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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Reading is one of the receptive skills in language study. The word “receptive” in terms of reading means that a reader receives input from a writer. It means that there is a communication process between the writer and the reader in terms of transferring and receiving the information or knowledge. The result of this process depends on the reader’s thinking ability to manage the information received. Therefore, as a language input, reading plays an important role to enrich the reader’s background knowledge.

The information or knowledge received by the reader is processed to be a new one. Regarding this idea, Johnson (2008:3) defined reading as the practice of using text to create meaning. Since extracting the information leads the readers to create a meaning, then, the readers especially the students as language learners need to understand the information or knowledge on the text. Understanding on reading refers to comprehension. Thus, good comprehension relies on the students’ ability in relating their reading and background knowledge to create the meaning.

However, reading without comprehension is useless. Anderson in Linse (2005:71) said that the aim of reading is comprehension. It is because reading is not only about decoding and pronouncing the words or sentences, but also making sense and deriving its meaning. Pronouncing the written words correctly does not mean that the students can read. Therefore,



comprehension is needed in any reading purposes that the reader has. Generally, the readers read the text with particular purposes such as reading for meaning, understanding, and entertainment. Thus, the readers will be different from each other in terms of purposes and other aspects that influence their reading comprehension.

In the process of learning a foreign language, the differences among students always exist. Those differences are affected by several factors such as learning style, learning strategy, language aptitude, foreign-language anxiety, motivation, self-efficacy, gender differences, and personality types. In terms of students' academic life, individual differences among them appear more apparently. For instance, based on students' personality types, some students are passive learners and they tend to seek internal stimulation, while others are vice versa.

The development of the second language learning is closely bound up with human behavior and personality, which means that as part of affective domain, personality has a crucial contribution to the success of language learning. Since English has been widely used, it is important to understand types of human behavior and personality because each individual language learner has different tendency that could affect their language learning effectiveness and success. Hence, each reader has insignificant possibility to have identical success in learning language, specifically second or foreign language.



One of the personalities that is most researched in terms of educational settings is introversion-extroversion. Both are considered as the central dimension of human behavior. Brown (2007:166) said that the trait of introversion and its opposite, extroversion, are regarded as the most potentially important factor in the acquisition of a second or foreign language. It means that both of them have implications for being success in second or foreign language learning, although the effects of these traits are contradictory. The term contradictory implies that both the introvert and extrovert students get their success in second/foreign language learning in different ways. Hence, it explains that both introvert and extrovert have their own preference or different focus in strengthening them to do activities and interaction during learning the language.

Since they have different tendency in terms of learning a foreign language, then they might have different ability in each of four language skills. In terms of reading skill, Gass and Selinker (2008:433) reviewed that the stereotype of an introvert is someone happier with books than with other people, while the stereotype of an extrovert is the opposite. The description of introvert above shows that the tendency in terms of reading book is high. They tend to read a book frequently and it might affect their reading comprehension. It means that introversion personality has an impact upon students' reading comprehension.

Hence, in the process of teaching and learning English in Indonesian educational institution, the teachers need to be aware of the students'



personality such introversion in order to promote the students' success of English language learning and help them to reach what is expected to be reached based on educational system. Therefore, it is important to understand the relationship between the students' personality especially introvert students and their language skill, especially in terms of reading skill.

State Senior High School 1 Teluk Kuantan is one of the schools located in Kuantan Singingi Regency. As a formal educational institution, this school implies Indonesian 2013 Curriculum as its guidance in conducting the teaching and learning process. The curriculum structure for senior high school level consists of compulsory subjects, optional subjects, and additional religious subjects. One of the compulsory subjects, which is taught at State Senior High School 1 Teluk Kuantan, is English Language. It is taught for all grades in order to accomplish the curriculum expectation by integrating the main language skills in which one of them is reading skill.

Based on the Indonesian 2013 Curriculum, one of the basic competences of English subject is to comprehend the social function, generic structure, and language features of oral and written narrative text in simply short story form. The basic competence formulated on Indonesian 2013 Curriculum is appropriate with the ideas mentioned earlier that the students need to obtain the meaning and comprehend the text.

The researcher did a preliminary study at State Senior High School 1 Teluk Kuantan on July 11<sup>th</sup> 2016 by interviewing the English teacher, Mr. Hardianto, S.Pd. He informed the researcher that he had already conducted



reading activities by using some techniques, strategies, and methods. It had been done to attract the students' interest and stimulate their cognition in order to get high achievement in learning English especially in reading comprehension. Nevertheless, some of the students especially for the eleventh grade of State Senior High School 1 Teluk Kuantan were still encountering difficulties and problems in learning English as in comprehending reading materials.

The English teacher, Mr. Hardianto, S.Pd, described that based on his observation during teaching English to the students; he found that every student has different characteristics in learning English. The most common characteristics, which were often showed during learning, were passive-active, quiet-talkative, sober, anxious-confident, cannot be impulsive, and calm-excited. The students who were passive tended to be quiet, sober, anxious, cannot be impulsive, and calm. Generally, the students who had those characteristics tended to have less participation in language-use verbally. This sort of person tended to work individually or with close friends only when completing or discussing assignments. Meanwhile, the students who were active tended to be talkative, confident, and often no need time before acting. The students who had those characteristics tended to use language verbally much more than passive students. They often preferred working in-group to individually. Yet, the teacher informed that when the students had written test, in which the test usually consisted of reading comprehension question more than vocabulary or grammar, some of passive



students got high score while some of active students got low score. Based on the result of the test and observation, the teacher found that participation in classroom could not determine that the students were good in written test especially in reading comprehension test. The description which was given by the English teacher above showed that the students' introversion personality has relation with their reading comprehension.

