

PERSONALITY TYPE OF EFL LEARNERS ON READING COMPREHENSION AT SMP N 2 TAPIAN DOLOK

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui tipe kepribadian pembelajar EFL pada pemahaman membaca di SMP N 2 Tapan Dolok. Metode penelitian ini dirancang secara kualitatif. Sampel penelitian diambil dari kelas IX-2 yang berjumlah 9 orang secara purposif. Ciri-ciri sampelnya adalah tiga orang peserta didik dengan nilai rata-rata tertinggi, tiga orang peserta didik dengan nilai rata-rata sedang, dan tiga orang peserta didik dengan nilai rata-rata terendah. Teknik pengumpulan datanya adalah wawancara. Peneliti memberikan beberapa pertanyaan kepada peserta didik dan total pertanyaan yang diajukan adalah delapan pertanyaan. Pertanyaan-pertanyaan tersebut berkaitan dengan tipe kepribadian dalam pemahaman bacaan. Hasil penelitian menunjukkan bahwa tipe kepribadian peserta didik berbeda-beda. Peneliti menemukan kepribadian ekstrover lebih jarang terjadi dibandingkan kepribadian introvert. Kepribadian introvert paling dominan dibandingkan kepribadian ekstrover. Dari sembilan orang peserta didik, 3 orang peserta didik berkepribadian ekstrover dan 6 orang peserta didik berkepribadian introvert. Peserta didik dengan tipe kepribadian ekstrover memperoleh nilai pemahaman membaca yang lebih tinggi dibandingkan dengan tipe kepribadian introvert.

ABSTRACT

Keywords:

Personality type,

EFL Learners,

Reading Comprehension

This research aim to investigate the personality type of EFL learners on reading comprehension at SMP N 2 Tapan Dolok. This research method is design as qualitative. The sample of research is taken from IX-2 class that consist of 9 to purposively. The characteristics of the sample are three learners with the highest average scores, three learners with middle average scores, and three learners with the lowest average score. The technique collecting data is interview. The researcher gives some question to the learners and the total questions of question are eight question. The questions are related to the personality type in reading comprehension. The result of this research showed that personality types of learners are different. The researcher found extroverted personality is less often than introverted personality.. From the nine learners, 3 learners are extroverted Personality and 6 learners are introverted personality. The learners with extrovert personality type get higher score on reading comprehension than introvert personality type.

1. Introduction

English is the international language. In several countries English is used as the first language such as the United States, Australia, Singapore and so on. English in several other countries is used as a second language such as Malaysia, India and so on (Irsa, 2019). In Indonesia, English is used as a foreign language. English is a compulsory subject that must be mastered by many people. English is a foreign language that is taught from elementary school to university. The success of EFL learners can be determined by the accuracy of communicating with everyone and fluency in English (Sholikhin, 2021).

Learners must be accustomed to using English to communicate with friends and teachers. To be able to communicate in English effectively, there are four skills, such as: listening, speaking, reading and writing. Reading is especially important in English learning because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Reading is actually about understanding not only the words or code, but also the message conveyed by the text, Cameron (in Jalaluddin, 2019). Reading is an activity to gain knowledge, understanding, and information. Understanding the written word is one way the mind grows in its abilities. Learners are expected to be able to master reading comprehension to understand meaning in the text.

Reading comprehension is an active process which needs both the readers eyes and brain to get the information from the authors message (Magnifico et al., 2019). Reading comprehension has benefits when we read to be able to understand and analyze. Using the eyes to perceive written symbols (letters, punctuation, and spaces) and using the brain to convert them into words, sentences and paragraphs that communicate something. Learners are expected to understand and produce short functional texts and essays in the form of procedure, descriptive, recount, narrative, and report. That is, in the process of learning English, learners need to have good reading skills to understand the material. Learners who have good reading comprehension will get learning achievement in teaching and learning English (Rizkiana et al., 2020).

Reading comprehension is a complex interaction between automatic and strategic cognitive processes that allows the reader to create a mental representation of the text (Rombot, Boeriswati, and Suparman 2020:59). Reading comprehension with a better level of understanding is usually owned by learners who have a personality type that has a higher openness. This personality type is being curious, imaginative, and open to new ideas, enabling individuals to engage with texts more deeply and create mental representations of the material. So the personality type of people who often read can have better social cognition. That is, they find it easy to know what other people are thinking and feeling (Meinawati et al., 2021).

