THE CORRELATION BETWEEN STUDENTS' PERSONALITY TYPES (EXTROVERT AND INTROVERT) AND READING COMPREHENSION: A STUDY IN SMPN 2 LIRIK

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Abstract: Reading is one of the important basic skills in English. Personality types also have a relationship with students' reading comprehension. There are many ways of classifying one's personality. One of these is categorizing them into extrovert or introverted types. This research was conducted through quantitative non-experimental research. The population of this research was all IX class students at SMPN 2 Lirik. The study used Eysenck's Personality Questionnaire to measure students' personality types and examined their correlation with reading comprehension. While no significant overall correlation was found, extrovert and introvert characteristics influenced specific comprehension processes differently. Based on the data that has been collected, the level of students' extrovert personality, the results showed that the overall average score is 38.38. This places most students in the medium extrovert personality category. Meanwhile, regarding the level of students' introverted personality, the results showed that most students were in the medium category, with an average overall score of 42.17 from a total of 65 respondents. Both extroverts and introverts have a significant role in their reading comprehension abilities. Although overall there was no significant correlation between personality type (X) and reading comprehension based on the t-count value of 0.227 which is lower than the t-table of 1.998 and a significance value of 0.821 (greater than $\alpha = 0.05$), the findings from the analysis of each indicator indicate that extrovert and introvert personality characteristics have different influences on the process of understanding texts.

Keywords: *Students' personality types (extrovert and introvert), reading comprehension.*

INTRODUCTION

English is spoken by over 1.5 billion people worldwide, making it the most widely spoken language. It serves as the primary language of international communication, science, technology, business, and diplomacy. For students, particularly in non-English speaking countries, proficiency in English opens up opportunities for academic growth, access to global resources, and the ability to engage in worldwide discussions. English is one of the main languages used in international communication. This language is widely used worldwide in a wide range of fields, including commerce, economics, science, education, the arts, and politics. People from different countries can communicate with each other if they speak English fluently. This is due to the widespread teaching of

English as a second or foreign language. As a result, English is taught all throughout the world, especially in Indonesia, as a major international language. Reading comprehension is essential in mastering any language, including English. It helps students not only understand written texts but also think critically and analyze information. Strong reading skills are key to succeeding in English-language exams and courses. In a globalized world where access to information is increasingly in English, the ability to comprehend written content directly impacts academic performance and global competitiveness.

English is one of the courses that are required to be taught at practically every level of education in Indonesia. It is evidence from the government's focus on the English curriculum in 2004. One of

the objectives of teaching and studying the language is the development of students' communication abilities in English, including writing, reading, speaking, and listening in written or spoken form. It demonstrates the significance of English in Indonesian education. English is regarded as a foreign language (EFL) in Indonesia, China, Japan, Greece, Poland, and other nations also regarded English as a foreign language. English is typically not utilized as an everyday language of communication in those nations. EFL refers to the teaching of English in nations that do not speak English. Although it is not always required for kids to learn English at school, most do so enthusiastically. The four fundamental language abilities of listening, reading, speaking, and writing are also necessary for language learning. One of the skills is reading.

Reading is one of the important basic skills in English. Reading can open new insights. Many new things can be discovered and it opens up opportunities to absorb as much knowledge as possible that is useful for life. According to Medina (2012), reading plays a significant role as one of the language skills because it has become ingrained in students' daily lives. Reading will foster the ability to think creatively, critically, analytically, and imaginatively. As stated by Pratiwi (2020), the ability to read is a very important thing for a student to have. People can gain a great deal of knowledge, information, or enjoyment through reading various printed publications. By the definition above, the researcher concluded that reading is important because can make life more successful and can help the learners of English to understand many languages.

Personality types also have a relationship with students' reading comprehension. There are many ways of classifying one's personality, one of which is by categorizing them into extrovert or introvert type. In 1921, psychiatrist and theorist Carl Gustav Jung introduced two terms that he believed to be prominent personality principles, namely introvert and extrovert. He stated that every individual has mechanisms of introversion and extraversion. External circumstances and inner dispositions often favor one mechanism and hinder or limit the other (1970, p. 11). People with extrovert personality tend to focus their attention outside themselves, while people with introvert type tend to focus their attention towards themselves. This means that extroverts are more interested in their surrounding rather than their own thoughts and ego, whereas introverts are more interested in their own thoughts and ego, Zhang (2008).

Moreover, Dorney (2005, p. 26-27) stated that "both extroversion and introversion may have positive features depending on the particular task in question." He Point out that in both L1 and L2 the extrovert are more fluent and particularly in formal situation, while introvert are more interested in activities such as reading, writing and drawing than activities which require them to act in outgoing way (Marashi and Dibah, 2013, p. 346).

