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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Reading Comprehension

The outcomes of reading depend on the readers' reading skills. One of the important reading skills that the readers must have is comprehension. Hudson in Hedgcock and Ferris (2009:36) observed that research has consistently identified four reading skill categories. They are decoding (word attack) skill, comprehension skill, fluency skill, and critical reading skill. The classification of reading skill above reveals that the existence of comprehension is crucial in reading.

To achieve comprehension, the readers have to acquire reading sub skills systematically started from phonemic awareness, phonic and decoding, fluency, vocabulary, and word recognition. Hence, being able to read the text fluently without understanding it is not enough as foreign language learners. It is because they might not have an advance in reading. In line with the idea above, Klingner, Vaughn, and Broadman (2007:12) summarized some experts' ideas about reading comprehension in a definition as follows:

Reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

The definition above shows that there are some skills and aspects as the requirements to process what the readers read and achieve



comprehension. It indicates that reading comprehension engages multicomponent, integrated each other. Those components such as background knowledge and experiences could differentiate the reading comprehension among readers. Thus, the way individuals build their own meaning against the text differ one another.

In addition, the process of constructing meaning to achieve the comprehension involves three elements. They are the reader, the text, and the activity. Snow (2002:11) explained these elements further as follows:

- a. The reader is one who does the comprehending and bringing all capabilities, abilities, knowledge, and experiences to the act of reading.
- b. The text that is to be comprehended and is broadly construed to include any printed text or electronic text.
- c. The activity in which comprehension is a part. In considering the activity, it includes the purposes, processes, and consequences associated with the act of reading.

The three elements as explained above, especially for the activities done by the reader are the keys to achieve the comprehension, which are related each other and cannot stand dependently. Its relation looks like a triangle that reading comprehension is an activity in which the reader must be able to interpret and extract the text to the valuable meaning or understanding and information. The relation of these elements represents that comprehension is a result of mind's ability to make links and ask



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questions regarding the particular reading event. Thus, readers' thinking ability could determine the quality of reading comprehension.

The quality of reading product is affected by reader's mind ability that stores and processes the information in different levels. The readers might comprehend the text as what the author wants and might have deeper understanding. Dorn and Soffos (2005:14) pointed out that the two levels of comprehension in which the information processed are surface level and deep level. They explained these levels as follow:

a. Surface level

The surface level of comprehension is a literal level of understanding, which means that it deals only with the textually explicit and with what is directly stated. This level relies on the reader's mind ability to recall information from the text. However, a reader who lacks of interest to think beyond the surface level will inhibit his/her mind's potential for growth in knowledge although he/she possesses the strategy to think deeper.

b. Deep level

The deep level of comprehension is a conceptual level of understanding. It relies on the reader's mind ability to think beyond the text and integrating the author's intentions based on the reader's point of view. However, the reader's background experience that consist of multiple sources of information and personal goals is important in gaining the deep comprehension.



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Since reading comprehension has to do with thinking, learning, and integrating all aspects involved on it, then, the levels of comprehension where the reader engages in during the process of synthesizing ideas give an impact on the potential to change the way the readers think in any reading purposes that the reader has. However, these levels of comprehension affect the reader consciously or unconsciously and the result much more. Then, the result can be applied in the readers' real life as a skill and an encouragement to make changes of behavior, attitude, habit, knowledge, and skills.

In conclusion, reading comprehension is always relating to understanding the meaning of the material being read. It means that meaning or information as the product of understanding, interpreting, evaluating, and reacting is the crucial thing in reading comprehension. Therefore, reading comprehension take multicomponent on its process. Language skills such as decoding, fluency, vocabulary, grammatical, and background knowledge of text organizations are crucial consideration in gaining the comprehension. Besides, having previous experiences is also helpful for the reader to comprehend the text. Thus, people will have different level of comprehension since they have different capability.