Personality is dynamic organization within the individual of those psychophysical system that determine a unique adjustment to its environment, (Salsabila, 2018:2). Personality is the main point that influences those things. Due to the arguments and explanation above, it is very important to see how the extrovert and introverts" personality (Ismayanti et al., 2020). Learners personality is a reflection of attitudes and actions in everyday life at school. Positive personality is very important, because it can make teachers know how much awareness students take in teaching and learning activities while at school. This makes the learning process more effective and efficient. The success of student learning is inseparable from the success of the teaching and

learning process which is likely to be influenced by learner personality type in reading comprehension (Merlin et al., 2022).

In this case, there are interesting problems for researchers at SMPN 2 Tapian Dolok. Based on the teaching learning experience, the researcher taught English at the school and observed student achievement in English lessons. As observed by the researcher about student extroverted and introverted, some learners thought that English was a difficult subject to learn because the vocabulary that learners had was less (AKBARI et al., 2021). Some learners also liked English and found it enjoyable (Hakim et al., 2022). The personality of extrovert learners during the teaching and learning process was that they were more active in social interactions and enthusiastic in learning. Extrovert learners liked to exchange understandings and asked questions to each other (Widya et al., 2020). In contrast to introverted learners, introverted learners were more comfortable studying alone, reading alone without distraction from the surrounding environment. Introvert learners preferred silence and reflection. Although introverted, some learners felt comfortable discussing with close friends to discuss their understanding. Therefore, this research aimed to determine the personality type of EFL learners on reading comprehension at SMP N 2 Tapian Dolok."

2. Method

This research was conducted using qualitative research methods. The research process incorporated new questions and processes, with data collected in the participant's environment. Descriptive qualitative research is research method that imagine the variable has been found in the field but it does not need hypothesis the nature of research still focus to imagine and explain the finding in the field (Silalahi et al., 2022) In line with that (Marpaung 2019:52) Qualitative research is conducted to describe situations, events, or occurrences of the basic data.

This study used an interview method. The interview are data collection techniques that are carried out by providing a set of questions or written statements to respondents to answer (Dixon et al., 2019). The structure of the personality interview consisted of general characteristics of Introvert and Extrovert. This research is to find out about extrovert and introvert learners and how extrovert and introvert learners understand reading comprehension.

In this study, there was one class, namely class VIII-2. Qualitative data collection was used to determine the personality type of EFL learners on reading comprehension at SMP N 2 Tapian Dolok.

This research was conducted at SMP Negeri 2 Tapian Dolok, class IX, located at Jalan Radjamin Purba. The research was carried out in the 2023/2024 school year. The subjects of this research were students of class IX-2, and the object was the personality type of EFL learners on reading comprehension at SMP N 2 Tapian Dolok.

The instrument was used to find out which learners had extrovert and introvert personalities. Interviews were used as an instrument to collect data about the personality type of EFL learners on reading comprehension in class IX-2 at SMP N 2 Tapian Dolok (Pradita et al., 2023).

Data collection is the first and important step in the research process. This involves identifying and selecting appropriate data collection instruments, such as surveys, interviews, observations, or case studies, and implementing these methods to collect relevant data (Zulfikar et al., 2020). In this research, interviews were used to obtain the data. The interview was the process of obtaining explanations by asking questions face-

to-face between the researcher and the respondents using an interview guide (Aimah et al., 2020a).

Data analysis can be interpreted as processing, organizing data, solved in smaller units. This data analysis is meaningful organize systematically the results of data collection, then hide them and produce a new thought, opinion, theory or idea. The step after collecting the data is the analysis data. After the data obtained from the interview, the data were analyzed through the following steps:

1. Researcher collected data about the student personality type through the interview.
2. Researcher transcribed the data
3. Reducing and displaying the data.
4. The last step was drawing conclusion.

3. Result and Discussion

Data Analysis

This research explains the personality types of EFL learners in reading comprehension at SMP N 2 Tapan Dolok, with a focus on Extrovert and Introvert personality. Researchers used interview as instrument. The researcher had 9 learners as respondents, consisting of three students with the highest average scores, three students with middle average scores, and three students with the lowest average scores (Aimah et al., 2020b). The following is the analysis of the results of interviews conducted by the researcher with these learners;

Learners Personality Type

[Subject 1]: TS

The researcher found that TS preferred to ask the teacher for help when facing difficulties in understanding English texts. This showed that TS tended to rely on guidance from authoritative sources (the teacher) when facing difficulties in reading comprehension. TS mentioned that noise could disturb concentration and make it difficult to stay focused. TS felt motivated and brave to convey her understanding to the teacher after finishing reading, indicating that TS was confident in communicating with the teacher about her understanding of the text she had read (Fitria, 2021).

