

SEEKING RELATION BETWEEN EFL STUDENTS' EXTRAVERSION AND THEIR READING MASTERY

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Abstract

Reading is one of the skills that becomes crucial to be mastered by English learners in Indonesia. However, the researchers in this present study found that the mid-semester average score for a professional reading course at a state university in Central Java showed less than optimal numbers. In connection with that, previous studies have shown that there is a relationship between student personality and student learning outcomes. On the other hand, only a number of studies showed different results regarding the relation between students' personality and students' reading mastery. To give more understanding on this problem, the researchers in this study are interested to see whether there is a relationship between EFL students' extraversion and their mastery of reading skills. Hence, correlational research was the methodology employed in this study. The participants consist of 38 students majoring in English education. Using an International Personality Item Pool (IPIP) questionnaire, makes it simple to ascertain the personality of each respondent, regardless of whether they are high-extraversion or low-extraversion learners. The results of the participants' mid-semester tests for the professional reading course also provided evidence of their mastery of reading skills. Both reading and extraversion scores include quantitative data. Hence, in order to analyse the data, SPSS and Pearson product-moment regression were also employed. The study's results convinced the researchers that there is no connection between extraversion and EFL students' reading mastery.

Keywords – Extraversion, Reading Mastery, English Learner

Introduction

English as an international language has become one of the important subjects taught in schools in Indonesia. In teaching English in Indonesia, there are 4 basic language skills that must be learned. These skills consist of speaking and writing skills as productive skills and listening and reading as receptive skills. Productive skills seem more active and produce things like sound and symbols, while receptive skills are more passive and only receive information (Husain, 2015). As a receptive skill, reading remains one of the most important skills for students to learn. Pratiwi (2020) also said that the capacity to read is a very crucial skill for a student to acquire. This is because reading is considered as a basic principle in educational goals (Pang et al.

2003). Reading is also an essential skill for students to gain new knowledge from various sources that can improve their thinking skills (Wood et al. 1991). With reading skills, a person can understand various kinds of information contained in writing correctly (Saonah, 2018). Moreover, reading can also support background knowledge to develop the other three language skills (Hornby, 2005). According to Floris and Divina (2015), reading helps students of English as a Foreign Language (EFL) develop their skills and understanding in the language. According to numerous studies (Floris & Divina, 2015; Hunt & Beglar, 2005), EFL students who read English texts more frequently seem to learn the language far more quickly than those who do not. Kebudayaan (2012) in Muhid et

al. (2020) noted that EFL students are unlikely to make significant progress if they are not exposed to a lot of reading materials in class. Based on these reasons, it can be said that reading is a very important skill to master. However, statistics show that only 16% of adults prefer reading over the other three skills (Ali & Bano, 2012). In addition, the researchers in this study found a phenomenon where the reading course scores of a university show a low average. This makes the researchers in this study want to investigate deeper why this can happen.

There are many factors that influence a person to learn language skills. One of them that is responsible is the personality factor (Ehrman & Oxford, 1990; Carrel & Monroe, 1993; Myers & Myers, 1993; Zang 2008). At present, it is undeniable that a person's personality influences the way they act, but the question that arises is how much it affects learning (Dornyei, 2005). But it has been proven that personality has always been an important topic in research related to pedagogy and educational psychology (Ulin, 2020). Even the relationship between personality and the learning process has become a big consideration (Safdarian et al. 2014). The personality of extraversion typically regarded as a personality trait associated with success in second language learning (Zang 2008; Spolsky 1989; Calder 2004 in Sangkala 2012). It is in line with Brown (2000) which stated the successful language learning as well influenced by the learner's personality. Studies have even suggested that learning styles may operate as a mediator between personality and academic success (Blickle, 1996; Diseth, 2003). It is because each student has a distinct personality that differs from that of other students, which frequently poses a challenge because different learning outcomes are expected of each student (Dewaele, 2005). Meanwhile, in relation to reading mastery, there are

several studies showing quite varied results. Several personality qualities and reading comprehension have been shown to significantly correlate, according to some studies (Millot & Cranney 1976; Busch 1982; Pfister 2000 in Sadeghi et al. 2012; Vahdat et al. 2016). On the other hand, extraversion and reading ability only have a marginally significant link (Ali & Bano, 2012). Accordingly, Nillot and Cranney (1976) established that there is only a mediocre relationship between reading comprehension and personality in college students. On the contrary, several studies even suggested that personality types and reading proficiency do not significantly correlate (Bagheri & Faghih 2012; Ghazi et al. 2013; Ulin 2020). These results still show inconsistency in showing the relationship between personality factors and learning language skills, especially reading skills.