2. The Nature of Narrative Text

Narrative text is a kind of text that can be fun to read since its story contains action, dialogue, elaborate details, and/or humor. In addition, narrative text generally presents a life lesson. Therefore, it has great

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advantages since it can amuse the readers with a vicarious experience and give a meaningful lesson. Syafi'i, Fauzan, and Jonri (2011:53) reviewed that narrative is not typical of most paragraph, which means that it does not require the standard thesis sentence stating the main idea, nor does it require the traditional introduction, body, or conclusion- though it is certainly fine to include those items. Therefore, narrative text develops the story based on some elements in common such as unfold over time, characters that display some type of emotion, and center on events more than ideas.

In relation to this fact, narrative text can be defined as a text that tells a story of events or experiences by elaborating the problem, resolution, humor and a lesson in different ways to entertain the reader. Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, fables, mysteries, humor, historical fiction, plays, and real-life adventures. For example, fables are short stories with a typical story grammar but with the addition of a moral.

As students mature, they develop a keen understanding of how stories are structured. Tri (2011:22) explained that the structure of narrative text deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Based on the explanation above, the main generic structure of narrative text is

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complication and resolution. Tri explained further narrative text as follows:

a. Social Function

To amuse, entertain and to deal with actual vicarious experience in different ways.

b. Generic Structure

- 1) Orientation : sets the scene and introduces the participants
- 2) Evaluation : a stepping back to evaluate the plight
- 3) Complication : a crisis arise
- 4) Resolution : the crisis is resolved, for better or for worse
- 5) Re-orientation : optional

c. Significant features

- 1) Focus on specific and usually individualized participants
- 2) Use of material processes
- 3) Use of relational processes
- 4) Use of temporal conjunctions and temporal circumstances
- 5) Use of past tense

The general organization of the text as described above is useful to help the readers in making connection among ideas. According to Mandler and Johnson in Klingner et al (2007:76), the text structure as explained above are often called a story grammar, in which the text follows a single, general, structural pattern. The knowledge of text structure can influence



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reading comprehension because it is the way a text is organized to guide readers in identifying key information.

In conclusion, reading narrative text can improve much more the comprehension skill since they need to activate their background knowledge to interpret the information. The interpretation of the information in the text and the use of prior knowledge to interpret the information represent the reader's mind of what the text is about. This representation is the foundation from which the reader can retell the story, apply the knowledge that has been acquired from the text, identify the theme, and so on. The life lesson that the readers get based on the interpretation is very useful for their self-improvement and development.

3. Students' Reading Comprehension in Narrative Text

The demand to learn language components, which are needed in the process of mastering reading, encourages the students to get an extraordinary achievement. It is because, through reading, they not only practice how to get information or knowledge but also to enable them, as the language learners, mastering the language components especially linguistic component as the basic of reading skill, such as grammar, vocabulary, spelling, and linguistic conventions, etc. It is also useful in developing other language skills. Thus, reading plays a crucial role in language learning success since it contributes to the development of other skills such speaking, listening, and writing.

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Reading in a foreign language is not as easy as reading in the first language because it is a complex process made up of several interlocking skills and processes. The difficulties encountered by the students affect their reading comprehension toward the text that is written in foreign language. Westwood (2008:33) explained that the weak readers do not think deeply about what they are reading, do not interact cognitively with the information, and do not monitor their own level of understanding. The weaknesses of any basic reading skills can impair reading comprehension and cause a student to disengage from the task of interpreting text.

Reading comprehension involves a great deal of precise knowledge and many processing strategies that need to be acquired and practiced. The students need to have a collection of vocabularies and understand the grammar rules as the minimum requirements to obtain comprehension and convey the message successfully. To be good at reading and get better comprehension, Leaver, Ehrman, and Shekhtman (2005:11) presented a few tips for the students:

- a. Read a lot
- b. Learn about text organization
- c. Learn writing conventions
- d. Explore genre differences, and
- e. Develop knowledge about the target culture (and the world, in general).



The students who are in the process of learning foreign language especially in terms of reading skill can apply the tips above to be successful in reading activity and get good comprehension. Hence, to develop the knowledge continuously and improves their life-long skills, the readers are required to read a lot and explore many kinds of genres or types of text. One of several common types of text learnt by EFL learners of senior high school in Indonesian is narrative text in form of short story or essay.