According to Mandasari & Oktaviani, (2018), each individual has their own distinctive characteristic and learning strategy that makes them different and unique from each other. These uniqueness and personality refer to individual's characteristic in which one's feelings, thoughts, and behaviors are shaped by both time and experiences, Travolta (2018). Allport as cited in Sukmadinata (2017) correspondingly expressed that personality is formed as an individual adapt himself to his environment and therefore it creates reactions to that social-stimuli. Septianah et al. (2019) stated that "personality traits are expressed in learning styles, which are in turn reflected in learning strategies." Thus, the personality of learners can affect the way they grasp knowledge and learn new things.

However, there are also researches which are conducted by relating students' extrovert and introvert personality. Satria (2022) examined The Correlation between Students' Personality (Extrovert and Introvert) and Their Reading Comprehension Achievement. His research aimed to determine whether there was a relationship between the personality traits of students (extrovert and introvert) and their reading comprehension success in the tenth grade of MAN 1 Pesisir Barat Lampung in the academic year 2020/21. This research used a correlation research design. The population of this research was the tenth grade of MAN 1 Pesisir Barat Lampung. The sample of this research was two classes, X Science 1 and 2, consisting of 77 students from those two classes. The data is collected by using personality questionnaires and reading comprehension tests. There were 20 questions for the personality questionnaires exam and 40 questions for the reading comprehension test, which had been verified. According to his research, we can conclude that the correlation between students' personality and their reading comprehension achievement was high and positive.

This research shows a rarely seen relationship between students' personality types in terms of reading comprehension. Many studies have

examined these individual factors separately. This research also explores a new dimension in understanding the factors that influence students' reading ability by personality types. Therefore, based on that reason this research will be dealing with "The Correlation between Students' Personality Types towards Reading Comprehension".

METHOD

This research conducted through quantitative non-experimental research and applies correlational design in the type of regression. The research used correlation and multiple regression analysis techniques. Correlation research is gathering data to determine whether and to what extent there is a relationship between more than one quantifiable variable, Gay et al. (2012). Multiple regressions are an approach to modeling the relationship between one dependent variable and one or more independent variables. This research uses the multiple regressions to find out the correlation between one independent variables namely students' personality types (X) and one dependent variable namely reading comprehension (Y). So, the research focused on whether there is correlation between students' personality types in reading comprehension.

A portion of the population is selected for a specified sample. Gay claims that the minimum admissible sample size for a correlational study is 30 participants, which can be accepted as the sample for such research. The populations of this research were all class IX students at SMPN 2 Lirik consisting of:

Table 1. *Population of the research*

Classes	Total of Students
IX A	26
IX B	26
IX C	25
TOTAL	77

(The sources: administrator affair of SMPN 2 Lirik)

According to Sugiyono (2009), sample is a part of the number and characteristics possessed by the population. The samples are 65 9th grade students in SMPN 2 Lirik and have been chosen using theory by Slovin. Slovin theory is used to determine the size of the sample needed from a population to conduct research and researchers want to ensure that the sample taken is quite representative with a certain level of error. The Slovin formula is as follows:

$$n = \frac{N}{1 + N\,(e)^2}$$

Information:
N = Sample
N = Population
e = Error level (margin of error), usually expressed in percentage (for example, 0.05 for 5% error)

After the researcher used the Slovin formula to determine the sample, the results obtained were 64.58. This means the total sample required is around 65 students (rounding up to the nearest number).

The instrument of this research is a questionnaire. According to Creswell (2012), an instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that are established or developed in advance of the research.

A questionnaire used in this study was to measure the students' personality. Ary, et. al., (2010, p.648) state that a "questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses." The people who are expected to give responses are called respondents. The most commonly used method for personality trait measurement is conducting a questionnaire (Larsen and Buss, 2002, p. 306).

To acquire the data needed, the questionnaire is distributed to the respondent. The questionnaire was used to find out and clarification the students belonged to extroverts and introverts. The questionnaire criteria used in this research were adapted from Eysenck's Personality Questionnaire (EPQ). One of the most well-known and widely used tools for personality measurement in research and clinical settings alike is Eysenck's Personality Questionnaire (EPQ) developed by Hans J. Eysenck (Furnham et al. 2008, p. 200-13). The researcher used Eysenck's Personality Questionnaire (EPQ) for personality measurement. It's about 28 statements but the researcher modifies them which one suitable with the requirement that the researcher needs and also develops them based on personality theory.

