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**FACULTY OF TARBIYAH AND TEACHERS TRAINING
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STUDENTS' PERSONALITY AND THEIR READING COMPREHENSION : A CORRELATIONAL STUDY AT A JUNIOR HIGH SCHOOL IN PEKANBARU



By

MANISHA RAHMADHANI

SIN. 12110421998

A Thesis

Submitted in Partial Fulfillment of the Requirements

For Bachelor's Degree of English Education

(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
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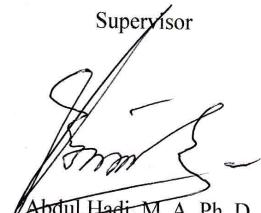
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Pekanbaru, March 12, 2025
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ABSTRACT

Manisha Rahmadhani (2025): Students' Personality and their Reading Comprehension : A Correlational Study at a Junior High School in Pekanbaru

The purpose of this study is to find out the relationship between students' personality and their reading comprehension of the second grade at Junior High School 23 Pekanbaru. There were two instruments used in collecting the data for this research. For personality, the researcher used questionnaire. Then, for reading comprehension, the researcher used reading comprehension test in form of multiple choices. The population of this research is 315 students. Then, in taking sample, the researcher used stratified random sampling and chose 99 students from second grade as the sample. By using product moment formula through SPSS 22.0 in analyzing the data, it was obtained that t_{table} of 5% and $d_f = 97$ was 0.202. It indicated that $t_0 < t_{table}$, in which $-0.138 < 0.202$. Based on the score of $r_0 = 0.014$, it indicated that the score of r_0 was smaller than r_t , in which $-0.014 < 0.202$. It meant that H_a was rejected and H_0 was accepted. In other words, there was no significant relationship between personality and reading comprehension.

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ABSTRAK

Manisha Rahmadhani (2025): Kepribadian Siswa dan Pemahaman Membaca Mereka: Studi Korelasional di Sekolah Menengah Pertama di Pekanbaru

Tujuan penelitian ini adalah untuk mengetahui hubungan antara kepribadian siswa dan pemahaman membaca mereka pada kelas dua di Sekolah Menengah Pertama 23 Pekanbaru. Ada dua instrumen yang digunakan dalam pengumpulan data untuk penelitian ini. Untuk kepribadian, peneliti menggunakan kuesioner. Kemudian, untuk pemahaman membaca, peneliti menggunakan tes pemahaman membaca dalam bentuk pilihan ganda. Populasi penelitian ini adalah 315 siswa. Kemudian, dalam pengambilan sampel, peneliti menggunakan sampling acak tersratifikasi dan memilih 99 siswa dari kelas dua sebagai sampel. Dengan menggunakan rumus product moment melalui SPSS 22.0 dalam menganalisis data, diperoleh t_{tabel} pada taraf 5% dan $df = 97$ sebesar 0,202. Hal ini menunjukkan bahwa $t_{hitung} < t_{tabel}$, yaitu $-0,138 < 0,202$. Berdasarkan nilai $r_0 = -0,014$ menunjukkan bahwa nilai r_0 lebih kecil dari r_t , yaitu $-0,014 < 0,202$. Hal ini berarti H_a ditolak dan H_0 diterima. Dengan kata lain, tidak terdapat hubungan yang signifikan antara kepribadian dengan kemampuan membaca pemahaman.

ملخص

مانيسا رمضاني، (٢٠٢٥): شخصية التلاميذ وفهمهم للقراءة: دراسة ارتباطية في المدرسة المتوسطة الحكومية بمدينة بکنبارو

الهدف من هذا البحث هو معرفة الارتباط بين شخصية التلاميذ وقدرتهم على الفهم القرائي لدى تلاميذ الصف الثاني في المدرسة المتوسطة الحكومية 23 بمدينة بکنبارو. تم استخدام أداتين في جمع البيانات لهذا البحث، وهما استبيان لقياس شخصية التلاميذ، واختبار لفهم القرائي على شكل أسئلة اختيار من متعدد. بلغ عدد أفراد مجتمع البحث 315 تلميذاً. أما في اختيار العينة، فقد استخدمت الباحثة أسلوب العينة العشوائية الطبقية، و اختار 99 تلميذاً من الصف الثاني كعينة للبحث. وباستخدام معادلة بيرسون للارتباط من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية 22.0 لتحليل البيانات، تم الحصول على قيمة t الجدولية عند مستوى دلالة 5% ودرجات حرية = 97 وهي 0.202. وقد أظهرت النتائج أن t المحسوبة أقل من t الجدولية، أي $-0.138 < -0.202$ كما أظهرت قيمة معامل الارتباط $r_0 = -0.014$ ، وهي أقل من قيمة r الجدولية، أي $-0.014 < -0.202$. ويعني ذلك أنه تم رفض الفرضية البديلة وقبول الفرضية المبدئية. بمعنى آخر، لا يوجد ارتباط كبير بين شخصية التلاميذ وقدرتهم على الفهم القرائي.

الكلمات الأساسية: ارتباط، شخصية، قدرة على الفهم القرائي

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Neuman et al., (2020) state that reading is a larger part of who we are and how we interact with the world. Supported by Lone (2011), reading is the ability to recognize and examine words or phrases and understand the information they contain. Reading is essential language skill which the primary aim is comprehension. According to Kusdemir and Bulut (2018), reading is a process which involves some steps, begin with seeing, then receiving the basic information and perception and producing comprehension in the brain. Reading activity also related to comprehension.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller 2018). Moreover, Allen and Mcnamara (2020) explain that reading comprehension is centrally defined by the conceptual knowledge that the reader construct and extracts from the text. Reading comprehension is the dominant language skill that is given priority in foreign countries where English is not used. Hadi (2006) states that reading comprehension in EFL is very important because reading can include speaking, writing, listening and also we communicate using language. Of course, we can start using this language by reading, especially in the school environment students must be accustomed to reading.

The purpose of reading, one of which is according to Grabe and Stoller (2018) to know what the topic interest and the problem of the story. In terms of reading purpose there are several competency standards, especially in the Merdeka Curriculum for Junior High School. Merdeka Curriculum explains that the standard competency of teaching English in junior high school curriculum in reading is the students independently read and respond to familiar and unfamiliar text containing predictable structures and familiar vocabulary. The school uses Merdeka curriculum as a subject to the students, and the school to be researched uses that curriculum.

Shehu (2015) states that the factors that influence students' reading comprehension are caused by several things factors such as internal factors and external factors. Internal factors that come from within the student, such as students' interest in reading, motivation, self-confidence, attitude and personality. Meanwhile, external factors come from outside the student, such as environment, family, economy. This research focuses on one of the internal factors that influence reading, especially personality.

According William et al., (2023) personality is the unique and relatively stable pattern of behaviors, thoughts, emotions, and characteristics that distinguish individuals from one another. This is supported by Erdenk N and Altuntas (2017) that personality traits are often seen as consistent across situations and times, although these traits can also be influenced an individual perspective, attitudes and behaviours.

Jung (1921) cited in Hefaze and Azar (2023) states, "personality is classified into extrovert and introvert". People are categorized as extroverts or introverts depending on their favored energy orientation. Extroverts is characterized by a focus on external stimuli, social interactions, and external expressions. Introverts are characterized by a preference for internal thinking, reflection, and solitude.