The tips above are very useful for the students to develop their background knowledge relating many aspects around the world and get better comprehension in reading narrative text. It is because diverse culture emphasize and value different parts of a story. Klingner et al (2007:78) provided an example: Both groups (Guinea and Virginia) of students had been taught in English with Western-style textbooks. Students were asked to read two stories with different narrative structures. New Guinea children recalled more of the setting and details but often omitted the moral, whereas American students focused on general points of the story as well as the consequences and resolutions. Based on the example above, by reading narrative text, the students can develop their comprehension and knowledge about the target culture.

However, in order to comprehend and be able to emphasize the different parts of a story, the students have to use the information they already possess to filter, interpret, organize, and reflect upon the incoming

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information from the page. It is because narrative text is not simply about enjoyment of stories but also about understanding ourselves. Harrison (2004:4) explained further that narrative is a fundamental tool in the construction of our ability to relate to other people in characteristically human ways, which is fundamentally related to our use of the linguistic form of narrative. It is clearly explained that students' reading comprehension in narrative text is important since it not only improves their understanding upon the text, but also develops their self-development upon the characters, characteristics, and moral values.

Comprehension is very crucial in reading since it helps them to be knowledgeable and qualified human being. To develop reading comprehension in narrative text, the students must be familiar with the text organization. It is because they remember and understand stories better when they are organized in familiar ways. Klingner et al (2007:76) explained that when the students are familiar with the way a text is structured, they would get some advantages as follows:

- a. Help them form expectations about what they will read,
- b. Help them to organize incoming information,
- c. Help them to judge the relative importance of what they read,
- d. Help them to improve their comprehension, and
- e. Help them to enhance their recall.

By being familiar with the narrative text structure, the students can organize either an incoming information or an important one. It is useful

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for them to enhance their reading comprehension in narrative text. In addition, if the students do not understand the character, comprehension will be impaired. Hence, students' reading comprehension in narrative text is also influenced by their ability to analyze the characters' motives and relationship. Reading comprehension in narrative text is an active thinking process through which the reader constructs the meaning of the concept and the information presented in the story. Pertaining to the idea above, Irwin in Klingner et al (2007:23) described five basic comprehension processes that work simultaneously and complement one another that the students will be involved in as follows:

- a. Microprocesses

Microprocessing refers to the reader's initial chunking of idea units within individual sentences. It means that this process requires the reader ability in understanding syntax and grouping words into phrases that carry meaning.

- b. Integrative processes

The process of understanding and inferring the relationships among clauses refers to integrative processing. This process requires the reader to understand the causation and sequence and identify the pronoun referent as well. In reading narrative text, this process might work when the students try to relate the sequence of arising the problem until solving it.

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c. Macroprocesses

Macroprocessing refers to the reader's act of organizing and summarizing. It means that the ideas are better understood when the reader is able to summarize the keys information and organize it to a pattern in a coherent way. Through this process, the students' might find out the problem or moral value by summarizing the key information on narrative story.

d. Elaborative processes

The process of when the reader tap into their prior knowledge and make inferences beyond points which are described explicitly in the text called elaborative processing. This statement shows clearly that comprehension is achieved through the elaboration of prior knowledge and what the reader gets after reading. After reading narrative text, the students might get the moral value based on their own view by relating the story to their background knowledge.

e. Metacognitive processes

The metacognitive processes that the reader uses are those involved in monitoring understanding, selecting what to remember, and regulating the strategies used when reading. The acts done by the reader in this process show that metacognition that refers to the reader's conscious awareness or control of cognitive process is very important for the reader in terms of comprehending the text. However,

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this process is crucial for the students during reading narrative text because it influences the reading strategies and their understanding.

Since reading is a skill that develops constantly, then practicing is much more emphasized in order to develop their reading ability and comprehension. Hence, Tankersley (2005:113) explained that there three sets of skills that the students must have in order to exceed the basic process of comprehension.

- a. Metacognitive skills allow readers to link their thoughts and understandings to prior information in their brains.
- b. Mechanical skills allow readers to frame their expectations regarding the text and its organization.
- c. Composed of skill-based techniques that allow readers to understand the mechanics and organization of reading.