Table 2. *The criteria of Eysenck's personality questionnaire*

Sub concept	Extrovert	Introvert
Activity	Generally active or energetic. They enjoy all kinds of physical activity. They move up rapidly from one activity to the other and they pursue a wide variety of different interests.	They are inclined to be physically inactive, lethargic and easily tired. They move about the world at a leisurely pace and prefer quite restful holidays.
Sociability	They like social function such as parties and dance. They like to make a friend. They generally meet people easily and are comfortable in social situation.	They prefer to have only a few special friends and enjoy solo activity like reading and have difficulty in trying to talk to other people.
Risk taking	They like the challenging activity and ignore the consequences. They are those who dare to take risks.	They are preferred for familiarity, safety and security even if this means sacrificing some degree of excitement in life.
Impulsiveness	They are inclined to act on the spur of the moment, make hurriedly, often-premature decisions and are usually carefree, changeable and unpredictable.	They are considering matters very carefully before making a decision. They are systematic, orderly and cautious and plan out their life in advance. They think before they speak and look before they leap.
Expressiveness	They are reserved, even tempered, cool, detached and generally controlled as regards their expressions of their thoughts and their feeling.	They tend to be sentimental, sympathetic, volatile and demonstrative.
Reflectiveness	When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset.	They have theoretical mindset, tend to be interested in ideas, speculation and they like to think and introspection.
Responsibility	They are inclined to be casual, careless of protocol, late with commitments, unpredictable and perhaps socially irresponsible.	They are likely to be When doing job they are more likely to do things than think about them. They tend to have a directional and practical mindset. Conscientious, reliable, trust-worthy and serious minded with a little bit of compulsiveness.

Source: Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1991)

Table 3. *Indicator specifications and questionnaires before validity test*

Variables	Indicator	Statements	Total
Extrovert	Activity	1. I feel confident speaking in front of the class 2. I often take the lead in group projects	2
	Sociability	3. I usually let myself go and enjoy the moment at a lively party or gathering. 4. I enjoy meeting new people	2
	Risk Taking	5. I am a person who brave to take risks 6. I like doing something challenge	2
	Impulsiveness	7. I often make decisions on the spur of the moment 8. I do things without caring about the consequences	2
	Expressiveness	9. I feel uncomfortable when I have to spend a lot of time alone 10. I am a person who anger quickly	2
	Reflectiveness	11. I like work that involves action rather than profound thought and study 12. I feel more engaged and productive in a lively classroom environment	2
	Responsibility	13. I often forget little things that I am supposed to do. 14. I tend to be less careful	2
Introvert	Activity	15. I often think carefully before sharing my ideas in the class 16. I feel more comfortable working on individual assignments than in group projects	2
	Sociability	17. I often need time alone to recharge after social interactions	2

	18.	I feel anxious in situations where I have to interact with many people who I don't know well	
Risk Taking	19.	I feel more comfortable sticking to routines and familiar activities	2
	20.	I feel anxious when faced with the possibility of trying something new and uncertain	
Impulsiveness	21.	I like planning things well ahead of time.	2
	22.	I always think about the consequences of everything	
Expressiveness	23.	My temper is well controlled.	2
	24.	When I am angry with someone, I wait until I cooled off before tackling him or her about the incident.	
Reflectiveness	25.	I often think about my actions and how they affect others	2
	26.	I prefer to plan out my day rather than being spontaneous	
Responsibility	27.	I take my academic responsibilities very seriously and prioritize my studies.	2
	28.	I often double-check my work to avoid mistakes	
Total			**28**

Source: Adapted from Eysenck Personality Questionnaire (EPQ) (Eysenck, Eysenck, & Barret 1991)

The questionnaire in this research will aim to measure the personality of extroverted and introverted students. The trial will be given to students of SMPN 2 Lirik. Researchers gave questionnaires to students to answer. The results of the questionnaire were used for groups of students based on their personality types. The data obtained from the tests are tabulated and calculated. The data was divided into two groups based on student personality types.

The (EPQ) was adapted from a yes/no format to a 4-point Likert scale. The questionnaire includes 28 items 14 for extrovert and 14 for introvert. In filling out the questionnaire students needed to express their degree of agreement, disagreement, or neither with the statements based on their personal opinions. Thus, each student gave a score from 1 to 4 indicating his or her degree of extraversion or introversion. Once the students completed the questionnaire the answers coded in numbers and each response gave a value of 1 through 4, with 4 indicating the highest level of extrovert per item. The questions indicating introvert are reverse code so that someone who strongly disagree with the statement and marked a '1' was coded as a '4'. The questionnaire was translated into Indonesia in order to minimize misunderstanding by the students. Then, higher score indicated Strongly Extrovert and lower score indicated strongly introvert of the students which based on the criteria of score interpretation below:

Table 4. *Linker scale for students' personality*

Statements	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Each student's personality score is calculated based on their responses to statements related to personality traits. The higher the score obtained, the more extroverted the student is and vice versa, the lower the score obtained, the more introverted the student is.