Therefore, after conducting preliminary study at State Senior High School 1 Teluk Kuantan to the eleventh grade students, the researcher found some phenomena in terms of introversion personality and reading comprehension. The researcher found that some students have participated actively when discussing, questioning and answering, sharing some ideas or opinions, and reading aloud. Yet, they could not comprehend the text well, for instance narrative text. Thus, some of them got low score in reading comprehension test. Meanwhile, some students tended to avoid using English verbally. They tended to be passive learners who were fond of reading rather than speaking. Nevertheless, they still could not comprehend the generic structure and language features of a short story in narrative text form although they were sober and thoughtful during reading the text. Meanwhile, some of the students who preferred to work in-group had difficulties in completing individual reading task. For example, they could not analyze the social function of narrative text by themselves.

Based on the result of interviewing the English teacher, Mr. Hardianto, S.Pd, at State Senior High School 1 Teluk Kuantan and the

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phenomena described above, the researcher found that the difficulties encountered by the students were affected by several factors such as internal and external factors. For example, Mr. Hardianto, S.Pd described that some of the active and passive students would have different reading comprehension ability although they were taught by using same strategy. Therefore, it could be concluded that students' reading comprehension ability was not only influenced by external factors such as techniques, strategies, and methods used by teacher, but also by internal or individual factors such as introversion personality. Thus, the characteristics of the students' introversion personality took a role on their reading comprehension.

Therefore, the researcher would like to find out the correlation between the students' personality, especially in terms of introversion trait and their reading comprehension. Thus, the researcher tried to investigate the problems by conducting a research entitled:

***“The Correlation between Introversion Personality and Students' Reading Comprehension at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.”***

## **B. The Problem**

### **1. Identification of the Problem**

Based on the phenomena stated in the background of the problem above, it was clear that the students were still encountering the difficulties in learning English especially in terms of their reading comprehension.

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Concerning to those difficulties, the researcher identified the problems of this research as follows:

- a. Did the students who were active in learning process get low score in reading comprehension test?
- b. Did the students who were active participants in discussing get difficulties to comprehend narrative text?
- c. How was the ability of students who were fond of reading rather than speaking to comprehend the generic structure of a short story in narrative text form?
- d. How was the ability of students who were sober and thoughtful to identify the language features of narrative text?
- e. Did the students get difficulties to analyze the social function of narrative text by themselves?

## 2. Limitation of the Problem

Considering the identification of the problem above, the researcher limited and focused on the problem of this research. The personality type on this research was limited on introversion, while the students' reading comprehension was limited on narrative text. Hence, the problem focused on the significant correlation between introversion personality and students' reading comprehension on narrative text of the eleventh grade at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.



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**3. Formulation of the Problem**

Since this research was focused on the students' reading comprehension and their personality types especially in terms of introversion, therefore, the researcher specified the problems discussed in the following formulated questions:

- a. How is the students' introversion personality at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency?
- b. How is the students' reading comprehension in narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency?
- c. Is there any significant correlation between introversion personality and students' reading comprehension in narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency?

**C. The Objectives and the Significance of the Research****1. The Objectives of the Research**

Based on the formulation of the problem stated previously, the objectives of the research were:

- a. To get the information about the students' introversion personality at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.
- b. To know about the students' reading comprehension in narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.
- c. To find out whether there is or not any significant correlation between introversion personality and students' reading comprehension in

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narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.

## 2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in terms of learning how to conduct a research.
- b. These research findings are expected to be valuable inputs and meaningful information for teachers of English at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency and as gateway through which the teachers can manipulate their teaching process.
- c. These research findings are also expected to be valuable information for the students of the eleventh grade at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency in which they might get great chance to learn English as a foreign language successfully by recognizing their personality and its role in learning generally and language learning particularly.
- d. These research findings are also expected to be useful for those who are concerned with teaching and learning English, served as a related study dealing with other personality factors.

## D. Definition of the Terms

To avoid misunderstanding toward the terms used or involved in this research, thus the researcher provided the definition of the terms used in this study as follows:



## 1. Reading Comprehension

Snow (2002:11) defined reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the students need to proceed the meaning in order to comprehend the text. In this study, reading comprehension deals with the students' ability to answer the multiple-choice questions of narrative text correctly.

## 2. Introversion Personality

According to Richards and Schmidt (2010:213), introversion personality is the extent to which a person tends to avoid social contact with others and is often preoccupied with his or her inner feelings, thoughts, and experiences. As a matter of fact, people may have different degree of introversion dimension of personality. The degree of this personality type is studied to the eleventh grade students at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.

## E. The Reasons for Choosing the Title

There are several reasons of choosing this title to be developed in a research. This research was conducted based on the following reasons and considerations:

1. The title of this research was relevant to the researcher's status as a student of English Education Department of State Islamic University Sultan Syarif Kasim Riau.

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2. Other previous researchers in this department have never investigated the title of this research yet.
3. The location of the research facilitated the researcher to conduct this research.
4. Based on the preliminary study, the introversion personality was challenging the researcher to relate it to the students' reading comprehension to be investigated since there was a gap between theories and facts.