To support and strengthen this study the researcher finds previous research. The first previous research overview by Riska Fitri Utami (2022), the title "The Correlation Between Students' Personality (Extrovert and Introvert) and Their Reading Comprehension Achievement". The second previous research overview by Muhimatul Mukminin (2020), the title "The Correlation Between Students' Personality Type and Their Reading Comprehension Skill at English Language Departmen of IAIN Kediri". The third previous research overview by Siti Ilmiatul Hasanah (2023), the title "Correlation Between Students Personality and Reading Achievement". Based on previous research there are still inconsistencies in previous research, so researcher are interested to re-examining research with the same variable and titles, especially for a Junior High School in Pekanbaru.

Based on preliminary observations, reading was one of the important skills that had to be mastered in language learning. However, students still experienced several problems in understanding what they read. These problems included a lack of motivation to read, difficulty in understanding the information in the text, and an unsupportive environment. Students were more likely to succeed in learning English

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B. Identification of the Problem

Based on the background of study, there were many problems that could be identified. These problems include students' lack of motivation in reading, students had difficulties to comprehend reading text due lack vocabulary, some students were not interested in reading text, some students did not appreciate the Teachers method of explanation since it did not suit them individually, they preferred to read alone rather than in groups and whether or not there is a significant correlation between students' personality and their reading comprehension.

C. Limitation of the Problem

Based on identification problems, the problem can be limited only the students' personality and their reading comprehension at second grade of a Junior High School in Pekanbaru.

D. Formulation of the Problem

Based on limitation of the problem, the problem of this research formulated can be follows: is there any significant correlation between students' personality and their reading comprehension at a Junior High School in Pekanbaru?

E. Objective of the Research

Based on formulation of the problem, the objective of this research can be follows: to test significant correlation between students' personality and their reading comprehension at a Junior High School.

F. Significance of the Research

Theoretically, the result of this research it is hoped the researcher can expand understanding of student personality. It is hoped this research will also be useful for students to recognize and differentiate their own personalities.

Practically, for students' after knowing their own personality type, students' can adapt themselves to the learning process. For teachers, this research can also provide information to teachers that knowing students' personalities is important in the learning process. Teachers should use different strategies when delivering lessons. For other researchers, it is expected to provide the researcher with new information to continue for better research on teaching and learning cases.

G. Definition of the Term

1) Personality

According to Koswara (2005) "Personality is a term that refers to a certain social image accepted by an individual from his group or society, then the individual is expected to behave based on the social image he receives". So,

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Personality is a basic characteristic possessed by a person someone who can differentiate him from other people. Personality includes all thoughts, behavior, feelings, consciousness and unconsciousness.

2) Reading Comprehension

According to Furqon (2013) "Reading comprehension is assigning meaning and extracting information from written texts". So, Reading comprehension is a the process of acquiring meaning that actively involves existing knowledge and experience owned by the reader and connected to the content of the reading.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Reading Comprehension

Linse (2005) states that reading is a group of skills which entails making sense and acquiring meaning in the form of printed material. From the statement above, it can be conclude that reading is the process of mind to get the information and knowledge with comprehending all of reading text.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller 2018). Supported by Steve (2007), comprehension is an active process to which the readers bring his or her individual attitudes, interests, and expectations. Therefore comprehension above means the reader need ability to locate the relevant information carefully based on their particular purposes.

The four operations are identification, analysis, evaluation, and application (Kurniawati 2020). First, identification means that the reader must find the message expressed by the author. Second, analysis means that the reader must identify the text based on its structure or pattern. Third, the evaluation process requires readers to evaluate information in order to do something with it. The final aspect is the

application, the reader uses the information to solve the problem. Reading activity also related to comprehension.

Kusumarasdyati (2023) Reading comprehension is a reading activity aimed at thoroughly understanding the content of the reading. Reading comprehension requires not only the motor skills of eye movements, but also thinking and reasoning in order to discover or discover something. This is supported by Kholiq and Luthfiyati (2018) who stated that reading comprehension is defined as a reading comprehension skill that tests how well one has mastered reading comprehension. If a students can read but cannot understand the meaning of the text, it means that the person lacks reading comprehension.

From the explanation above, it can be concluded that reading comprehension is an interactive process between readers, text and strategies, thus interactive process includes understanding, utilizing, and evaluating the important message that author trying to convey.

a) Aspects of Reading Comprehension

According to Nuttal (2000) cited in Vera et al., (2018), reading comprehension has 4 aspects that students must master, such as determining the main idea, finding specific information, making inferences, and understanding the meaning of words. These four aspects are considered as difficulties that students often face in understanding a text. These aspects are explained below;

Determining the main idea, determining ideas is a skill for understanding the main point of a paragraph. The main idea is usually in the first sentence, the second sentence, and the last sentence. Most students have difficulty or confusion in determining the main idea in a text. Knowing how to find the main idea allows students to understand and think critically about what they read.

Finding specific information, students are asked to look for detailed information or main ideas contained in a text. Determining specific information in a text by looking at the important parts and ignoring the unimportant parts, this makes it difficult for students to determine certain information contained in the text.

Making Inferences, students are able to understand the conclusions of a text. In reading texts, helping students in arguing to build thoughts, assumptions, and draw conclusions. Inference is a guess or conclusion drawn based on logic. Therefore, making inferences makes it difficult for students to draw logical conclusions from a text.

Understanding the meaning of words, students are asked to find the meaning of the most difficult words in a text. By understanding sentences in the text, students can find the meaning of words according to the context. Reading comprehension will make people experience difficulties if they don't master more vocabulary. In understanding the meaning of words, students are asked to look for the meaning of new words in the dictionary and guess the context.

b) Levels of Reading Comprehension

Reading comprehension is a critical aspect of reading and refers to the processing and understanding of a given text. According to Rachma et al., (2023) there are three levels of reading comprehension, as follows;

Literal comprehension, refers to an understanding of the straight forward meaning of the text, such as a fact, vocabulary, dates, times, and locations. Literal comprehension is defined as having a clear understanding of the meaning of the text including vocabulary and facts that are not explained in the text.

Inferential Comprehension aims to draw conclusions from a text and create additional information that is not expressly expressed. Inferential comprehension is the ability to realize the hidden concepts and the unstated relationship between the lines in a text.

Critical Comprehension is requires readers to make judgment about what they are reading. Based on an evaluating of several text, such as the quality of the writing, the determination that is fact or not opinion, and the objectively of the author.

From the explanation above it can be concluded, with literal understanding the reader only reads all the facts in the text, whereas with inferential understanding, the reader must read what is happening behind the facts. Furthermore, with critical comprehension readers are also required to try to evaluate the messages conveyed by the researcher.

2. Personality

Personality comes from the Latin "persona", which means mask and "personare", which means to penetrate. Masks are equipment that are always used in Ancient Greek drama to show the characters being played. While penetrating the drama actors through the mask penetrates out to express a form of human image. According William et al., (2023) personality is the unique and relatively stable pattern of behaviors, thoughts, emotions, and characteristics that distinguish individuals from one another.

Personality in Islam is known as Al-syakhshiyyah. Syakhshiyyah comes from the word "syakhsh" which means person. In the Arabic dictionary the word syakhshiyyah is used to mean personality. Islamic personality is a series of normative human behaviors, both as individual creatures and social creatures whose norms are derived from Islamic teachings originating from the Al-Qur'an and Sunnah (Mujib 2017).