The skills above are crucial for the students in getting understanding of narrative text since they need to be able to organize text organization, and information on the text and on their brains. Therefore, by acquiring the skills as described above, the students can develop their reading comprehension and get many advantages to encourage their language skills. Mikulecky and Jeffries (1996:1) proved the idea above by describing several contributions of reading to other skills as follows:

- a. Reading helps you learn to think in English
- b. Reading can enlarge your vocabulary
- c. Reading can help you improve your writing



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- d. Reading may be a good way to practice your English if you live in a non-English-speaking country
- e. Reading can help you to prepare studying in an English-speaking country
- f. Reading is a good way to find out about new ideas, facts, and experiences.

These contributions indicate that reading comprehension engages many skills and works together to enhance the development of each other. Therefore, reading comprehension holds a prominent function and significant role in students' academic life in terms of improving their general skills in learning English as a foreign language. Reading might also have great advantage when the students live in non-English-speaking country. It is because the students can be exposed much more to read written text or information rather than interact with native and guide them to the improvement of reading comprehension.

In summary, based on the concept of students' reading comprehension in narrative text above, the experts have described clearly that reading is an important common activity that involves a complex process and many different skills. It requires the students to be able to do some actions such as linking the ideas, interpreting, making sense, and creating meaning of the narrative story that they are reading. It means that the students concern to comprehend their reading. Besides, the students need to practice their reading continually to minimize reading difficulties,



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get broad experience and knowledge. The processes passed by the students then lead them to be capable readers.

4. The Factors That Influence Students' Reading Comprehension

To comprehend the narrative text, the students are required to be familiar with the ways the story are organized by the writer. The students' ability in identifying the text pattern can influence their reading comprehension. In addition, it is also influenced by several factors. Tankersley (2005:108) provided four important factors that influence reading comprehension as follows:

- a. Command of the linguistic structures of the text,
- b. Adequate vocabulary in the content area,
- c. Degree of metacognitive control of the text, and
- d. Adequate domain knowledge.

The differences in terms of knowledge of narrative text structure, vocabulary, prior knowledge of the content, ability to monitor their comprehension, and knowledge of grammar that exist among the readers might result the different level of understanding. However, reading comprehension is not only affected by cognitive and metacognitive abilities, but also social and individual factors. A model of comprehension as a constructive process is strongly influenced by both these factors. Blachowicz and Ogle (2008:32) classified the social and individual factors as follows:

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- a. Social factors
 - 1) Home
 - 2) School
 - 3) Work
 - 4) Group
 - 5) Community
- b. Individual factors
 - 1) Interest
 - 2) Persistence
 - 3) Knowledge and Experience
 - 4) Awareness or confidence as reader
 - 5) Style of interacting with others
 - 6) Style of interacting with the text.

The factors above affect the way the reader process the text and the reading comprehension outcomes. These factors above can also make the difference among readers. Some of them might get good comprehension, while the others experience poor comprehension in reading narrative text because of social factors such encouragement of school or individual factors such interest. The students who have poor comprehension can be caused by several factors. Westwood (2008:34) identified eight most frequently causal factors of comprehension problems as follows:

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- a. Limited vocabulary knowledge.

If a student has difficulty in understanding what he or she is reading, it is worth considering whether there is a serious mismatch between the student's own knowledge of word meanings (expressive and listening vocabulary) and the words used in the text.

- b. Lack of fluency

Students who read very slowly or much too fast – often comprehend poorly and very fast reading may result in inaccurate word recognition, and important details being overlooked.

- c. Lack of the familiarity of the subject matter

It is better to provide information to build background knowledge for the weaker readers.

- d. Difficulty level of the text (readability)

Text that is complex in terms of concepts, vocabulary, sentence length, and structure is difficult for readers to process. For this reason, expository text with its facts, detailed descriptions, explanations, definitions, sequences, cause and effect relationships, and comparisons – is much more difficult to process than narrative text.