Students performance in language learning is believed to be influenced by psychological aspects and affective domain including the extraversion personality, neuroticism aspect, the trait of agreeableness, and openness (Ehrman & Oxford, 2003). These personality and aspects mentioned is argued to have a relation with one's academic and professional performance (Ali and Bano, 2012). It can be seen that the term "extraversion" is often discussed in this issue related to personality. Brahimoglu et al. (2013) reported the extraversion personality are those types of sociable, active, assertive, passionate, and talkative. Whereas those personalities with types of passive, reserved withdrawal, and restrained are usually related to people with low level of extraversion. This is consistent with the two personality traits most often discussed in language learning research, namely introverts and extroverts. In addition, Brown (2000) mentions 'personality' has several features, and one of them is extroversion. To contrast with

introversion, Brown uses the term "extroversion" with a "o" rather than "extraversion" with a "a." Thus, this actually illustrates a similar thing or relationship between an extrovert and an introvert. An extrovert, as defined by Zhang (2008), is someone who would rather focus on the actions of others than reflect on his own feelings and ideas. A person who is an extrovert learns about the world mostly through their interactions with others and through shared experiences, rather than through introspection or analysis. An introvert, on the other hand, is more focused within than outward, and is often reserved and reluctant to participate in group activities or speak in front of a crowd.

Similar to how Brown (2000) characterizes an introvert, an extroverted person is one who needs the approval of others to feel complete. The difference between an extrovert and an introvert is the degree to which the former finds meaning and completion in things other than the approval of those around them. They need the stimulation of others in order to function, hence extroverts are often the last to leave a party. The opposite is true for introverts, who thrive with minimal social interaction outside of a tight-knit group of friends and alone time (Adamopoulos, 1982). Therefore, these two characteristics, in Skehan's opinion (1989), are essential for learning a second language as well. Countless language teachers can attest to the fact that some students' shy behaviour or introverted character is a big obstacle they encounter throughout their contacts with them, whereas extraverted students are found to be enjoyable to deal with. Due to this, it is now widely believed that introverted students are slower language learners. Accordingly, several linguists hypothesised that extroverts were better language learners than introverts (Naiman et al. 1978; Skehan, 1989). Those extrovert students with sociable and

determined personality with an outgoing attitude and a higher tolerance for risk, according to Morover, Zafar, and Meenakshi (2012), would be a better language learner than an introvert with a more reserved and self-conscious demeanour. However, it is often argued by numerous psychologists that language acquisition process of those extraversion has drawback (Eysenck et al. 1981; Kiany 1998; Matthews & Deary 1998; Cook 2002). One explanation for this is that extraverts are more sensitive to mental distraction because they have lower cortical arousal and are more easily repressed (Eysenck et al., 1981). From those explanation, it can be concluded that many literatures still provide inconsistent understanding about personality and language learning. Therefore, more studies are needed to provide more nuanced understanding related to this matter.

This study attempted to learn more about this issue by examining the relationship between students' extraversion scores and their academic achievement in language learning, particularly their reading skill across a variety of instruments and subjects. As has been mentioned, earlier studies have produced contradictory results. This study was carried out because, according to the literature (Sadeghi et al. 2012), learning styles and personality are commonly associated. As a result, it is acceptable to assume that personality and reading comprehension are related (Grey, 1999 in Sadeghi et al., 2012). This relation of personality with reading comprehension creating an important gap of research where it is necessary for students to understand their personality type in improving their reading skill. This research is crucial because it is hoped that students will be able to increase their reading comprehension by learning their personality type. In addition, teachers can use this knowledge to motivate students