Various definitions of personality continue to develop because there is no single theory that can accurately explain personality. According to Burger (2008) personality is a consistent pattern of behavior and interpersonal processes that occur within an individual. Meanwhile, according to Feist and Feist (2009), personality is defined as a relatively permanent disposition and unique character, both of which have consistency and uniqueness in individual behavior patterns.

According to Hutagalung (2007) personality has the following principles; Personality is always developing and changing, personality involves the work of the body and soul, personality as a characteristic characteristic of an individual, personality is able to adapt to the environment.

Jung (1921) stated that personality is the highest realization of the innate characteristics of living creatures. It can be concluded that personality is a pattern of characteristics that describes a person's behavior and habits. Then Jung differentiated personality attitudes into two, namely extroversion and introversion.

Personality is classified into extrovert and introvert, Jung (1921) cited in Hefafe and Azar (2023). People are categorized as extroverts or introverts depending on their favored energy orientation. Extroverts is characterized by a focus on external stimuli, social interactions, and external expressions. Introverts are characterized by a preference for internal thinking, reflection, and solitude.

The classification of extrovert and introvert personality types can describe the social interaction communication patterns of each individual, where extroverts have a more active nature while introverts are more passive (Khairun and Mirawati 2022). Personality is measured based on the aspects proposed by Jung, which consist of activity, sociability, risk taking, impulsiveness, expressiveness, reflectiveness, responsibility. Extrovert and introvert personality types are based on differences in responses or habits and traits displayed by individuals in interpersonal conduct

(Masni et al 2021). Each person has both extrovert and introvert aspects. of a person has two dominants side of one of those types, either extrovert or introvert.

Extrovert means directing psychic energy outward and being object-oriented and far from subjective. A person with an extroverted personality influences their surroundings more than the world within them Jung (1921) cited in Hefaze and Azar (2023) . Extrovert personality is a person whose interest is shown in what is outside themselves or being open (Subini 2012). People with an extroverted personality have the characteristics of sociability, friendly, impulsive, fun, spontaneous, friendly and active in social activities. Extroversion as an attitude that explains the psychic flow outward so that the person concerned will have an objective orientation and stay away from the subjective.

According to Erlina et al. (2023), extroverts have characteristics such as; they talk as they please, act first and think later, make eye contact when talking, little when listening, when speaking they show facial expressions, move their bodies, convey what other people are saying, speak loudly, sound authoritarian and silver-tongued (able to clearly and effectively express themselves), enjoy fun, lots of activities and socializing and feel tired if they are alone for too long, they consider many people to be their friends, they like party chat (people who talk a lot).

Extroverts have several advantages according to Jung (1921), including; being open to many things, developing easily, having a lot of motivation, constantly

looking for new experiences, attracting attention, being assertive and active, responsive, having many opinions or arguments.

Meanwhile, the disadvantages of extroverts are: easily bored, looking chatty, having difficulty feeling things deeply, lack of time for themselves, always wanting to socialize, really needing friends, too open with other people, too enthusiastic about various things, always considered self-confident, often seen as always happy even though he is not, often seen as a person who needs other people too much.

From those definitions, it can be concluded that extroversion is an attitude that is influenced by the surrounding environment, characterized by being sociable, free to socialize, and interested in interacting with other people. They will feel comfortable in a fun atmosphere or discussing with friends because extroverts are more open and active in social situations. Extroverts play a very active role in society and are more trusted than introverts.

Introvert means diverting psychic energy into oneself which is subjective in viewing the world. An introverted personality lives in their own inner world along with their individual biases, fantasies, dreams, and perceptions. They also receive and perceive the external world, but they do so selectively and with their subjective views, Jung (1921) cited in Beebe (2016).

Erlina et al., (2023) introverts have characteristics such as; they tend to think first before acting or speaking, make eye contact when listening, less when talking,

when speaking they have a soft voice, look calm, often stop, sound hesitant, and look for words, enjoy being alone and feel tired after socializing for too long, prefer to talk one on one to the party patter or empty chat, they have one or two good friends

Introverts have several advantages according to Jung (1921), including: need to think long before speaking, active listeners, thorough and observant, easier to be independent, make intimate and high-quality friendships, respect for many things, detail-oriented, great leaders, mediators good and solve problems yourself.

Meanwhile, the disadvantages of introverts are: spending too much time alone, choosing to be silent a lot, not participating in social environments, a weak immune system, or it can be interpreted as a weakness of an introvert, namely that they are easily underestimated by other people, especially people who don't know them deeply. Introverts do work with high concentration carefully and slowly (Mukminin 2020).

Based on explanation above, it can be concluded that introversion is an attitude that emphasizes subjective perception. Introverts prefer to spend time alone to gather their energy, feel more comfortable focusing on their own thoughts and thoughts, and enjoy spending time with just one or two people.

Personality can be measured by using questionnaire. All types of questionnaire above the strength and weakness. One of them is the Big Five Inventory (BFI) a questionnaire commonly used by researchers to measure

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personality. The test is used to determine a person's personality type, whether extrovert or introvert

The Big Five Inventory classifies personality into 5 factors. BFI was developed by John and Srivastava (1999). These factors consist of N, E, O, C, A.

N (Neuriticism), This factor identifies individuals who feel sad, excessively anxious, stressed, and have problems with negative emotions.

E-(Extrovert), This factor identifies individuals who are able to adapt to their social environment, talk a lot, are fun loving, active and friendly.

O-(Openness), A person with the openness factor has high imagination, dares to take risks and decisions, is innovative in making plans, and is creative.

C-(Conscientiousness), Someone with conscientiousness is very ambitious. This person is able to control his social environment, always thinks before taking action, is able to follow rules and norms, and he is a perfectionist.

A-(Agreeableness), Someone who has a willing personality, tends to follow other people, and is friendly. However, the negative side is rude, cynical, aggressive, deceptive and also vengeful.

All types of questionnaires have advantages and disadvantages. In this study, researchers use a questionnaire from the Big Five Inventory (BFI) by John and Srivastava (1999) because based on the results of Muhid et al., (2021), it shows that

all dimensions of the Big Five Personality traits have a significant effect on student academic achievement.

3. Personality and Reading Comprehension

Student personality plays an important role in the learning process, because this can influence students in learning. In particular, teachers must be able to know the personalities of students so that learning can run smoothly. Personality can influence one of students' skills, namely reading. Reading is one of the English language skills that students must master, because we use it to obtain information from written sources.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller 2018). One factor that can influence student learning is personality. Shehu (2015) states that the factors that influence students' reading comprehension are caused by several things factors such as internal factors and external factors.

Internal factors are factors that come from within the student. Such as students' interest in reading, motivation, self- confidence, attitude and personality. Meanwhile, external factors come from outside the student. Such as environment, family, economy. Student personalities that also influence students' reading abilities are introvert and extrovert personalities.

B. Relevant Study

There are some relevant studies about personality and reading comprehension.

The first study was conducted by Riska Fitri Utami (2022). This research used correlation research design. The population of this research was the tenth grade of MAN 1 Pesisir Barat lampung. The sample of this research were two classes, X science 1 and 2 consisting of 77 students from those two classes. There were 20 questions to personality questionnaires test and 40 questions to reading comprehension test which had been validated. As the result H_0 was rejected and H_1 was accepted. Then, the result of coefficient correlation between students' personality and their reading comprehension achievement was 0.749 which meant that the correlation of both variables was high and positive.