Table 5. *The level of students' personality*

NO.	Categories	Score Range
1.	Low Extrovert	38-42
2.	High Extrovert	43-56
3.	Low Introvert	33-42
4.	High Introvert	43-56

It can be concluded that, students who get high scores 43 to 56, especially on the extrovert statement, indicate that they have a strong tendency as extroverts. Conversely, students who get similar scores on the introvert statement indicate a strong tendency as introverted. From the results of the grouping, it can be concluded that high scores in one category reflect the dominant tendency of students towards extrovert or introvert personalities.

RESULTS AND DISCUSSION
Before the researcher can identify students who are extroverted or introverted, the researcher must first calculate the scores for each category. In this case, the researcher used a questionnaire consisting of 28 statements with a Likert scale of 1-4. Of the total statements, 14 statements are categorized as statements that measure extrovert tendencies, while the other 14 statements measure introvert tendencies. Each statement is given a maximum value of 4, so that the total maximum score that can

be obtained by students in each category is 56, with details of 14 statements multiplied by 4.

The calculation step has been done by adding up the scores of 14 statements relevant to extroverts to get the total score of the student's extrovert, and likewise for the introvert score. The total score obtained by each student indicates their tendency towards one of the personality types. Students who get a high score, namely between 43 and 56, on the extrovert statement indicate that they have a strong tendency as extroverts. Conversely, students who get a similar score on the introvert statement indicate a strong tendency as introverts. From the results of the grouping, it can be concluded that a high score in one of the categories reflects the dominant tendency of students towards extrovert or introvert personalities.

Table 6. Details of data from students' personality type (extrovert)

No.	Students	Indicators of Personality Type (Extrovert)							Average Scores
		A	S	RT	I	E	Ref	Res	
1	S1	2	3	3	2.5	2	3	2.5	2.57
2	S2	2.5	3	2	2	2.5	3	3	2.57
3	S3	2.5	3	2.5	2.5	2.5	3	2.5	2.64
4	S4	2	3	2	2.5	2.5	3	3	2.57
5	S5	2.5	3	3.5	4	3	4	4	3.43
6	S6	3	3	2	2.5	3.5	3.5	3.5	3
7	S7	4	3.5	3.5	3.5	3.5	3.5	3.5	3.57
8	S8	2.5	3	2	3	2.5	3	2.5	2.64
9	S9	2	3	3	2	3	3	3	2.71
10	S10	2	2.5	3	2	2.5	2	3	2.43
11	S11	3.5	2.5	3	3	2	2.5	3	2.79
12	S12	1.5	3	2.5	3.5	1.5	3	4	2.71
13	S13	2.5	3	2.5	2.5	2.5	3	2.5	2.64
14	S14	2	3	2.5	3	3	2.5	2.5	2.64
15	S15	2.5	3.5	2	3	2.5	2.5	2.5	2.64
16	S16	2.5	3	2	2	2.5	3	3	2.57
17	S17	3.5	3	4	2.5	2	3	3	3
18	S18	2.5	3	3	2	3	2.5	3	2.71
19	S19	2.5	3.5	2.5	3	3	3	2	2.79
20	S20	2.5	4	3	2.5	3	3	2.5	2.93
21	S21	2.5	3.5	3.5	4	2.5	3.5	4	3.36
22	S22	2	4	3	2	3.5	2.5	3.5	2.93
23	S23	1.5	3	2.5	2.5	3	3	2.5	2.57
24	S24	2.5	4	3	2	3	2.5	3	2.86
25	S25	2	3	2	2	2.5	2.5	2	2.29
26	S26	4	3	3	3.5	3	3	3.5	3.29
27	S27	3	3	4	3.5	3	3	2	3.07
28	S28	2	2.5	2	3.5	3.5	2.5	3	2.71
29	S29	3	3	2.5	3.5	3.5	3	3.5	3.14
30	S30	2	2.5	2.5	3	3	4	3	2.86
31	S31	1.5	2.5	2.5	2.5	2.5	3	2	2.36
32	S32	1.5	2.5	1.5	2.5	2	3	3	2.29
33	S33	3	3	3.5	2	2.5	4	2.5	2.93
34	S34	3.5	3	3	2	1.5	4	1	2.57
35	S35	2.5	3	3.5	2.5	3	3.5	1.5	2.79
36	S36	2.5	3	3.5	3	3	3.5	3.5	3.14
37	S37	1.5	4	2.5	2.5	1.5	3	3	2.57
38	S38	2.5	3.5	3	2	2.5	3.5	3.5	2.93
39	S39	3	3	3	3	3.5	3.5	4	3.29
40	S40	1.5	3	2.5	2	2.5	3.5	2	2.43
41	S41	1.5	3.5	3	2	3.5	2.5	3	2.71
42	S42	2.5	3.5	3	2	2.5	2.5	3.5	2.79
43	S43	2	3	2	2	2.5	3	3	2.5
44	S44	2.5	3	3	3	4	3	3.5	3.14

