjoy humor, are always ready to respond, enjoy change, and are relaxed. Individuals with an extroverted personality type want to be active rather than silent.

Extroverts are known for their optimism, leadership skills, need for external stimulation, and busy lifestyle. Individuals with this type, on the other hand, are more easily distracted when learning, due in part to their inability to concentrate for long periods of time, impatience, lack of control over their emotions, and the fact that they are not always trustworthy. Extroverts are personalities who are impacted more by the objective environment (Hayati, 2023). The environment has a stronger influence on our thoughts, feelings, and actions. Extroverts will be more impacted by their surroundings than by their own situation. The orientation is mostly toward the outside, and thoughts, feelings, and behaviors are heavily influenced by the environment, both social and non-social. Extroverts have a positive outlook on society, a kind heart, are easy to get along with, and have good relationships with others. One disadvantage of this sort of extrovert is a strong attachment to the outer world, which can lead to feeling disconnected from their own subjective world.

Based on the previous perspectives, it can be concluded that people with extroverted personalities typically have open personalities, enjoy interacting with people, are easy to get along

with in both familiar and unfamiliar settings, are engaged in all activities, and their behavior is largely influenced by other people's opinions rather than being subjective.

b. Introvert

Introverts are known for their calm and quiet type, as well as their tendency to isolate themselves. They often struggle with teamwork, socializing, and public speaking. They may struggle in occupations requiring extroversion such as politics, show business, teaching, and medicine (Petric, 2019).

Extroverts are more active in their environment, whilst introverts are more passive. Introverts are less communicative and have difficulty connecting with people. Introverts have low self-esteem because they lack confidence and avoid social interaction. They are afraid that others will make fun of him. They tend to be quieter in conversation settings (Cahyani et al., 2020).

Based on the above information, it is clear that the introverted personality is one that is quiet, does not engage in much social interaction, is closed, and thinks more rationally. Introverts conduct all activities in an ordered and self-sufficient manner. Introverts dislike crowds and have few friends.

According to Eysenck (2005) in Hasanah (2023), introverted personality is individuals who prefer to read rather than socialize or communicate with others. As a consequence, they have few

friends and avoids crowds. Students with introverted personalities are students who do not speak up during the learning process (Handayani, 2021). Introvert students are reserved, quiet, and focused. Introverts tend to be quiet, controlled, and introspective, with a tendency to avoid conflicts (Gustriani, 2020). While introverted students are becoming more aware of and accepting of their personality traits, it is difficult to overcome the deep-seated, often subtle bias that favors extroverts.

According to the description above, many experts believe that introverted students are not ideal students since they do not engage in many aggressive behaviors or acts in the learning proses because they tend to be quite and avoid to speak up in the class. Introverted students are able to understand and overcome their own biases.

B. The Students' Reading Achievement

Personality plays a significant role in shaping how students approach and engage with reading activities, influencing their motivation, persistence, and overall achievement. According to Grabe and Stoller (2002), reading is a dynamic and interactive process that requires not only cognitive and linguistic abilities but also personal factors such as attitudes, interests, and emotional resilience. These personality traits can significantly impact students' reading behaviors and their ability to comprehend and analyze texts effectively.

1. The Definition of Reading

Reading is the most fundamental academic skill. Reading is essential for the growth of any academic domain; thus, reading proficiency is a critical competency for success in other subjects. Reading is an essential part of student activities. Without reading, students will be unable to obtain knowledge that is essential for their intellectual development. Reading helps them become experts in their fields. Sipahutar (2016) also mentioned that reading is a vital part of the learning process. Reading allows students to gain more information and improve their understanding of English. Students will also make better progress and achieve more important gains in academic areas such as comprehending English with reading abilities (Puspitorini & Hamdani, 2021).

Reading is the most important skill for improving our ability to understand information from the books we read, especially for students who are still learning and want to expand their knowledge. Many second and foreign language teachers prioritize reading instruction. However, many students are not accustomed to reading English material because reading in a foreign language context is difficult. This difficulty is one of the reasons why students are hesitant to read. Students should practice reading to increase their skills and experience. Practicing English can be challenging and frustrating, but with consistent effort, individuals can gain a solid understanding of the language and its meaning. According to Harmer in Sari, Rosmalina & Erlina (2019), reading is crucial for

language acquisition. The more students read, the greater their comprehension of the content. Reading textbooks, articles, newspapers, and magazines helps students enhance their reading comprehension. Reading helps students gain information and knowledge.