The second study was conducted by Muhimatul Mukminin (2020). This research is aimed at investigating the correlation between students' personality type and students reading comprehension in the second semester students of IAIN Kediri. The first is a questionnaire adopted from Carter (2005) for collecting students' personality type data (introversion extroversion). To investigate the correlation, Kendall tau-b correlational statistic is employed because the distribution of the data is not normal. The finding of this research revealed that there is significant correlation between students' personality type and students' reading comprehension achievement. When the students are getting low result of reading test, they tend to be extrovert.

The third study was conducted by Siti Ilmiatul Hasanah (2023). The design used in this research was quantitative research and the method used in this study was correlation method in which the variables correlated to each other. The research sample was 49 students of ninth grade SMPN 1 Sukowono that was taken by using cluster random sampling. The instrument that the researcher used is Eysenck Personality Inventory (EPI) and a reading achievement test. The data were analyzed by using Pearson Product Moment Correlation formula. Based on statistical analysis, the researchers found that there was no correlation between students' personality and their reading achievement.

Based on first and second researcher, the result show that there is significant relationship between personalities and reading comprehension, whereas based on the third researcher, there is no significant relationship between personality and reading comprehension. There are still inconsistencies in previous research, so researcher are interested to re-examining research with the same variable and titles, especially for a Junior High School in Pekanbaru.

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C. Operational Concept

A operational concept may be defined broadly as theory or literature review, or it may be defined more narrowly as the factors and variables addressed in a study (Maxwell 2017). There are two variables that will be used in this research, variable X as the independent variable, namely "Personality" and variable Y as the dependent variable, namely "Reading Comprehension".

1) Variable X (Personality)

There are several indicators to determine a student's personality based on the Big Five Inventory (John and Srivastava, 1999). The test is used to determine a person's personality type, whether extrovert or introvert. The indicators consist of: Extraversion, Agreeableness, Conscientiousness, Neuroticism, Openness.

2) Variable Y (Reading Comprehension)

After reviewing the syllabus and the basic competencies for grade 8 students, there are several indicators to determine students' reading comprehension. According to Nuttal (2000) cited in Vera et al (2018), there are four indicators of reading comprehension the students should understand to comprehend a text well, such as: Determining the main idea, Finding specific information, Making inferences, Understanding the meaning of word.

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Reading is one of the basic skills that students must master to obtain information and knowledge. In this case, there are still many students who have difficulty understanding the meaning of a text because of a lack of vocabulary, especially second grade junior high school students. From this problem, there are several factors that determine students' success in understanding reading texts, one of which is personality.

D. Assumptions and Hypothesis

1. Assumption

In reading skills, students must develop reading comprehension. In teaching students to read, of course the student's personality can influence the learning process. Therefore, teachers must know students' personalities, the aim is to condition what should be taught, how to condition students to learn according to their respective characteristics. Student characteristics are one of the variables of teaching conditions. Researchers assume that student personality can be correlated with reading comprehension.

2. Hypothesis

H_0 : There is no significant correlation between students' personality and their reading comprehension at a junior high school

H_a : There is significant correlation between students' personality and their reading comprehension at a junior high school.

CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

The design of this research is quantitative. Quantitative research is an objective and systematic processes in which numerical data are used and interpret to obtain information about the world (Ronald, 2006). Quantitative research aims to develop mathematical models, this research not only using theories from literary studies or theories, but it is also very important to form hypotheses related to the natural phenomena under study. A quantitative research design was used for this research and the type of the research was correlation. A correlation is a statistical test to determine the tendency or pattern for two or more variables or two sets of data to vary consistently (Creswell, 2012). Therefore, the researcher used this design for her research entitled the correlation between students' personality and their reading comprehension at a Junior High School in Pekanbaru.

There are two kinds of variables in this research, variable independent X and variable dependent Y. Students' personality as variable X and Reading comprehension as variable Y. This research focused on the relationship between students' personality and reading comprehension.

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B. Time and Location of this Research

This research was conducted at SMPN 23 Pekanbaru, located at Jl. Garuda Sakti KM. 3, Kota Pekanbaru Prov. Riau. This research was conducted on March 2025.

C. Subject and Object of this Research

The subjects of this research were the second grade students' of SMPN 23 Pekanbaru. The object of this research was students' personality and reading comprehension at SMPN 23 Pekanbaru.

D. Population and Sample of this Research

1. Population

Population is a group of individuals who have the same characteristics (Creswell 2012). The population of this research were the second grade of SMPN 23 Pekanbaru. The students were devided into 9 classes, each class containing 35 students. There total of population are 315 students.

2. Sample

The population of this research 315 students. The sample took by using stratified random sampling. Stratified random sampling is a sampling method that divides the population into strata, selects random samples from each stratum, and combines these samples (Creswell 2012). The process of dividing the population into strata aims to ensure that samples taken from each stratum can represent the

characteristics of a large and heterogeneous population. Determining the initial number of stratified sample members is done by using Proportionate stratified random sampling, so the total sample in this study was 99 students.

The Proportionate Formula:

$$ni = \frac{Ni}{N} \times n$$

Ni : Total of Strata

n : Total of Sample (100 Students)

Ni : Total member strata

N : Total of all Population (200 students)

E. Techniques of Collecting Data

In this research, the researcher collecting data by using questionnaire BFI from John and Srivastava, and reading comprehension test based on indicators from Nuttal.

1. Questionnaire

This study was used questionnaire to find out the students' personality.

According to Sugiyono (2017), a questionnaire is data collection techniques by which researcher provide a list of questions or statements to be answered by the respondents. To categorize individuals in extroverted and introverted types, the researcher uses the Big Five Inventory (BFI) from John and Srivastava (1999). The

questionnaire uses five alternatives based on the Likert's scale type. The Likert scale is used to measure whether a student's personality. The personality questionnaire consisted 44 statement. The categories of the questionnaire were explain as follows: 1=Strogly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree.

Based on a journal article from Neila (2012) about adapted BFI language from English to Indonesian, the researcher decided to use an Indonesian version of the questionnaire to make it easier for junior high school students to answer. The indicators are taken from BFI, such as:

Table III. 1 The Blue Print of Personality Questionnaire

No	Indicators	Item Number	Total Number
1	Extraversion	1, 6R, 11, 16, 21R, 26, 31R, 36	8
2	Agreeableness	2R, 7, 12R, 17, 22, 27R, 32, 37R, 42	9
3	Conscientiousness	3, 8R, 13, 18R, 23R, 28, 33, 38, 43R	9
4	Neuroticism	4, 9R, 14, 19, 24R, 29, 34R, 39	8
5	Openness	5, 10, 15, 20, 25, 30, 35R, 40, 41R, 44	10

BFI scale scoring ("R" denotes reverse-scored item)

2. Test

This technique was used to find out the students' score in reading comprehension. According to Nuttal (2000) cited in Vera et al (2018), there are four indicators of reading comprehension the students should understand to comprehend a text well, such as:

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Table III. 2 Blue Print of Reading Comprehension

No	Indicators	Items	Total
1	Determining the main idea	1, 5, 9, 13, 17, 21, 25	7
2	Finding Specific Information	2, 6, 10, 14, 18, 22, 26, 28, 29	9
3	Making Inferences	3, 7, 11, 15, 19, 23, 27	7
4	Understanding the Meaning of Word	4, 8, 12, 16, 20, 24, 30	7
Total items			30

Before giving the reading comprehension test, the researcher prepared a topic that was suitable for second grade junior high school students. Researcher also took 30 questions that had a significant correlation with student books, such as English for Nusantara and sources from the internet. The researcher only uses narrative text in eighth grade English, because based on the results of their pre-research they had studied it before. Researchers give 1 score for each question answered correctly and 0 score for an incorrect answer.