- e. Inadequate use of effective reading strategies

Weaker readers do not approach the interpretation of text strategically. Therefore, there is an urgent need to teach and develop fully self-regulated readers who are skilled and strategic in reading for meaning.

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f. Weak verbal reasoning

The ability to understand text, and particularly to go beyond the words on the page in order to make relevant connections among facts and to analyze the ideas, reflects the operation of verbal reasoning.

g. Problems with processing information

Limited working memory is sometimes suggested as a causal factor in poor comprehension specifically the ability to keep relevant information and make connections between ideas.

h. Problems in recalling information after reading

Recall is dependent partly upon factors such as vividness and relevance of the information in the text; but it is also dependent upon a student giving adequate attention to the reading task and knowing that it is important to remember details.

In conclusion, many factors influence students' reading comprehension, particularly in narrative text. These factors have an impact to the students in terms of good or poor comprehension. Hence, it is important to consider these factors related to social, individual, and the text itself. However, the most important factors that affect the process of reading and consequently the process of comprehension are the reader variable and the text variable. Reader variables are the strategies used by the readers, their background knowledge, linguistic knowledge, motivation, personality, interest, and self-esteem; while the text variables consist of difficulty level, genres, content, etc.



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5. The Nature of Introversion Personality

Each learner is a complicated person who has psychological, biological, physical, social, cognitive, and affective characteristics in which it can identify his/her capability toward language learning. Among all these aspects, affective factors, plays considerable role in language learning, especially one of its particular dimensions, personality traits. The number of personality types indicates that there are varieties of personality types that influence the students' preferences and they use it most of the time in their conscious or unconscious language learning activities. Thus, personality traits within the students contribute in some way to the success of language learning.

The differences among students in terms of personality tendency lead them to have their own way to learn, comprehend, act, and even achieve their success. According to Busch in Rekabdar, Behrouzi, and Hakhverdian (2015:172), personality is one of the individual differences, which is widely accepted to have an influence on learning in general and language learning in particular. The difference in terms of learning effectiveness gained by the language learners is a result of their tendency in behaving differently to approach language-learning situations and interaction with people and culture.

In educational settings, many types of personality take a role in teaching and learning process, but there are three aspects of personality



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models that most researched. Jung in Leaver et al (2005:113) reviewed that these aspects are:

- a. Extraversion and Introversion (direction of energy flow)
- b. Sensing and Intuition (mental function for taking in data)
- c. Thinking and Feeling (mental function for coming to conclusions and making decisions).

Among personality types, introversion-extroversion is one of the important factors in learning second or foreign language. It is because introversion has an effect not only on language learning but also on other affective factors, such as learning style, anxiety, self-esteem, and self-efficacy.

Since it has an impact toward language learning, then, the students and language learners need to recognize and understand their own personality. Dornyei (2005:19) simplified the definition of introversion as a trait that is referring to where people prefer to focus their attention and get their energy from their inner world of ideas and experiences. This definition indicate that the internal world takes a role to attract, motivate, support, and stimulate the introvert much more than external world.

Based on the definition above, the introvert is characterized as a person that has a movement of energy toward inner world where the subjective factors become the chief of his/her motivation. Brown (2007:177) presented the Myers-Briggs character types of introversion as follows:

- a. Territoriality

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- b. Concentration
- c. Internal
- d. Depth
- e. Intensive
- f. Limited relationships
- g. Conservation of energies
- h. Interest in internal reaction

The characteristics above represent the introverts that they are not too sociable, need to concentrate in doing something, and have low ability to build multiple relationship. However, every introvert has different degree in terms of characteristics above, which means that one might be highly introvert, fairly introvert, or average. For instance, the difficulty level in building relationship might be differ among introverts. Myers (2010:569) classified the characteristics of introverts into two types:

- a. Stable introverts

They are characterized as people who are passive, careful, thoughtful, peaceful, controlled, reliable, even-tempered, and calm.

- b. Extreme introverts

They are characterized as people who are quiet, unsociable, pessimistic, sober, rigid, anxious, do not like excitement and moody people.