Overall, TS's reading comprehension condition tended to be positive because she was motivated, dared to speak, and felt comfortable interacting with teachers and friends in the context of English reading comprehension. This showed that TS was open to communicating with other people, especially with authority figures such as the teacher (Muspawi et al., 2020). However, she may have needed to work harder to stay focused when there was noise that could disturb her concentration. Based on the data obtained through interviews, it can be concluded that TS had an extroverted personality, The following is an excerpt;

R : Ketika mengatasi kesulitan dalam memahami teks bahasa inggris. Apakah kamu lebih suka mencari pemaham sendiri atau meminta bantuan ke guru/teman?

TS : Langsung nanyak guru aja miss biar aku lebih faham dan ngerti.

R : Jika ada kebisingan saat kamu memahami teks bacaan bahasa inggris. Apakah kamu mudah teralihkan atau bisa tetap fokus?

TS : Mudah teralihkan miss, gabisa aku miss ada gangguan gitu.

R : Ketika selesai membaca. Apakah kamu berani menyampaikan pemahaman readingmu kepada guru?

TS : Berani miss.

R : Dalam tugas memahami bacaan bahasa inggris, Apakah kamu termotivasi/berani untuk menyampaikan didepan teman-teman kamu?

TS : Termotivasi miss, aku pun sering pidato bahasa inggris disuruh mam tiap hari rabu kan miss disini ada English day. Jadi bisa melatih kepercayaan diri.

R : When dealing with difficulties in understanding English texts, do you prefer to find understanding on your own or ask for help from a teacher/friend?

TS : I prefer to ask the teacher directly, Miss, so I can understand better and clearer.

R : If there is noise while you are trying to comprehend English reading texts, do you get easily distracted or can you remain focused?

TS : I get easily distracted, Miss. I can't focus if there's a disturbance.

R : When you finish reading, are you confident in conveying your reading comprehension to the teacher?

T S: Yes, Miss, I am confident.

R : In English reading comprehension tasks, are you motivated/brave to present in front of your friends?

TS : I am motivated, Miss. I often give English speeches as required by my mom every Wednesday because we have English day here. So, it helps build my confidence.

[Subject 2]: EM

The researcher found that EM preferred to collaborate with friends when given the task of reading English texts, indicating her value for cooperation in the reading comprehension process and her inclination to exchange ideas with others. This willingness to collaborate was seen as helpful in achieving a more comprehensive understanding of the text. EM admitted that she was easily distracted if there was noise while reading English texts, which could pose a challenge to her reading comprehension as external distractions could interfere with concentration. EM felt brave and confident in conveying her reading comprehension to the teacher, demonstrating her comfort in communicating with authority figures like teachers and confidence in her work. Additionally, she felt motivated and brave to speak in front of her friends when given an English reading comprehension assignment. This willingness to speak in front of friends was seen as a confidence booster and a motivator in the reading comprehension process.

Overall, EM showed motivation with friends in completing reading assignments, indicating a more active social and interaction-oriented nature. Her motivation to speak in front of friends and teachers, as well as her confidence in communication, showed that EM felt comfortable in social interactions and speaking in front of other people. However, easy distraction was a potential obstacle to reading comprehension. EM seemed to have extroverted traits in the context of collaboration and speaking in front of other people. With this condition, it can be concluded that EM had an extroverted personality, based on the data obtained through interviews, The following is an excerpt;

R : Ketika kamu mendapatkan tugas membaca buku teks bahasa inggris, Apakah kamu cenderung menyelesaikan secara mandiri atau lebih suka berkolaborasi/berkerjasama dengan teman?

EM : Kerjasama dengan teman miss, karena biar lebih mudah aja bisa bertukar pikiran.

R : Jika ada kebisingan saat kamu memahami teks bacaan bahasa inggris. Apakah kamu mudah teralihkan atau bisa tetap fokus?

EM : Mudah teralihkan miss.

R : Ketika selesai membaca. Apakah kamu berani menyampaikan pemahaman readingmu kepada guru?

EM : Berani miss, Percaya diri aja sama hasil kerja sendiri

R : Dalam tugas memahami bacaan bahasa Inggris, Apakah kamu termotivasi/berani untuk menyampaikan didepan teman-teman kamu?

EM : Termotivasi miss. Karena itu miss percaya diri aja berani menyampaikan sama teman-teman miss

R : When you receive assignments to read English textbooks, do you tend to work independently or prefer to collaborate/cooperate with friends?

EM : I prefer to collaborate with friends, Miss, because it makes it easier to exchange ideas.

R : If there is noise while you are trying to comprehend English reading texts, do you get easily distracted or can you remain focused?