Grabe and Stoller (2002) emphasize that reading is an active, purposeful, and interactive process influenced by cognitive, linguistic, and psychological factors, including personality traits. They highlight that individual differences, such as introversion and extroversion, shape how readers approach and engage with texts. Introverts, being introspective, may excel in solitary and reflective reading tasks, leading to deeper comprehension, while extroverts, who thrive on social interactions, may prefer group discussions or practical applications of reading. Personality also influences reading strategies, with introverts favoring detail-oriented approaches and extroverts opting for broader or interactive methods. Furthermore, motivation and engagement key components of their framework are tied to personality, as introverts may find fulfillment in extensive reading, while extroverts are drawn to collaborative activities.

Based on the statement above, reading is crucial for academic success and personal development. Reading is a crucial skill for language learners, both academically and professionally. Reading is essential for students looking to advance and improve themselves.

2. Kinds of Reading

Reading is an essential skill for learning that requires the use of instructional techniques that can successfully assist students in acquiring content information in any subject or sector. Students who read are supposed to be able to think critically about the information they consume, absorb, and produce. Because improved reading comprehension will allow students to expand on their understanding of the significance of science. In addition, linguists state that there exist other forms of reading, specifically extensive and intensive reading.

a. Intensive Reading

Intensive reading is a carefully planned set of reading activities. In this reading, students just read one or a few options from the available reading materials. The intense reading program is one of the efforts to develop and improve critical reading abilities. Intensive reading is a carefully planned reading exercise that strives to develop and hone critical reading skills, resulting in a high level of knowledge (Sijjing Fu, 2022). Intensive reading entails a thorough examination and comprehension of a text. Intensive reading aims to increase students' ability to grasp texts by directing students' attention to text elements and strategies for interacting with the text.

Intensive reading refers to reading a passage or a text. Students read the book to gain information and insight. The goal of this reading is to read shorter texts. This reading is conducted to

obtain precise information. Learners reading books to gain knowledge is one example of intensive reading. According to Pohan, 2016) Intensive reading has several characteristics, including: (1) developing active vocabulary, (2) teacher involvement, (3) linguistic development, (4) active language use, (5) aloud reading, and (6) emphasis on improving speaking habits and accent, stress, intonation, and rhythm.

Studying reading texts intensively can help students improve their knowledge of language aspects as well as their reading techniques. The grammar translation approach, in which the teacher collaborates with students, is the most common method for intensive reading. Intensive reading necessitates a thorough comprehension and is directly tied to grammar and proper arrangement of linguistic characteristics. According to Broughton in Agustin (2020), focused reading typically involves materials under 500 words. The purpose is to fully comprehend the text's logical argument, theoretical arrangement, symbolic, emotional, and sociological tone, author's opinions, and language goals.

b. Extensive Reading

Extensive reading is a technique for teaching reading that involves students reading a large amount of material at their level in a new language, both for meaning and enjoyment. It is intended to foster a positive attitude toward reading, create healthy reading habits, and construct vocabulary and structural knowledge (Ferdila,

2014). Extensive reading involves reading a work in its entirety in a short period of time to comprehend significant content and improve reading efficiency.

According to Brown, reading extensively is done in order to gain a general comprehension of a material, which is typically somewhat lengthier (books, extended articles, essays, etc.). It claims that intensive reading is shorter than extensive reading, but the goal of comprehensive reading is to find general knowledge rather than intricate and specific reading material.

Extensive reading is comparable to rapid reading. This activity asks students to complete reading activities fast. In addition, students are expected to derive ideas from the literature they have studied. substantial reading is an activity for gathering substantial information, which means it takes time to read the material swiftly. Extensive reading seeks to develop comprehension through brief reads. Readers are provided the breadth and freedom to choose the text to be read. The reader's attention is directed toward understanding the text's content rather than the language or content in detail.