The characteristics above represent that the introverts prefer to talk less and be reserved. In terms of language learning, introvert will get less

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of language-use opportunities verbally. It is also because they cannot be spontaneous. Leaver et al (2005:114) reviewed that introverts cannot be impulsive and jump right into situations because they need more time to process before acting. It characterize that they need to plan ahead, look before they leap, like a well-ordered mode of life. Therefore, the introverts tend to seek the internal stimulation much more to restore balance and bring them up to an optimal level of performance. As a result, the tendencies of introverts as explained above affect the way in acquiring second language since they behave different in each learning situation.

The characteristics of introverts as explained above can be classified based on its dimensions. Dornyei (2005:16) provided the examples of each dimension at one extreme as follows:

- a. Warmth : I don't really like people I meet
- b. Gregariousness : I don't like to have a lot of people around me
- c. Assertiveness : I am not dominant, forceful, and assertive
- d. Activity : I don't usually seem to be in a hurry
- e. Excitement-Seeking : I don't like to be where the actions is
- f. Positive Emotions : Sometimes I don't bubble with the happiness

In classroom-language-learning settings, the students who are introverts might have different tendency in learning each main skill of second/foreign language. Gass and Selinker (2008:433) explained that the stereotype of introvert is someone who is much happier with a book than with other people. It means that introverts would spend their time more



with book by reading than with people by talking or discussing. Their preference shows clearly about their tendency in learning language skills. Thus, when language-learning setting cannot meet a demand as introverts, they tend not to involve in learning situations and achieve anything. Hence, introversion leads them to the success in second/foreign language learning, although in different ways.

The introverts' preferences in learning second/foreign language might affect the outcomes of language-learning and academic success. It is because introversion personality certainly shape the way people respond to their learning environment, certain tasks, and methods or strategy of language learning and teaching. Thus, it is quite likely that people have different degree of introversion personality pursue differential behavioral patterns, which will have an impact on their participation in a range of learning tasks, from classroom activities to real-life practices of intercultural communication.

In conclusion, the introvert would learn language differently and take the advantages of language-use opportunities based on their preference. It means that introverts can be competent language learners by optimizing their internal world and using the most appropriate strategies, methods, and sources to get most favorable stimulation. As one of the individual differences, the impact of different degree of introversion personality on the students cannot be avoided in reading second/foreign language. Thus, the difference that is brought by the readers into reading



process produces different reader although in the same level of reading proficiency.

6. The Relationship between Introversion Personality and Students' Reading Comprehension

A variety of personality types are involved in the development of affective states or feeling. The affective domain can be referred to the emotional side of human behavior that affects language acquisition.

Regarding with the idea above, Harrison (2004:3) reviewed that,

Reading determines how we are able to think, that it has a fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.

Based on the statements above, reading is one of the language skills that has correlation to the development of emotional. As an active thinking activity, reading comprehension is processed in both a cognitive and an affective activity. Good readers are active in the sense of becoming capable readers and involved cognitively and emotionally in what they are reading. Therefore, different cognitive and emotional ability promote different level of reading comprehension. Thus, it can be concluded that the students who have differences in terms of emotional side will have different personalities. Different personalities promote the differences in reading comprehension. The literatures have shown that personality as the most important individual differences is often contingent upon reading skill. Harley (2005:361) supported it in the following explanation:



There are individual differences in reading skills, and the same is true of text processing: people differ in their ability to process text effectively. There are a number of ways in which people differ in comprehension abilities, and a number of reasons for these differences.

A reader might comprehend the text better than other despite of being in the same group because the degree of the existence of individual differences, in particular personality. Hence, introversion as one of the personality factors that includes on affective domains might influence the development of second/foreign language acquisition, which will definitely affects the four language skills like reading. Thus, the readers who interact with the same text will have different interest upon reading because of the personality factors, in particular introversion dimension.

Since the readers have different interest toward reading, then, they are likely differ in their reading ability. The ideas above are supported by Snow (2002:22) that individual children or readers vary in their reading comprehension abilities, and variability in reader characteristics may partially account for these differences. Specifically, Eysenck and Chan in Zafar and Menaakshi (2012:34) described that the characteristics of introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement. The theories of introversion discovered by the experts as above reveal that the characteristics of introverts can affect their reading comprehension. Thus, a more introverted personality may be better suited to classroom learning, especially reading and writing skills.