45	S45	3	3.5	2.5	2.5	2.5	3	3	2.86
46	S46	2.5	2.5	2.5	2	2	3.5	3	2.57
47	S47	3.5	3.5	4	4	3	3.5	4	3.64
48	S48	3	4	3.5	2	2.5	3	2	2.86
49	S49	3	1.5	3.5	2	3	3	3	2.71
50	S50	4	2.5	4	2	3	4	2	3.07
51	S51	3	2.5	2.5	2	2.5	3.5	2	2.57
52	S52	2	2.5	2	2	2	2.5	2	2.14
53	S53	2	3.5	3.5	2	3.5	2.5	3	2.86
54	S54	2.5	3	2.5	2.5	3.5	2.5	3	2.79
55	S55	2	2.5	1.5	1	2	2.5	2	1.93
56	S56	1.5	3	2.5	2	2	3.5	1.5	2.29
57	S57	2	3	2	1.5	1.5	2.5	1.5	2
58	S58	2	3	2.5	2	2.5	3	2	2.43
59	S59	1.5	2.5	3.5	2	2.5	2.5	3	2.5
60	S60	2	2.5	2.5	2.5	3	3.5	4	2.86
61	S61	2	2.5	2	2.5	2.5	3	2.5	2.43
62	S62	1.5	3	2.5	3.5	1.5	3.5	2.5	2.57
63	S63	3	2.5	2	2.5	3	2.5	2.5	2.57
64	S64	2.5	3	3	3	3.5	3	3	3
65	S65	1	3	2.5	3	3	2.5	2.5	2.5
Total mean score		4.8	6.03	5.48	5.06	5.37	6.06	5.58	38.38 Medium Level of Extrovert

Based on the data that has been collected. the level of students' extrovert personality is measured using seven indicators divided into 14 statements. with the results showing that the overall average score is 38.38. This places most students in the medium extrovert personality category. Extrovert personality itself. according to Eysenck (1967). is characterized by traits such as openness to the social environment. a tendency to take the initiative. and often being involved in activities involving other people. In the context of this study. students' extrovert personality is further reviewed to see how it correlates with reading comprehension.

The first indicator. Activity. reflects students' courage and skills in speaking in front of the class and taking leadership roles in group projects. Students with the highest scores. namely students 7. 26. and 50. showed that their ability to participate actively was related to their extrovert tendencies. In contrast. student 65 who obtained the lowest score showed a lack of active participation. which may affect their ability to understand reading texts. This is in accordance with the theory of Brown (2007). which states that active involvement in learning activities can improve reading comprehension because students are better able to relate the concepts learned to real experiences.

In the second indicator. Sociability. students who prefer to socialize such as students 20. 22. 24. 37. and 48. scored the highest. This social skill is related to students' ability to engage in meaningful interactions. which ultimately broadens their understanding of reading texts. Students who prefer to interact tend to have broader insights. which according to Snow (2002) can improve their ability to capture meaning from texts more effectively. On the other hand. students who are more introverted or have low scores on this indicator. such as student 49. may have difficulty understanding more complex readings.

The third indicator. Risk Taking. shows how students' tendency to take risks in learning can affect their reading ability. Students with the highest scores on this indicator. such as students 17. 27. 47. and 50. showed that they were more willing to face challenges. which according to Dornyei (2001) is an important factor in the development of language skills. including reading comprehension. Students who are more willing to take risks tend to be more open to various types of texts. so their reading comprehension improves.

In the fourth indicator. Impulsiveness. students who often make decisions spontaneously. such as students 5. 21. and 47. tend to be more responsive to unexpected situations in learning. Although impulsiveness can be risky in decision making. in the context of language learning. it can help

students to adapt more quickly to new contexts in reading. However. students with low scores. such as student 55. may be less flexible in dealing with text variations. which can affect their comprehension.