with various personality traits to read more and to modify class activities with appropriate strategies to improve students' mastery of reading skills during the learning process. However, personality factors should be considered by instructors and language planners, as stressed by Phares (1991). It is because the teachers should give more attention to students' skills and provide effective teaching and learning techniques to enhance student skills (Wahyuni et al., 2020). Additionally, teachers must develop their ability to recognise and comprehend the important personal distinctions among their students in order to deliver compassionate, effective instruction (Carrel et al. 1996). Therefore, the goal of this study is to determine whether or not there is a correlation between the personalities of EFL students of English Department at a university and their mastery of reading skills. The findings of this research are also expected to be beneficial for further research, especially regarding the students' personality and reading skills.

Methodology

By utilizing quantitative research approach, this research used the correlational research design as it aims to find the relation between mastery of reading and personality as one of the affecting factors. Correlational research is unique from the usual survey or observational study in that it describes an already existing condition. It is the process of gathering information to establish the existence and strength of a connection between two or more observable factors. Hence, correlation analysis yields a numerical quantity of the degree of connection between two variables (Gay & Airasian, 2011). The research was conducted at Universitas Tidar in the academic year 2022/2023. The population of the research is English Education major of this university while the sample was taken through random

sampling method. The instrument of the study was questionnaire of International Personality Item Pool survey developed by Goldberg et al. (2006) which was summarized into 25 items by Akhtar and Azwar (2018). The questionnaire was distributed online with a number of 38 students participating in the study to find the personality type of the students. While the score result of reading skill mastery was taken from the summative test of Professional Reading Course.

The data analysis of the study began by analyzing the IPIP questionnaire result to determine the participants' personality types. The items of the questionnaire with total of 25 questions were designed with Likert scale range from one to five. The researchers calculate the data accordingly to gain the result of the personality types of the participants. While the test results were taken from a Professional Reading Course in which the learning goal and the assessment of the course is relevant and related to the issue in this study. For the statistical analysis, the IBM SPSS Statistics 25 software was used to find the correlation of the two variables in this research through Pearson Product Moment Correlation Coefficient. The Pearson product-moment correlation coefficient is employed widely in scope of social science research studies (Smithson, 1999) as it is a technique used to find a correlation between two variables with various univariate and multivariate methods (Walker, 2017). The H_0 was formulated into the absence correlation between extraversion personality with mastery of reading skill while H_a was formulated into the existence correlation between extraversion personality with mastery of reading skill. Lastly, the accepted hypothesis then described and explained using a thorough and in-depth analysis supported by previous studies to provide more nuanced understanding.

Finding and Discussion

To facilitate the process of calculating and analyzing data, the following table is made to show data on students' extraversion scores (X) as measured using International Item Pool (IPIP) questionnaires and students' reading mastery (Y) scores:

Table 1. The students' scores

Students	X	Y	X ²	Y ²	XY
1	12	50	144	2500	600
2	15	66	225	4356	990
3	18	58	324	3364	1044
4	14	38	196	1444	532
5	13	58	169	3364	754
6	22	44	484	1936	968
7	12	58	144	3364	696
8	16	82	256	6724	1312
9	16	48	256	2304	768
10	15	38	225	1444	570
11	19	48	361	2304	912
12	15	62	225	3844	930
13	13	50	169	2500	650
14	12	68	144	4624	816
15	18	23	324	529	414
16	18	60	324	3600	1080
17	18	58	324	3364	1044
18	10	58	100	3364	580
19	17	54	289	2916	918
20	9	28	81	784	252
21	12	56	144	3136	672
22	22	32	484	1024	704
23	15	46	225	2116	690
24	9	28	81	784	252
25	14	42	196	1764	588
26	9	56	81	3136	504
27	17	84	289	7056	1428
28	16	44	256	1936	704
29	17	74	289	5476	1258
30	7	60	49	3600	420
31	16	38	256	1444	608
32	15	66	225	4356	990
33	20	42	400	1764	840

34	18	44	324	1936	792
35	15	58	225	3364	870
36	14	42	196	1764	588
37	18	56	324	3136	1008
38	15	56	225	3136	840
N	ΣX	ΣY	ΣX²	ΣY²	ΣXY
38	571	1973	9033	109557	29586