F. Validity and Reliability

1. Validity

The validity test is used to measure whether a questionnaire is valid or not (Ghozali 2009). In this case, the validity test is used to measure the validity of an instrument. A valid instrument produces accuracy between the data obtained by the researcher and the respondent's data that occurs in the field. To know source of validity evidence, using evidence based on test content.

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To analyze the validity of the reading comprehension test, the researcher conducted a try out to 30 items by handing them to 30 students who were not included in the research sample. The researcher used SPSS 22.0 program to analyze the data. The researcher compared r value to r table at significant level of 5% is 0.361 ($df=N-2=28$). The r value of each item should be higher than the r table to be considered as a valid question. If the value of r on analysis is less than r table, it can be concluded that these items are not significantly correlated with the total score (invalid) and must be removed.

The result of the analysis showed that there were 21 question accepted or valid and the others were rejected or invalid. 21 question are valid and the rest are dropped. The dropped items are question number 2,7,10,16,20,23,25,27,29. These items were dropped because the score under 0.361. thus there are 21 item of question used to test reading comprehension.

Table III. 3 Validity of Reading Comprehension Test

No	Item No	R Value	T Table	Status
1	Question 1	0.508	0.361	Valid
2	Question 2	0.303	0.361	Invalid
3	Question 3	0.788	0.361	Valid
4	Question 4	0.689	0.361	Valid
5	Question 5	0.641	0.361	Valid
6	Question 6	0.377	0.361	Valid
7	Question 7	0.338	0.361	Invalid
8	Question 8	0.578	0.361	Valid
9	Question 9	0.604	0.361	Valid
10	Question 10	0.303	0.361	Invalid
11	Question 11	0.508	0.361	Valid
12	Question 12	0.658	0.361	Valid
13	Question 13	0.502	0.361	Valid
14	Question 14	0.593	0.361	Valid

15	Question 15	0.550	0.361	Valid
16	Question 16	0.036	0.361	Invalid
17	Question 17	0.499	0.361	Valid
18	Question 18	0.701	0.361	Valid
19	Question 19	0.514	0.361	Valid
20	Question 20	0.161	0.361	Invalid
21	Question 21	0.788	0.361	Valid
22	Question 22	0.473	0.361	Valid
23	Question 23	0.317	0.361	Invalid
24	Question 24	0.361	0.361	Valid
25	Question 25	0.024	0.361	Invalid
26	Question 26	0.653	0.361	Valid
27	Question 27	0.128	0.361	Invalid
28	Question 28	0.689	0.361	Valid
29	Question 29	0.089	0.361	Invalid
30	Question 30	0.641	0.361	Valid

2. Reliability

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different person. The level of reliability of the questionnaire in this study was measured by Cronbach's Alpha reliability to determine the consistency of measurement results. Coefficient reliable from 0 to 1.00. The closer the number to 1.00, the more meaningful it is recognition is increasingly reliable (Azwar 2012). The table below is the categories of reliability test used in determining the level of reliability of the test.

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Table III. 4 The level of Acceptable Reliability

No	Reliability	Validity
1	>0.90	Very High
2	0.80-0.90	High
3	0.70-0.79	Reliable
4	0.60-0.69	Marginally/Minimally
5	<0.60	Unacceptable Low

To obtain the reliability of the reading comprehension test, the researcher used SPSS 21.0 Program to find out whether the test was reliable or not.

Table III. 5 Reliability Statistic of Reading Comprehension Test

Cronbach's Alpha	N of Items
0.869	30

From the table above, it can be seen the value of Cronbach's Alpha is 86,9%. The value is higher than the standard Cronbach's Alpha which is 0.60. therefore, it can be concluded the test is reliable, and the level of reliability was high.

G. Technique of Data Analysis

For the technique of data analysis, the researcher applied a quantitative analysis. For analyzing the data, the study used the correlation formula by Pearson Product-Moment Correlation, Pearson product-moment correlation can be used to analyze data which is collected from the result of the two variables measurement in interval scale (Jonathan 2006). The formula will be used for finding the number of correlation as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

In which:

r_{xy} = The Correlation coefficient between Students' Personality and Their Reading Comprehension

N = the number of respondent

X = the students' score in personality

Y = the students' score in reading comprehension

$\sum X$ = the sum of personality scores

$\sum Y$ = the sum of reading comprehension scores

$\sum X^2$ = the sum of squares of personality scores

$\sum Y^2$ = the sum of squares of reading comprehension scores

$(\sum X)^2$ = the squares of the sum of personality scores

$(\sum Y)^2$ = the squares of the sum of reading comprehension scores

$\sum XY$ = the sum multiple of personality and reading comprehension scores

Then, according to Budi (2010) the contribution of the independent variable (x) towards the dependent variable (y) is investigated through the determination coefficient (r^2) as follows:

$$R = r^2 \times 100\%$$

R = value of determinant coefficient

r^2 = value of the squared correlation coefficient

Moreover, after getting the r score, significance between two variables will be tested to know the correlation between variable X and variable Y (Sugiyono, 2013).

The formula of the significance test is:

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{count} = t value

r = value of correlation coefficient

n = number of sample

According to Jonathan (2006) the last is to interpret the index scores of r correlation, product moment (r_{xy}) usually used the interpretation such as bellow :

Table III. 6 The Interpretation of Pearson Correlation

The score of “r” Product moment (r_{xy})	Interpretation
0.00-0.19	There is a relationship between X and Y, but the correlation is very weak or little so it is ignored or is considered no correlation in this rating
0.20-0.39	There is a relationship between X and Y, but it is weak or little
0.40-0.59	There is a relationship between X and Y, the value is medium
0.60-0.79	There is high relationship between X and Y
0.80-1.00	There is very high relationship between X and Y

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the result of students' personality questionnaire, the most type of second grade students personality was conscientiousness. Then the result of the students reading comprehension indicated that most their score was the below minimum competence KKM score. Most students are less interested in improving English skills.

Based on the result of Pearson Product Moment Correlation between students personality and reading comprehension, it classified the correlation was insignificant correlation. It could be concluded that there was no significant correlation between personality and reading comprehension at second grade of SMPN 23 Pekanbaru. The finding revealed that the correlation between the variables was in weak or low level. Similarly, the significant r contribution revealed that the result was not significance. The score of t_{count} was smaller than t_{table} . It meant H_a was rejected. Therefore, it could be summarized that personality had no correlation to reading comprehension.

B. Suggestion

Education plays an important role in shaping a person's personality. There are many factors that can influence the situation in the classroom, such as student attitudes, parental attitudes, peer groups, classroom environment, teacher attitudes, gender differences, and individual student personality factors. All of these factors play a role in the language learning process. Based on the conclusions above, several suggestions can be made as follows:

For teachers, this research can also provide information to teachers that knowing students' personalities is important in the learning process. Teachers should use different strategies when delivering lessons. Recognizing students' personalities will also have a positive impact. This will help in choosing teaching methods, recognizing individual differences, and improving teacher and student understanding. Therefore, teaching based on students' personalities will help them achieve good achievements.

For students', after knowing their own personality type, students' can adapt themselves to the learning process. Knowledge and awareness of personality types on the part of students will enable the development of natural strengths and tendencies, and will provide information about their language skills. The more they have knowledge of their personality, the better they will improve their performance by using appropriate learning styles based on their personality.