The fifth indicator. Expressiveness. shows how expressive students are in expressing their feelings or emotions. Students who score highest on this indicator. such as student 44. are more likely to express their opinions clearly. which is important in reading texts that require in-depth analysis. The ability to express oneself effectively often helps in constructing a better understanding of the content of the reading. According to Anderson (1985). good expression skills can help in deciphering the implied meaning in the text.

The sixth indicator. Reflectiveness. assesses students' tendency to prefer activities that involve action rather than deep thinking. Students who score high. such as students 5. 30. 33. 34. and 50. indicate that they prefer active learning. while more reflective students may prefer learning that involves deep thinking processes. This tendency may affect how they understand texts. especially those that require critical analysis. The seventh indicator. Responsibility. reflects students' ability to be responsible and careful. Responsible students. such as students 5. 12. 21. 39. 47. and 60. tend to be more organized in their approach to learning. which affects their ability to read

carefully and understand texts deeply. In contrast. students with low scores on this indicator may lack discipline. which impacts their reading comprehension.

Based on the analysis above. there is a significant relationship between students' extrovert personality and their reading comprehension. Students with high extrovert traits tend to be more active. like to interact. and dare to take risks. all of which contribute to improving their reading comprehension. In contrast. students who show less extrovert traits. such as students with low scores on several indicators. may have difficulty in grasping the meaning of more complex texts. It can be concluded that extrovert personality has a significant positive correlation with reading comprehension ability. Students who have extrovert characteristics tend to be easier to understand reading because their traits support active and interactive learning processes. This research strengthens the view that personality plays an important role in academic success. especially in reading ability. Therefore. a learning approach that considers students' personalities. especially in the aspect of extroversion. can improve learning outcomes. Not only extrovert personality but also introvert student personality will be explained based on the table below:

Table 7. Details of data from students' personality type (introvert)

| No. | Students | Indicators of Personality Type (Introvert) | | | | | | | Average scores |
		A	S	RT	I	E	Ref	Res	
1	S1	3	3	3	3	3	3	3	3
2	S2	2.5	3	3	2	3	3	3	2.79
3	S3	2.5	3	2.5	3	3	3	3	2.86
4	S4	3	3	3	2.5	2.5	3	3	2.86
5	S5	2	3.5	3.5	3	1	2	3.5	2.64
6	S6	2.5	2.5	3	3	2.5	4	3.5	3
7	S7	3.5	3.5	3.5	3.5	4	3	4	3.57
8	S8	3.5	3	2.5	3.5	3.5	2.5	3	3.07
9	S9	3	3	2	2	2.5	3	2	2.5
10	S10	2	3	3	3	2.5	2.5	2.5	2.64
11	S11	3.5	3.5	3	3	2.5	2.5	3	3
12	S12	3	2.5	2.5	2	2	2.5	1.5	2.29
13	S13	2.5	3	2.5	3	3	3	3	2.86
14	S14	3	3	2.5	3	3	3	3.5	3
15	S15	3	3	3	3.5	4	3.5	3.5	3.36
16	S16	2.5	3	3	3	3	3	3	2.93
17	S17	2.5	3	3	3.5	3	3.5	3.5	3.14
18	S18	3	3	3.5	3	3.5	3	3.5	3.21
19	S19	2.5	3	3	3	3	4	3.5	3.14
20	S20	2.5	3.5	3	3	2.5	3.5	3	3
21	S21	3	4	2.5	3.5	2.5	4	3.5	3.29
22	S22	4	3.5	2.5	4	3.5	4	3.5	3.57