The average reading mastery score for every student in a class, as determined by the aforementioned statistics, is 52. This result is gained through calculation by distributing the overall 38 participants' reading scores from 1973 accordingly. This figure is far from the average reading value targeted by the campus, which is an average of at least 70. This is in line with the previous research directed last 2016 by the United Nations Educational, Scientific and Cultural Organization (UNESCO) placed Indonesia in the 60 th position out of total 61 countries in the world which illustrates the low level of reading habit of Indonesian people. The result of the study was published under the name "The World's Most Literate Nations", show Indonesia is ranked 60th, only one level above Botswana (Miller & McKenna, 2016). This worrying condition signals how low level of reading ability of Indonesian. In teaching-learning context, according to Bailey et al. (2000), as personality traits are determinants of attitudes towards the learning environment, which in turn influence the learner's motivation, this scenario of laziness may be the outcome of the indirect influence of personality traits on achievement. Based on this issue, the researcher in this present study continued to analyze the results of the students' reading scores with their extraversion scores to see if there was a link between the two so that later they could provide solutions related to that as well. Using the Pearson Product Moment formula (Ary et al., 2010), the following is the formula

and description of the symbols used in the table above:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

Figure 1. Pearson Product Moment formula (Ary et al., 2010)

- r = Pearson r (correlation coefficient)
- N = total of the students
- X = distribution of students' extraversion scores
- Y = distribution of students' reading scores
- $\sum X$ = sum of students' extraversion scores
- $\sum Y$ = sum of students' reading scores
- $\sum X^2$ = sum of the squared scores in X distribution
- $\sum Y^2$ = sum of the squared scores in Y distribution
- $\sum XY$ = sum of X and Y distribution

After doing a thorough calculation, it can be concluded that table 1 shows that the total number of students (N) is 38, the total extraversion score of all students is 571, the total reading score of all students is 1973, with further results showing X² (9033), Y² (109,557), and XY (29586). Moreover, the results of manual calculations using the formula above show that the correlation coefficient (r) shows a number of -.034. In addition, the results of calculations using SPSS also show the same results, shown by the following output table:

Table 2. Correlations

	Extraversion score	Reading mastery
Extraversion score	1	-.034
Pearson Correlation		

	Sig. (2-tailed)	.840	
	N	38	38
Reading mastery	Pearson Correlation	-.034	1
	Sig. (2-tailed)	.840	
	N	38	38

Based on the SPSS output above, it is shown that the Sig. (2-tailed) is 0.840. That means, the value of Sig. (2-tailed) > 0.05 which proves that there is no significant relationship between the two variables tested. To clarify these results, researchers in this study also interpret the above results using the basic value of the correlation coefficient interpretation from Dancy & Reidy (2007), which is shown in the table below:

Table 3. Interpretation of Pearson's correlation coefficients

Correlation Coefficient	Interpretation
+ 1	Perfect
+ 0.9	Strong
+ 0.8	Strong
+ 0.7	Strong
+ 0.6	Moderate
+ 0.5	Moderate
+ 0.4	Moderate
+ 0.3	Weak
+ 0.2	Weak
+ 0.1	Weak
0	Zero

With a correlation coefficient of -.034, it signifies that the value is in the range of 0 to -0.1, indicating that there is no correlation between the two variables. From this, it may be inferred that the Null Hypothesis (Ho), which states that there is no correlation between students' extraversion scores as a sign of personality differences and their mastery of reading skills, is the accepted hypothesis. This finding contrasts with findings from Vahdat et al. (2016) who found a strong relationship between a

number of personality factors and reading comprehension and from Ali & Bano (2012) who found only a weakly significant relationship between extraversion and reading abilities. However, the findings of this study also concur with those of Bagheri and Faghieh's (2012) study, which found no connection between student personality and reading ability. As a result, student personality is not the primary reason for their poor reading performance. According to Rohani (2020), students' low reading proficiency can be caused by a variety of factors, including laziness or a lack of self-motivation, a lack of enthusiasm in learning to read and write, a lack of parental support, and peer pressure. According to Torres (2019), there are a number of factors that influence a learner's ability to comprehend what they are reading, including: learner-related factors like prior knowledge, understanding, and motivation; factors related to the learner's home; factors related to the learner's ability to read at home or at school; and learner-related factors like the teacher's strategy. In addition to intelligence, many other personal qualities are also necessary for successful school learning, including perseverance, interest in learning, and a willingness to study (De Raad & Schuwenburg, 1996).