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For other researchers, it is expected to provide the researcher with new information to continue for better research on teaching and learning cases. Other researcher can expand the findings by including other individual difference variables such as habitual, motivation, attitude, thinking styles, self-efficacy, etc. This study takes an important step to document the relationship between personality and reading skills. This study provides a good basis for additional research on this issue, considering the influence of students' personality. It can be concluded that this study can be an important basis for future researchers who want to see the influence of personality on students' language acquisition skills.

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APPENDIX 1

RESEARCH LETTERS



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AKREDITASI A

SURAT KETERANGAN TELAH MELAKSANAKAN PRA PENELITIAN

Nomor : 895 / SMP.N.23.TU/I/2025/ Dp -

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 23 Pekanbaru Provinsi Riau

Nama : Dr. Edi Suhendri M.Si
NIP : 19800707 200212 1 005
Pangkat/Golongan : Pembina Tk I, IV/b

Berdasarkan Surat Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau Nomor Un.04/F.II.3/PP.00.9/25167/2024, tentang Izin Melaksanakan PraRiset/Pra Penelitian untuk bahan Skripsi. Dengan ini Kepala SMP Negeri 23 Pekanbaru , memberikan izin kepada :

Nama : **Manisha Rahmadhani**
NIM : 12110421998
Semester/Tahun : VII (Tujuh) / 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas / Universitas : Tarbiyah dan Keguruan UIN Suska Riau

Telah selesai melaksanakan Pra Penelitian Pada Tanggal 06 Januari 2025.

Demikianlah Surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

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Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 05 Maret 2025

Yth : Kepala
SMP Negeri 23 Pekanbaru
Di Pekanbaru

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NIM	: 12110421998
Semester/Tahun	: VIII (Delapan)/ 2025
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : STUDENTS' PERSONALITY AND THEIR READING COMPREHENSION: A CORRELATIONAL STUDY AT A JUNIOR HIGH SCHOOL IN PEKANBARU

Lokasi Penelitian : SMP Negeri 23 Pekanbaru

Waktu Penelitian : 3 Bulan (05 Maret 2025 s.d 05 Juni 2025)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

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Nama : Dr. Edi Suhendri, M.Si.

NIP : 19800707 200212 1 005

Pangkat/Golongan : Pembina Tk.I (IV/b)

Menindak lanjuti surat Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor: B-6243/Un.04/F.II/PP.00.9/03/2025 tanggal 05 Maret 2025, perihal permohonan izin melaksanakan riset / Penelitian untuk Bahan Skripsi. Dengan ini memberikan izin kepada :

Nama	: Manisha Rahmadhani
NIM	: 12110421998
Semester	: VIII (delapan)
Jurusan	: S1 Pendidikan Bahasa Inggris, UIN Suska Riau
Judul Penelitian	: STUDENTS' PERSONALITY AND THEIR READING COMPREHENSION: A CORRELATION STUDY AT A JUNIOR HIGH SCHOOL IN PEKANBARU

Telah melaksanakan Penelitian di **SMP Negeri 23 Pekanbaru** pada tanggal **10 Maret sampai dengan 14 April 2025**. Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan Di : Pekanbaru

Pada Tanggal : 14 April 2025.



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Nomor: Un.04/F.II.4/PP.00.9/4652/2024

Pekanbaru, 20 Februari 2024

Sifat : Biasa

Lamp. : -

Hal : **Pembimbing Skripsi**

Kepada
Yth. Abdul Hadi, S.Pd, M.A.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MANISHA RAHMADHANI
NIM : 12110421998
Jurusan : Pendidikan Bahasa Inggris
Judul : The Correlation Between Students' Personality (Extrovert and Introvert) and Their Reading Achievement in Reading Comprehension
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

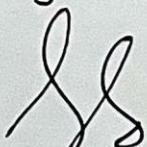
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TANGGAL : 25 Januari 2024	
ASAL : Manisha Rahmadhani / 12110421998	
TANGGAL PENYELESAIAN:	SIFAT:
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Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: ftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/8489/2024
Sifat : Biasa
Lamp. : -
Hal : **Pembimbing Skripsi (Perpanjangan)**

Pekanbaru, 15 Mei 2024

Kepada
Yth. Abdul Hadi, S.Pd, M.A.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warhamatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara
sebagai pembimbing skripsi mahasiswa :

Nama : MANISHA RAHMADHANI
NIM : 12110421998
Jurusan : Pendidikan Bahasa Inggris
Judul : STUDENTS' PERSONALITY AND THEIR READING COMPREHENSION
: A CORRELATIONAL STUDY AT A JUNIOR HIGH SCHOOL IN
PEKANBARU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan
Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan
Saudara dihaturkan terima kasih.

W a s s a l a m



Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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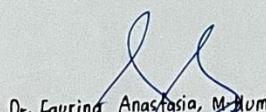
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 LAMPIRAN BERITA ACARA
 UJIAN PROPOSAL

Nama	Manisha Padmadani
Nomor Induk Mahasiswa	[2110921998]
Hari/ Tanggal	Jum'at / 20 Desember 2024
Judul Proposal Penelitian	Personality and Their Reading Comprehension : A Correlational Study at Junior High School in Pekanbaru

NO	URAIAN PERBAIKAN
1.	Revise the title !
2.	Explain the findings of previous researches and state the difference between the results and your research !
3.	State the specific problem !
4.	Revise the relevant research !
5.	Mention the location of this research !
6.	Mention the research method !
7.	Revise the research design !
8.	Revise the grammatical mistakes, tables, references !
9.	Revise the formulation of the problems !
10.	Insert the blue print !

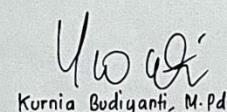
Pengaji I



Dr. Fauziah Anastasia, M.Pd

Pekanbaru, 20 Desember 2024

Pengaji II



Kurnia Budiyanti, M.Pd

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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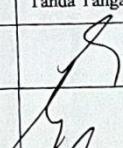
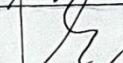
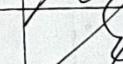
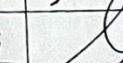
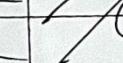
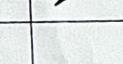


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 KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
a. Seminar usul Penelitian :
b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : **Abdul Hadi, MA, Ph.D**
a. Nomor Induk Pegawai (NIP) :
3. Nama Mahasiswa : **Manisha Rahmadhani**
4. Nomor Induk Mahasiswa : **12110421998**
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	21/02/2024	18262		
2.	07/03/2024	Penkt		
3	22/3/2024	Konsultasi soal		
4.	27-3-2024	Konsultasi soal		
5.	20/3-2024	Bimbingan proposal		
6.	20/3-2024	proposal approval		

 Pekanbaru, 20-03-2024
 Pembimbing,

Abdul Hadi, MA, Ph.D
 NIP. 197201020003 (001)



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**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Manisha Rahmadhani
 Nomor Induk Mahasiswa : 12110421998
 Hari/Tanggal Ujian : Jum'at/20 Desember 2024
 Judul Proposal Ujian : The Relationship Between Students' Reading Habit and Their
 Reading Comprehension at the Second Grade of SMPN 23 Pekanbaru
 Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang
 dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Faurina Anastasia, S. S, M. Hum	PENGUJI I		
2.	Kurnia Budiyanti, M. Pd	PENGUJI II		