EM : I get easily distracted, Miss.

R : When you finish reading, are you confident in conveying your reading comprehension to the teacher?

EM : I'm confident, Miss. I'm just confident in my own work.

R : In English reading comprehension tasks, are you motivated/brave to present in front of your friends?

EM : I'm motivated, Miss. Because of that, I'm confident and willing to share with my friends.

[Subject 3]: JS

The researcher found that JS showed a preference for working alone in reading comprehension. JS tried to find out for herself first when facing difficulties in understanding English text. Only if she really didn't know did she seek help from a friend or teacher. This showed that she tended to be independent in finding solutions before asking for help. JS felt brave and confident in conveying her reading comprehension to the teacher, indicating her confidence in her answers. She also felt motivated and brave to speak in front of her friends and worried less about the rightness or wrongness of her answers (Rahmawati et al., 2021).

In this condition, JS may have had an introverted tendency in reading comprehension because she preferred to work alone and find solutions independently before asking for help. However, she also displayed confidence and motivation to speak in front of peers and teachers, which could be a trait of extroversion in certain social situations (Zulaikah et al., 2018). A person's personality can be flexible and vary depending on specific contexts and situations. Based on the data I obtained through the interview, JS appeared to have had a combination of introverted and extroverted traits, the following is an excerpt;

R : Ketika kamu mendapatkan tugas membaca buku teks bahasa Inggris, Apakah kamu cenderung menyelesaikan secara mandiri atau lebih suka berkolaborasi/berkerjasama dengan teman?

JS : Lebih suka kerjain sendiri sih miss, nanti kalau misalnya gatau baru nanyak kawan atau guru gitu miss.

R : Ketika mengatasi kesulitan dalam memahami teks bahasa Inggris. Apakah kamu lebih suka mencari pemaham sendiri atau meminta bantuan ke guru/teman?

JS : Aku cari tahu sendiri dulu mis. Nah misalnya betul-betul udah gatau lagi baru nanyak sama kawan atau ke mam langsung. Biasanya sama Elga kami mau kerjasama miss.

R : Ketika selesai membaca. Apakah kamu berani menyampaikan pemahaman readingmu kepada guru?

JS : Berani miss, karna uda yakin aja sama jawabanku miss.

R : Dalam tugas memahami bacaan bahasa Inggris, Apakah kamu termotivasi/berani untuk menyampaikan didepan teman-teman kamu?

JS : Termotivasi miss dan berani juga mengatakan didepan teman-teman juga miss karena udah percaya diri juga kan miss, urusan benar salahnya itu belakangan miss

R : When you receive assignments to read English textbooks, do you tend to work independently or prefer to collaborate/cooperate with friends?

JS : I prefer to work on it by myself, Miss. If I don't know something, I'll ask a friend or the teacher.

R : When dealing with difficulties in understanding English texts, do you prefer to find understanding on your own or ask for help from a teacher/friend?

JS : I try to figure it out on my own first, Miss. If I really don't know, then I'll ask a friend or go to my mom. Usually, I work with Elga, Miss.

R : When you finish reading, are you confident in conveying your reading comprehension to the teacher?

JS : I'm confident, Miss, because I'm sure of my answers.

R : In English reading comprehension tasks, are you motivated/brave to present in front of your friends?

JS : I'm motivated, Miss, and I'm also brave to speak in front of my friends because I'm confident, and whether I'm right or wrong, that comes later, Miss.

Research Finding

The types of personality that the researcher found were;

1. Extrovert Personality

The Extrovert personality type was found in subjects 1,2 and 3. The extrovert personality type tends to be active, sociable, and tends to be open to new experiences. Extrovert personality types felt comfortable in social situations and were often the center of attention in groups. They had the courage to appear in front of many people and had an open attitude towards collaboration with friends. Extrovert personality types also exhibited the courage to convey their reading comprehension to teachers and friends (Ni'mah et al., 2022).

2. Introvert Personality

The Introvert personality type was found in subjects 4, 5,6,7,8 and 9. The introvert personality type describes being more closed, calm, rarely interacting with many people and preferring to be alone or in small groups. Introvert personalities were more comfortable working alone, feel embarrassed and afraid of being judge, and lack courage (Mandasari et al., 2022).

Discussion

The research was conducted to investigate the Personality Type of EFL Learners on Reading Comprehension at SMP N 2 Tapan Dolok. Consisting of 9 learners, namely; TS, EM, JS, IM, FR, DA, FK, DS, ES. Which focuses on two type Extrovert and Introvert.