Based on those factors above, student personality is not the only thing affecting student reading which is in line with Sharp's (2002) hypothesis that even students with similar type of personality can react and respond to various reading texts in different way. Hence, future investigations related to this matter are still very much needed. Moreover, teachers must also identify and learn more about what causes low student reading scores in their classroom so that they can provide effective teaching later. This is because as explained above, the reading ability of Indonesian students is

still very low so that it is inversely proportional to the importance of mastery of reading skills for students. According to summary data from Ciptadi (2021), Indonesia's PISA score for the most recent year, 2018, is in a highly concerning situation. According to the PISA study results from 2018, Indonesia is ranked 74th, or sixth from the bottom. With a score of 371, Indonesian students' reading proficiency is ranked at position 74, their math performance is at position 73, and their science performance is at position 71. As a result, it is clear that reading performance received the lowest score of all the performances. Therefore, educators have an important role in efforts to improve students' ability in terms of reading mastery, especially through the classroom. This is due to Shymansky's (1978) contention that although there are many aspects that contribute to effective classroom instruction, the teacher is often seen as having the largest impact on the course success.

There are numerous approaches for teachers to improve their students' reading proficiency. Gilakjani and Sabouri (2016) highlighted the interesting and relevant reading materials will support the student's comprehension on text more effectively. Teachers are responsible to be considerate and mindful with the students' obstacles in reading comprehension. By paying attention to those challenges, teacher and student can figure out the best possible way to resolve the problems and perform a positive attitude toward reading various texts. Yazar (2013) also recommends that EFL instructors instruct students in reading methods and put them to use when conducting reading lessons. Students will be capable readers if it is done. In order to make the process simpler and practically practicable for the eventual fulfilment of the goal, Khan (2012) also stated that teachers must look for a suitable

technique for promoting reading based on the type and degree of problems. The best way to teach these techniques is by direct explanation, clear teacher modelling, and thorough feedback. Additionally, it is crucial that students always understand what the tactics are, when and when they can be used, and how to employ them (Song, 1998). Hence, teacher could apply these solutions to help them teach their students to promote higher reading achievements. Back to the main finding of this study, even though the reading score in this study showed no relationship with the students' extraversion score, teachers also should not ignore the personality of their students because previous studies have shown the effect of personality on the process and even students' learning outcomes. This is due to the fact that numerous studies (Robinson et al., 1994; Blickle, 1996; Boekaerts, 1996; Erton, 2010; Chamorro-Premizic, 2003; Ehrmanet al., 2003 in Sadeghi et al. 2012) argued that various personality traits of language learners each has their own favored learning styles to maximized the performance during the learning process.

Conclusions

Due to the significance of reading skill mastery and the low reading proficiency of Indonesian students, the researchers in this study looked at a potential contributing factor. This study demonstrates that there is no association between students' extraversion scores and their reading scores using the Pearson correlation formula. This means that the student's personality as measured by their extraversion score does not determine the magnitude of the student's reading mastery score. Therefore, teachers should not judge students' low grades based solely on their different personalities, teachers should instead carefully investigate and observe causes or other factors that might affect students' reading scores and provide solution using

appropriate strategy. This is because there are many factors that affect students' reading learning outcomes, both internally and externally. With the results of studies that show no relationship between the two variables, this study supports the results of studies that show the same results. On the other hand, this study is also inversely proportional to several previous studies which showed a correlation exists between personality and reading mastery. Therefore, the results that are still not consistent require further research with more subjects and more comprehensive methods. However, the scope of this study was restricted to examining the relation between students' reading scores and extraversion scores at a certain university. As a result, it was unable to extrapolate the study's findings to a larger population. In addition, this study is wished to contribute future research on student personality, particularly in relation to students' mastery of reading skills.

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