Mengetahui
Dekan
Wakil Dekan I



Dr. Zarkasih, M.Ag.
NIP. 19721017 199703 1 004

Pekanbaru, 20 Desember 2024
Peserta Ujian Proposal

Manisha Rahmadhani
NIM. 12110421998

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APPENDIX 2

INSTRUMENTS

ANGKET KEPRIBADIAN

A. Petunjuk Umum

1. Angket ini bersifat ilmiah, tidak ada tujuan lain
2. Jawablah pertanyaan ini dengan jujur
3. Berilah tanda checklist (✓) pada pertanyaan yang sesuai dengan pengalaman anda
4. Atas bantuannya saya ucapkan terimakasih

B. Biodata Responden

1. Nama Lengkap : _____
2. Kelas : _____

No	Pernyataan	Sangat	Tidak	Netral	Setuju	Sangat
		Tidak Setuju	Setuju	Setuju	Setuju	Setuju
1	Saya biasanya banyak bicara					
2	Saya sering mencari masalah dengan orang lain					
3	Saya suka melakukan pekerjaan dengan sangat berhati hati					
4	Saya sering murung/depresi					
5	Saya suka menemukan ide ide baru					
6	Saya biasanya tertutup					
7	Saya suka menolong orang lain					
8	Saya terkadang tidak peduli					
9	Saya cenderung santai dan bisa mengatasi stress dengan baik					
10	saya suka penasaran dengan banyak hal yang berbeda					
11	Saya biasanya penuh energi/bersemangat					

12	Saya suka memulai pertengkaran dengan orang lain						
13	Saya seorang pekerja yang handal						
14	Saya seorang yang tegang/kaku dalam bergaul						
15	Saya seorang yang cerdas dan serius						
16	Saya sangat antusias/bersemangat						
17	Saya mempunyai sifat pemaaf						
18	Saya cenderung tidak teratur						
19	Saya sering merasa khawatir						
20	Saya suka berimajinasi						
21	Saya cenderung pendiam						
22	Saya dapat dipercaya						
23	Saya cenderung pemalas						
24	Saya tidak mudah kesal						
25	Saya suka menciptakan hal hal baru						
26	Saya mudah berkomunikasi dengan orang lain						
27	Saya sering menyendiri dan tidak ikut pergaulan sosial						
28	Saya sangat gigih dalam menyelesaikan tugas						
29	Saya memiliki emosi/mood yang suka berubah ubah						
30	Saya sangat menghargai karya seni dan keindahan						

31	Saya seorang yang pemalu				
32	Saya sangat pengertian dan baik hati kepada semua orang				
33	Saya melakukan sesuatu secara efisien dan tepat				
34	Saya tetap tenang dalam situasi situasi yang menegangkan				
35	Saya lebih suka pekerjaan yang rutin dan teratur				
36	Saya sangat ramah dan suka bergaul				
37	Saya terkadang kasar dan tidak sopan kepada orang lain				
38	Saya suka membuat rencana dan mengikuti sesuai rencana				
39	Saya mudah gugup/grogi				
40	Saya suka berintrospeksi, dan bermain dengan ide ide				
41	Saya memiliki sedikit minat pada kesenian				
42	Saya suka bekerja sama dengan orang lain				
43	Saya mudah dialihkan/pikirannya mudah terganggu				
44	Saya pintar dalam seni,musik, atau kesastraan				

Reading Comprehension Test

Name :

Class :

Soal untuk nomor 1-4

There were a girl named Bawang Putih, she lived with her step mother and her step sister named Bawang Merah. Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores. One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes fell down to the river. Finally she met an old woman. The old woman returned the clothes. She also gave Bawang Putih a small pumpkin. At home, Suddenly Bawang putih and her step mother and step sister were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river then found the old woman and took big pumpkin. They were screaming. There were a lot of snakes inside the pumpkin! Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them.

1. What is the main idea of the text above...
 - a. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores
 - b. Bawang Merah lives with her step mother and her step sister named Bawang Putih
 - c. Bawang Putih life with her biological family
 - d. Bawang Merah life with her biological family

2. What is the conclusion from the text above...
 - a. Bawang Merah did not feel guilty towards Bawang Putih
 - b. Bawang Putih found the snake inside the pumpkin

- c. Bawang Merah found jewelries inside the pumpkin
- d. Bawang Merah and step Mother apologized to Bawang Putih

3. "Her mother's clothes fell down". The meaning of the underlined word is...
 - a. Dropped
 - b. Continue
 - c. Bloom
 - d. Succeed

Soal untuk nomor 5-8

The Fox and The Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed. Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

4. What is the main idea of the text..
 - a. The fox took a few paces backward, ran, and tried to reach them but he still failed
 - b. A fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch
 - c. The fox jumped but unfortunately he missed the hanging grapes
 - d. The fox turned up his nose and proceeded to walk away
5. Why does the fox want to get grapes...

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- a. Because of thirst
- b. Because he was hungry
- c. Because he hates grapes
- d. Because it's for fun

6. “They're probably sour anyway” The meaning of the underlined word is...
 - a. Bitter
 - b. Salty
 - c. Sweet
 - d. Acid

Soal untuk nomor 9-12

The Story of a Rainbow

A very long time ago, there was a nice farmer named John. He married a beautiful woman and both of them had a beautiful baby boy. But one day, the wife and son of the farmer got sick. Then the wife wore her wings and then flew with the son next to her, leaving the farmer alone and heartbroken. The gods didn't want to see him sad and heart broken. They help the farmer by building a gorgeous, colorful bridge. The farmer can climb the sky and then see his wife and son again.

7. What is the main idea of the text above...
 - a. There was a good farmer named John and he married a beautiful woman and both of them had a beautiful baby boy
 - b. The farmer can climb the sky and then see his wife and son again
 - c. The gods didn't want to see him sad and heart broken
 - d. The wife and son of the farmer got sick

8. What can be implied from the text..
 - a. The wife and son of the farmer got sick

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- b. The wife wore her wings and then flew with the son next to her
- c. The gods didn't want to see him sad and heart broken
- d. The gods helped the farmer to climb the sky and then see his wife and son again.

9. “Gorgeous and colorful” The sentences refer to...

- a. Ugly
- b. Beautiful
- c. Bad
- d. Poor

Soal untuk nomor 13-16

The Ant and The Grasshopper

The ant and the grasshopper were good friends. In the summer, the ant works hard to fill his storage with food. While the grasshopper was enjoying the fine weather and playing all day. When winter came, the ant was lying cozily in his home, surrounded by the food he stored during the summer. While the grasshopper was in his home, hungry and freezing. He asked the ant for food, and the ant gave him some. But it wasn't enough to last the entire winter. When he tried to ask the ant again, the latter replied: "I'm sorry my friend but my food is just enough for my family to last until the end of winter. If I give you more, we too will starve. We had the entire summer to prepare for the winter but you chose to play instead."

10. What is the main idea of the text above...

- a. The ant and the grasshopper were good friends
- b. The grasshopper was enjoying the fine weather and playing all day
- c. The grasshopper was in his home, hungry and freezing
- d. The ant was lying cozily in his home

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Soal untuk nomor 17-20

The Lion and the Poor Slave

There was once a slave who was treated cruelly by his master. One day, he couldn't take it anymore and ran to the forest to escape. There, he chanced upon a lion who couldn't walk because of the thorn in its paw. Although scared, the slave mustered his courage and took out the thorn in the lion's paw. When the lion was finally free of the thorn, he ran into the forest and didn't harm the slave.