23	S23	2	3	3	2.5	3	2.5	2.5	2.64
24	S24	2.5	3	2.5	2.5	3.5	3.5	3.5	3
25	S25	2.5	2.5	3	2.5	3	2.5	3.5	2.79
26	S26	3.5	3	2	3	3.5	4	3	3.14
27	S27	2.5	3	3	3.5	4	3.5	3	3.21
28	S28	2	3.5	4	3.5	3	3.5	3.5	3.29
29	S29	3	3	3	3.5	3	2.5	3.5	3.07
30	S30	3	3.5	4	2.5	2	3	3	3
31	S31	2.5	2	2.5	4	4	3	2	2.86
32	S32	3	3	2.5	2.5	3	2	2.5	2.64
33	S33	3.5	3	3	3.5	4	3.5	3	3.36
34	S34	3.5	1	2	3.5	2	4	2.5	2.64
35	S35	2	3	3	3	3	2.5	3	2.79
36	S36	2.5	2.5	3.5	3	3	3.5	2.5	2.93
37	S37	3	3	3.5	3	3	4	3.5	3.29
38	S38	3.5	4	3.5	3	3	2	3.5	3.21
39	S39	3	3.5	4	4	4	4	4	3.79
40	S40	3	3.5	2.5	3.5	4	3	2.5	3.14
41	S41	2.5	2.5	3.5	2.5	2	3	2.5	2.64
42	S42	3.5	3.5	2.5	2.5	3.5	3	3	3.07
43	S43	2.5	2.5	3	2.5	2.5	3	3	2.71
44	S44	3.5	3	2	3	3	3	3	2.93
45	S45	2.5	3	2.5	2.5	3.5	3	2.5	2.79
46	S46	3.5	3.5	3	2.5	4	3.5	2.5	3.21
47	S47	3	2.5	2	2	4	2	2.5	2.57
48	S48	3	4	3.5	3	4	3.5	3.5	3.5
49	S49	3	3	2.5	3	2.5	3	3	2.86
50	S50	3	3.5	4	4	4	4	4	3.79
51	S51	3	3.5	2.5	3.5	4	3	2.5	3.14
52	S52	2.5	2	2.5	3	3	3	2.5	2.64
53	S53	3	3	3	3.5	2.5	3	3.5	3.07
54	S54	2.5	2.5	3	3	2.5	2.5	3	2.71
55	S55	2.5	4	4	3	3	3	4	3.36
56	S56	2	1.5	2	3	3	1	4	2.36
57	S57	2.5	2.5	2.5	2.5	3.5	3	2.5	2.71
58	S58	3	3	3	2.5	3.5	2.5	2.5	2.86
59	S59	2.5	3	4	4	3.5	3.5	3	3.36
60	S60	3.5	3	3	2.5	2.5	3	3.5	3
61	S61	3.5	3	3	3.5	3	3.5	3	3.21
62	S62	3.5	3.5	3.5	3	2.5	3	3	3.14
63	S63	4	3.5	3.5	3	3	3	3.5	3.36
64	S64	3	3.5	2.5	4	3	2.5	4	3.21
65	S65	2.5	2.5	3	3.5	3.5	3	3.5	3.07
									42.17
	Total mean score	5.74	6.05	5.88	6.08	6.15	6.11	6.17	Medium Level of Introvert

In this research. the level of students' introverted personality was measured based on seven main indicators. namely: Activity. Sociability. Risk Taking. Impulsiveness. Expressiveness. Reflectiveness. and Responsibility. with a total of 14 statements. The results showed that most students were in the medium category. with an average overall score of 42.17 from a total of 65 respondents. The highest score for each indicator was 4. and the lowest score was 1. In the first indicator. Activity. students who showed the highest level of introversion were student number 22 and 63. who got an average score of 4. Conversely. students with the lowest scores were student number 5. 10. 23. 28. 35. and 56 with a score of 2. This indicator shows the tendency of introverted students to think carefully

before speaking or work more comfortably individually than in groups.

The second indicator. Sociability. assesses students' tendency to feel more comfortable with limited social interactions. Students with the highest scores on this indicator were students number 21. 38. 48. and 55. with an average score of 4. Meanwhile. student number 34 got the lowest score. which was 1. Based on these results. it can be concluded that students with introverted personalities are more likely to need time alone after interacting with many people. which then affects the way they interact with reading. Introverted students tend to be more focused and in-depth when understanding texts because they are more reflective and consider every detail carefully. as stated by Cain (2013) that introverts tend to be better at tasks that require deep processing.

The third indicator. Risk Taking. assesses students' tendency to face uncertain situations. Students number 28. 30. 39. 50. 55. and 59 scored the highest on this indicator with a score of 4. indicating that they prefer routine and feel anxious when faced with unfamiliar activities. Students number 9. 26. 34. 44. 47. and 56 scored the lowest with a score of 2. This reinforces the view that introverted students tend to avoid challenging or risky situations. and in the context of reading comprehension. they prefer familiar readings or topics that are not too unfamiliar. The fourth indicator. Impulsiveness. assesses the extent to which students plan their actions and consider the consequences. The students with the highest score. namely 4. were students number 22. 31. 39. 50. 59. and 64. indicating a tendency to think long and hard before acting. Students number 2. 9. 12. and 47 got the lowest score with a score of 2. Based on this finding. it can be said that introvert students are more careful in making decisions. which affects their approach in understanding reading texts in a more in-depth and systematic way. Eysenck's theory (1967) states that introverts have slower but more detailed information processing. which explains their high level of reading comprehension.