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In summary, different readers have different tendency in reading. The tendency of introverts prefers to be involved in reading activities to social interaction. It means that this kind of differences promote the differences on students' reading comprehension. Besides, studies have showed that the readers have consistency in personality traits in which it influences the consistency toward a subject. This condition affects their effort to achieve comprehension and then gives an effect on the outcomes of their reading comprehension as well. It can be influenced by personality traits, in particular introversion, because it has such a consistency toward a subject. Therefore, a prediction of reading performance such comprehension can be made by looking at the degrees of the personality traits, in particular introversion dimension.

B. The Relevant Research

There are many previous researches regarding EFL learners who are introverts and reading comprehension that were relevant to the researcher's study, such as a research conducted by Usmiaty on 2012, entitled "The Difference between Speaking Ability of Introvert and Extrovert Students of the Second Year Students of Senior High School 1 Tanjung Balai Karimun Rebing District in Karimun Regency." The research conducted by Usmiaty was similar to the researcher's study especially the independent variables in particular introvert students. She found that r_o was higher than r_t at 5% and 1% significance level ($2.00 < 17.961 > 2.65$) with the $df = 68$. Thus, there was a significant



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difference on the speaking ability between introvert and extrovert. It can be concluded that the introvert students were categorized “enough” and the extrovert were students categorized “good” in terms of their speaking ability.

Fatma Hsain Ali Suliman conducted another research about “The Role of Extrovert and Introvert Personality in Second Language Acquisition” on 2014. According to the finding of this research, personality traits, extroversion and introversion, have a major effect on second language acquisition process. She found that 65% of students’ personalities affected their acquisition while 35% of them did not show that their personality type had affected them. However, the variable x of this research was similar to the researcher’s study.

Another research was conducted by Tri Kurniawati Ningsih on 2014, entitled “The Correlation between Self-Efficacy and Reading Comprehension of Second Grade Students at SMA N 1 Moro Karimun Regency”, was relevant to the researcher’s study because the variables correlated was one of the affective domains in second language acquisition and reading comprehension is similar to this study. However, Tri found that r_o was higher than r_t at 5% and 1% significance levels ($0.288 < 0.374 > 0.372$) with the $df = 47$. Then, there was a significant correlation between self-efficacy and reading comprehension of her research subject.



C. The Operational Concept

To clarify the theories used in this research and avoid misunderstanding, then the researcher provided the concept and explained briefly the variables of this research. There were two variables used in this research. They were variable X as independent variable that refers to introversion personality and variable Y as dependent variable that refers to reading comprehension.

Based on the concept of introversion personality, the indicators of variable X (introversion personality) were as follows:

1. Sociability/ interaction: reserved and distant except to intimate friends.
2. Excitement: do not like excitement, distrust the impulse of the moment.
3. Expenditure of energies: reliable, take matters of everyday life with proper seriousness, pessimistic, quiet, retiring sort of person, and introspective.
4. Risk-taking/planning: plans ahead, look before they leap, like a well-ordered mode of life.
5. Interests in internal events: fond of books rather than people and reading/writing rather than speaking.

Based on the syllabus, the indicators of variable Y (reading comprehension) were as follows:

1. The students' ability to analyze the social function of narrative text.

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2. The students' ability to analyze the setting and characters of a short story in narrative text form.
3. The students' ability to comprehend the complication of a short story in narrative text form.
4. The students' ability to analyze the resolution of a short story in narrative text form.
5. The students' ability to identify the language features of narrative text.

D. The Assumption and the Hypothesis**1. The Assumption**

In this research, the researcher assumed that the higher the students' introversion personality was, the better the students' reading comprehension would be.

2. The Hypothesis

Ha: There is any significant correlation between introversion personality and students' reading comprehension in narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.

Ho: There is no significant correlation between introversion personality and students' reading comprehension in narrative text at State Senior High School 1 Teluk Kuantan Kuantan Singingi Regency.