Sometime later, the slave was caught by his master along with some animals in the forest. The master then ordered the slave to be thrown into the lion's den. When the slave saw the lion, he recognized it as the lion he helped in the forest. The slave was able to escape the den unharmed, and he freed all the other animals.

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13. What is the main idea of the text..
 - a. A slave who was treated cruelly by his master.
 - b. The slave saw the lion
 - c. The slave was caught by his master along with some animals in the forest
 - d. The slave was able to escape the den unharmed
14. What did the slave do to a lion...
 - a. The slave helped the lion down from the tree
 - b. The slave helped the lion's head which was stuck
 - c. The slave killed the lion
 - d. The slave mustered his courage and took out the thorn in the lion's paw
15. What is the moral value of the text..
 - a. That helping someone for a reward
 - b. That evil deeds will come back to help us
 - c. That good deeds will come back to help you
 - d. To help something you have to see what it looks like

Soal untuk nomor 21-24

The Two Horses and the Robbers

Two horses were on the same path, the first who worked for a miller, was loaded with oats, the other was owned by a banker and carried a chest full of golden coins. Because of this, it trotted along the way proudly, full of itself. Hearing the clinking, some robbers realized that it was carrying treasure. As they stole it, they beat the horse badly with sticks. "You see," explained the first horse. "Being rich and important has its backs drawn."

16. What is the main idea of the text..

- a. Two horses were on the same path, the first who worked for a miller, was loaded with oats, the other was owned by a banker and carried a chest full of golden coins
- b. As they stole it, they beat the horse badly with sticks.
- c. Because of this, it trotted along the way proudly, full of itself
- d. Hearing the clinking, some robbers realized that it was carrying treasure.

17. What is the moral value of the text..

- a. Speaking the truth and being careful with what you say do
- b. Being rich and important has its backs drawn
- c. Respecting the property of others
- d. Expressing appreciation for what you have in life

18. “Hearing the clinking”. The meaning of the underlined word is...

- a. Sound
- b. Video
- c. Words
- d. Quiet

Soal untuk nomor 25-30

In a kingdom, there lived 3 corn farmers. All three are smart and diligent farmers. In one season, the land of the three farmers experienced pest problems, their corn harvest is in danger of failure. To overcome this, farmers first use pesticides. The second farmer built a cage around his land to prevent pests from entering. The third farmer tried to make a scarecrow, all to no avail.

Then, the king called the three farmers. The king gave a stick to each and told them to break it. The sticks break easily. Then the king gave him a hundred sticks and the three of them had trouble breaking them. The king

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said, "When you work alone, you are weak, but together you become strong." Three farmers worked together, combined strategies, and succeeded.

19. From the text we know that the three farmers earned money by..

- a. Cultivating their fields
- b. Selling crops to a market
- c. Collecting firewood
- d. Working on others fields

20. How do three farmers solve their problems...

- a. Work alone
- b. Ask the king for help
- c. Work together
- d. Use the same strategy

21. "told them to break it". The meaning of the underlined word is...

- a. Broken
- b. Intact
- c. Unite
- d. release

Key Answer:

1. A
2. D
3. A
4. B
5. A
6. D
7. A
8. D
9. B
10. A
11. C
12. B
13. A
14. D
15. C
16. A
17. B
18. A
19. A
20. B
21. A



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APPENDIX 3

DATA OF VALIDITY TEST

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Correlations

		Total
question_1	Pearson Correlation	.508**
	Sig. (2-tailed)	.004
	N	30
question_2	Pearson Correlation	.303
	Sig. (2-tailed)	.103
	N	30
question_3	Pearson Correlation	.788**
	Sig. (2-tailed)	.000
	N	30
question_4	Pearson Correlation	.689**
	Sig. (2-tailed)	.000
	N	30
question_5	Pearson Correlation	.641**
	Sig. (2-tailed)	.000
	N	30
question_6	Pearson Correlation	.377*
	Sig. (2-tailed)	.040
	N	30
question_7	Pearson Correlation	.338
	Sig. (2-tailed)	.068
	N	30
question_8	Pearson Correlation	.578**
	Sig. (2-tailed)	.001
	N	30
question_9	Pearson Correlation	.604**
	Sig. (2-tailed)	.000
	N	30
question_10	Pearson Correlation	.303
	Sig. (2-tailed)	.103
	N	30
question_11	Pearson Correlation	.508**
	Sig. (2-tailed)	.004
	N	30
question_12	Pearson Correlation	.658**
	Sig. (2-tailed)	.000
	N	30
question_13	Pearson Correlation	.502**
	Sig. (2-tailed)	.005
	N	30
question_14	Pearson Correlation	.593**
	Sig. (2-tailed)	.001
	N	30
question_15	Pearson Correlation	.550**
	Sig. (2-tailed)	.002
	N	30
question_16	Pearson Correlation	.036
	Sig. (2-tailed)	.849
	N	30
question_17	Pearson Correlation	.499**

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question_18		Sig. (2-tailed)	.005	
	N		30	
	Pearson Correlation		.701**	
question_19		Sig. (2-tailed)	.000	
	N		30	
	Pearson Correlation		.514**	
question_20		Sig. (2-tailed)	.004	
	N		30	
	Pearson Correlation		.161	
question_21		Sig. (2-tailed)	.396	
	N		30	
	Pearson Correlation		.788**	
question_22		Sig. (2-tailed)	.000	
	N		30	
	Pearson Correlation		.473**	
question_23		Sig. (2-tailed)	.008	
	N		30	
	Pearson Correlation		.317	
question_24		Sig. (2-tailed)	.088	
	N		30	
	Pearson Correlation		.361*	
question_25		Sig. (2-tailed)	.050	
	N		30	
	Pearson Correlation		-.024	
question_26		Sig. (2-tailed)	.899	
	N		30	
	Pearson Correlation		.653**	
question_27		Sig. (2-tailed)	.000	
	N		30	
	Pearson Correlation		-.128	
question_28		Sig. (2-tailed)	.500	
	N		30	
	Pearson Correlation		.689**	
question_29		Sig. (2-tailed)	.000	
	N		30	
	Pearson Correlation		.089	
question_30		Sig. (2-tailed)	.639	
	N		30	
	Pearson Correlation		.641**	
Total		Sig. (2-tailed)	.000	
	N		30	
	Pearson Correlation		1	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

DISTRIBUSI NILAI r_{tabel} SIGNIFIKANSI 5% dan 1%

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	0.444	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

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APPENDIX 4
DOCUMENTATION

UIN SUSKA RIAU

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CURRICULUM VITAE

Manisha Rahmadhani is the Fourth child of Mr. Armon Candra and Mrs. Willia Maya Puspa. She was born on Payahkumbuh, November 20th, 2001. In 2014, she graduated from SDN 37 Pekanbaru. She also finished her studies at SMPN 23 Pekanbaru in 2017, and SMAN 12 Pekanbaru 2020.

In 2021, she was accepted to be a student at Department of English Education, Faculty of Education and Teacher Training, UIN Suska Riau. On July until August 2024, she was doing KKN (Kuliah Kerja Nyata) Program at Bangsal Aceh in Dumai City. Then, on September until November 2024, she was doing Pre-Service Teacher Practice (PPL) program at SMK Hasanah Pekanbaru. To fulfill requirements for undergraduate Degree in English Education, she conducted the research on February 2024 - June 2025 by thesis entitled “Students’ Personality and Their Reading Comprehension : A Correlational Study at A Junior High School in Pekanbaru”.