The researchers found that the majority of class IX-2 learners have Introvert personality. The dominant personality found in this research, namely; First, describes being more closed. Second, rarely interact with many people. Third, prefer to be alone or in small groups. Fourth, shy and lacking self-confidence. Lastly, it is more comfortable to work alone. Different from the Extrovert personality. Researchers found few extrovert personality in this research, namely; First, the extroverted personality type tends to be active. Second, tends to be open to new experiences, Third, Extrovert personality types

feel comfortable in social situations and are often the center of attention in groups. Fourth, the courage to appear in front of many people. Lastly, open attitude towards collaboration with friends and the courage to convey reading comprehension to teachers and friends (Rosnani et al., 2019).

Personality type in interview has been found in this research. This research related to other theories. There were similarities and differences between this research and other theories by Azuari (2017:19) and Ulwiyah and Djuhan (2021:118). (Azuari 2017:19) stated that "Personality is an outward expression of self, which may or may not be the same as a person's personality, depending on how authentic the person. It can be defined as a permanent and unique set of characteristics." And with line that, (Ulwiyah and Djuhan 2021 : 118) stated that "Personality is our thinking, our identity and can be found all the time". While the differences can be found in the research findings. Research finding on Azuari (2017:19) were that there is a significant correlation between students' personality type and their speaking achievement of the fifth semester undergraduate EFL student at English Education Study Program of UIN Raden Fatah Palembang. (Ulwiyah and Djuhan 2021 : 118) the results showed that (1) there were differences in the interaction between extroverted and introverted personalities when using the social studies learning and learning method (2) for students with introverted personalities to be more suitable to use the discussion method, while extroverted personalities were able to adapt (3) social interactions were created well thus in accordance with social psychology in which they are able to behave, think, in the context of social situations (Damayanti et al., 2021).

The research also related to relevant research by Bagheri and Faghih (2012) and Aidah (2019). The similarities and difference between this research and previous relevant research. The similarities was find out the personality type that used by the learners. The difference can be found in the research findings. Research finding on Bagheri and Faghih (2012) that there was a significant correlation between student's personality and students speaking skills. While research finding on Aidah (2019) that there was no significant correlation between students' personality and learning achievement. The findings of this research were extrovert personalities are found less often than introvert personalities (Fahmi et al., 2021). The Extrovert personality type tends to be active, sociable and tends to be open to new experiences. Extrovert personality types felt comfortable in social situations and were often the center of attention in groups. The extrovert personality type dares and to appear in front of many people. The extrovert personality type had an open attitude towards collaboration with friends, the courage to convey reading comprehension to teachers and friends. The introvert personality type describes being more closed, and calm, rarely interacting with many people and preferring to be alone or in small groups. Introvert personalities are more comfortable working alone, feel embarrassed and afraid of being judged, and lack courage. Even though there are fewer extroverts, the value of extroverts is higher than introverts (Villyastuti et al., 2022). The extrovert score is higher because extroverts have high dare, high curiosity to ask questions and high willingness (Clunies-Ross et al., 2008). Different from introverts, what we know is that introverts are personalities who like to read. But in fact, introverts score lower because they are shy about expressing opinions, don't dare to ask the teacher, and have high fear.

4. Conclusion

The purpose of this research is to investigate personality type of EFL learners on reading comprehension at SMP N 2 Tapian Dolok. Research collected the data used interviews. The researcher interviewed nine learners from class IX-2. Then, the researcher give some question to the learners. The total of questions are eight question. The question are relate to the personality type in reading comprehension. The researcher choose learners with the highest, middle and lowest score. The proscedure applied to analyzing data doing interviews,transcribed the interviews, and analyzing the learner's personality type. This research only focus personality type Extroverted and Introverted. The researcher findExtroverted personalities are found less often than introverted personality. Extroverted personality type tends to be active, sociable, and tends to be open to new experiences. Extroverted personality types feel comfortable in social situations and are often the center of attention in groups. The extrovert personality type has the courage to appear in front of many people. The extroverted personality type has an open attitude towards collaboration with friends, the courage to convey reading comprehension to teachers and friends. And The introvert personality type describes being more closed, calm, rarely interacting with many people and preferring to be alone or in small groups. Introverted personalities are more comfortable working alone, feel embarrassed and afraid of being judge, and lack courage.The result of this research showed that personality types of learners are different. The researcher found extroverted personality are less often than introverted personality. Introvert personality is most dominant than extrovert personality. From the nine learners, 3 learners are extroverted Personality and 6 learners are introverted personality. The student with extrovert personality type get higher score on reading comprehension than introvert personality type.

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