3. Factors Affecting Reading

According to Mustadi (2019), there are several factors that affect someone's reading interest, as follows:

- a. Physical factors or individual physiology which is innate, such as vision, hearing, body structure, and so on;

- b. Psychological factors, both innate and hereditary, consisting of intellectual factors, consisting of potential factors (intelligence and talent), as well as actual factor or actual skills (achievement or accomplishment).
- c. Non-intellectual factors, namely certain personality components such as attitudes, habits, needs, motivation, self-concept, self-control, emotion, and so on.
- d. Maturity factors, both physical and psychological

Factors from external (external factor) including:

- a. Social factors, which consist of family environmental factors, cultural factors, such as customs, science, and so on.
- b. Physical environmental factors, such as home facilities, learning facilities, climate, etc.,
- c. Spiritual factors and the religious environment

C. Relevant Studies

There are several studies are relevant to the current research and help contextualize its findings. One such study is "The Correlation Between Students' Personality and Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu" by Aidah (2019). This study was conducted at SMPN 20 in Bengkulu, involving a sample of 40 eighth-grade students. The research employed a quantitative approach with a correlational research design. Data was collected through a questionnaire to assess students' personalities and a reading test to measure their reading comprehension achievement. The results showed that 62% or 30 of the

students displayed a dominant personality trait of conscientiousness. Additionally, 8 students exhibited more than one personality type. Regarding learning achievement, the results indicated that 45% of the students scored below the minimum competence criteria (KKM), while 20% received medium scores and 35% scored highly. The researcher concluded that many students lacked motivation to improve their English abilities. Upon analyzing the data, the study found no significant correlation between students' personality and their learning achievement. This was evident from the correlation coefficient (r-value) of 0.267, which was lower than the critical value of 0.312 ($r = 0.267 < r\text{-table} = 0.312$), suggesting a weak relationship between the two variables.

Another relevant study is titled "The Link Between Personality Types and Reading Comprehension Achievement of Eleventh Grade Senior High School Students" by Ulin (2020). This study was conducted at SMA Muhammadiyah 1 Palembang, involving 132 eleventh-grade students. The research utilized a quantitative method with a correlational research design. Data were collected using a personality types questionnaire and a reading comprehension test. The results of the study revealed the distribution of personality types among the students: 19 students (12.92%) exhibited a dominant Extraversion type, 48 students (32.65%) were dominant in Agreeableness, 38 students (25.85%) displayed Conscientiousness, 29 students (19.72%) showed Openness, and the remaining students (8.84%) were categorized as having a dominant Neuroticism personality. Regarding the relationship between personality types and reading comprehension

achievement, the study found the following p-values for the respective personality traits: 0.765 for Openness, 0.319 for Agreeableness, 0.363 for Neuroticism, and 0.501 for Extraversion. All of these p-values were greater than the significance level of 0.05 ($0.765 > 0.05$, $0.319 > 0.05$, $0.363 > 0.05$, and $0.501 > 0.05$). As a result, the study concluded that there was no significant correlation between any of the personality types and reading comprehension achievement. These findings suggest that, within the context of this study, personality traits did not have a significant impact on students' performance in reading comprehension.

The last relevant study is titled "The Correlation Between Students' Personality (Extrovert and Introvert) and Their Reading Comprehension Achievement" by Pradana and Ismail (2022). This study was conducted at MAN 1 Pesisir Barat Lampung, involving 77 tenth-grade students. The research employed a quantitative approach with a correlational research design. Data were gathered through a personality survey and a reading comprehension test, which focused on narrative, descriptive, and recount texts.

The findings of the study revealed that 37 students exhibited an introverted personality, while 40 students were classified as extroverts. In terms of reading achievement, 72.50% of extroverted students scored above the minimum competence criteria (KKM) for reading, while 14.29% scored below this threshold. In contrast, 25.97% of introverted students achieved scores above the KKM, while 22.07% scored below the required criteria. The correlation coefficient between students' personalities and their reading

comprehension achievement was found to be 0.749, indicating a strong and positive relationship between these two variables. This suggests that there is a significant connection between students' personality traits (extroversion and introversion) and their success in reading comprehension. Thus, the study concluded that both extroverted and introverted personalities can influence reading comprehension outcomes, with extroverted students performing relatively better in this context. This study reinforces the idea that personality traits can play a role in shaping students' academic achievements, particularly in reading comprehension tasks.

The similarity between recent research and those previous study is the research focus on investigating the correlation between students, personality and the students reading achievement. In addition, The aim of the current research is to facilitate the classification of student personality types by concentrating primarily on two personality types: extrovert and introvert students. Additionally, given the findings of earlier study on the relationship between student personality and reading achievement still have some gaps, the researcher is eager to learn more and establish the validity of the relationship.