The fifth indicator. Expressiveness. shows that introverted students tend to be more controlled in expressing their emotions. Students number 7. 15. 27. 31. 33. 39. 40. 46. 47. 48. 50. 51 showed the highest score. which was 4. while student number 5 got the lowest score. which was 1. In terms of reading comprehension. this good emotional control helps introtiead students to focus on the content of the reading without being distracted by external feelings or situations. so that they can absorb information better. The sixth indicator. Reflectiveness. shows that introverted students are very reflective in their actions. Students number 6. 19. 21. 22. 26. 34. 37. 39. and 50 got the highest score. which was 4. while student number 56 got the lowest score with a score of 1. This is in line with the view of Laney (2002). who stated that introverts tend to be more reflective and introspective. which directly affects how they analyze and understand texts more deeply.

The last indicator. Responsibility. assesses the extent to which introverted students are responsible for their academic tasks. The students with the highest scores. which are 4. are students number 7. 38. 50. 55. 56. and 64. while the student with the lowest score is student number 12 with a score of 1. This finding shows that introverted students are very serious about their academic tasks. including reading comprehension. They tend to double-check their work to make sure there are no mistakes. which means they process reading information more carefully.

Overall. the results of this study indicate a significant relationship between introverted personality and reading comprehension ability. Introverted students tend to have a better understanding of the text because of their more reflective. detailed. and careful nature. In line with research from Cain (2013) and Laney (2002). students with introverted personalities tend to excel in tasks that require deep information processing and analytical thinking. They prefer to work alone. which allows them to fully concentrate on the text they are reading. Based on the results of this research. it can be concluded that introvert personality has a significant influence on reading comprehension ability. Students who have an introvert personality tend to be more in-depth and detailed in understanding the text because of their reflective and careful nature in every action. This shows that the development of learning methods that pay attention to the needs of introvert students can significantly improve their reading comprehension ability.

Students' personalities. especially extroverts and introverts. also have an impact on reading comprehension. According to the theory put forward by Eysenck (1967). extroverted students tend to be more active in interacting and communicating. which can help them understand the content of the reading. especially if they are used to discussing with friends or teachers. On the other hand. introverted students tend to be more focused and in-depth when reading. but they may need more time to process information. In this

study. it was found that introverted students dominated the number of respondents (48 students). but they tended to get lower scores in several indicators. such as Main Idea and Supporting Idea. This may be due to their tendency to be more passive in class discussions. so they have difficulty in identifying the main idea of the text. On the other hand. extroverted students (17 students) tended to get better scores in several indicators. such as Grammatical Features and Inference. indicating that their verbal interactions may help in reading comprehension.

CONCLUSION

Based on the results of the data analysis that has been done. there are several things that can be concluded from this present research. The conclusion is conferred based on the result data from the correlation between students' personality types (extrovert and introvert) and reading comprehension.

Both extroverts and introverts have a significant role in relation to their reading comprehension abilities. Although overall there was no significant correlation between personality type (X) and reading comprehension based on the t-count value of 0.227 which is lower than the t-table of 1.998 and a significance value of 0.821 (greater than α = 0.05). the findings from the analysis of each indicator indicate that extrovert and introvert personality characteristics have different influences on the process of understanding texts.

Students with extroverted personalities showed more active involvement in learning. especially in indicators such as Activity. Sociability. and Risk Taking. which indicated that they prefer social interaction. dare to take risks. and often engage in group activities. These activities. although giving them confidence in communicating. are not always directly related to improved reading comprehension. especially for texts that require in-depth analysis. In this study. although extroverted students tended to be more active. it did not show a significant relationship that contributed directly to improving their reading comprehension.

On the other hand. students with introverted personalities show more reflective and careful characteristics. as seen from the indicators of Reflectiveness. Impulsiveness. and Responsibility. Introverted students are more likely to work independently and think carefully about each of their decisions. which help them analyze texts more deeply. They are also more interested in activities that require critical thinking and slow but accurate information processing. The results of this study support the view that introverted students tend to have better reading comprehension skills. due to their more focused and reflective nature in reading. Thus. the conclusion of this study confirms that although there is no statistically significant correlation between personality type and reading comprehension in the context of this study. individual characteristics of extrovert and introvert personalities still play an important role in students' approaches to learning. including reading comprehension. Introverted students. with reflective and deep-thinking traits. excel in tasks that require text analysis. while extrovert students are more prominent in social activities. although this does not always have a direct impact on their ability to understand complex reading texts.

In addition. students' personality types also affect reading comprehension abilities. Students with extrovert personalities tend to prefer interacting in group activities and discussions. which allow them to explore the meaning of the text through exchanging ideas with others. In contrast. introverted students tend to focus more on individual reading activities and in-depth analysis of the text. which also contribute positively to their reading comprehension. However. both extroverted and introverted students have their own strengths and challenges in reading comprehension. depending on their learning styles.

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