

# Extroversion Versus Introversion, Instructional Strategies, and Reading Comprehension Performance in Multilingual EFL Classroom

Devi Hellystia

Senior Lecturer, English Study Program, Gunadarma University

## Abstract

*This paper tries to investigate if there is any positive correlation between personality types (extrovert and introvert), instructional strategies (cooperative and individual learning), and the success of students' performance in reading comprehension. This is a pilot study which was conducted in one of secondary school in Indonesia. This research employed experimental research. The subjects were forty students. The finding of this study shows that; (1) the success of students' performance in reading comprehension which applied cooperative strategy is higher than those applied individual instruction. (2) There are no substantial differences in the success of students' performance between students who have extrovert type of personality and those who have introvert type of personality. (3) There is a positive interaction between instructional strategies and the type of personalities (extrovert and introvert) on the success of students performance in reading comprehension. (4) The success of extrovert type students in their performance on reading comprehension which applied cooperative strategy is higher than those applied individual instruction. (5) The success of introvert type students in their performance on reading comprehension which applied individual Instruction is higher than those applied cooperative instruction.*

**Keywords:** *extrovert, Introvert, instructional strategies, cooperative learning*

## 1. Introduction

English reading mastery is crucial and indispensable for the Secondary School students because the success of their learning depends on the greater part of their ability to read. If the students' reading comprehension is poor, they are very likely to fail in their learning or at least they will have difficulties in making progress. On the other hand, if they have good comprehension in reading, they will have a better chance to be successful in their learning. However, many students at Secondary Schools still have insufficient skills in reading and they get many difficulties in comprehending a text. The lack of the reading comprehension can be caused by some reasons. The first reason is the lack of interest and concentration in reading. When the

students lose their interest and concentration in reading, this is very difficult to the students to reach a high reading achievement. The lack of interest and concentration in reading can also be caused by the use of inappropriate materials, strategies, and methods in teaching reading.

The second reason is the failure to understand words and sentences in a text. If the students cannot understand words or sentences in texts which they read, they will get difficulties to comprehend the texts. The failure to understand words and sentences in the texts can be caused by the lack of vocabulary, linguistic knowledge, and discourse knowledge on the students.

The last reason is insufficient knowledge background of the students about the topic of

the text. When the students do not have sufficient background knowledge about the topic of the text which they will read, they will get difficulties to comprehend the text. Meanwhile, the students who have sufficient background knowledge about the topic of the text will comprehend the text easily. It is obvious that the sufficient background knowledge about the topic of the text can help the students a lot in comprehending the text.

Teaching reading as one of the aspects in English language skill must be taught clearly and the material must be well understood by the students to avoid the uncomfortable atmosphere, because usually most of the students in conventional classes only hang up on the information transferred by the teacher. Teaching reading for adolescent learners or junior high school students must be different from children in elementary school because of their different characteristics of psychological background.

This paper tries to investigate if there is any positive correlation between personality types (extrovert and introvert), instructional strategies (cooperative and individual learning), and the success of students' performance in reading comprehension. Because There have been a number of empirical studies which tried to explain the effect of personality types (extrovert and introvert) on the success of second language learning. Some studies have shown a clear correlation between personality types (extrovert and introvert) and the success in acquiring second language learning, even

though some studies reached the opposite conclusion: that there is no substantial correlation between personality types (extrovert and introvert) and second language learning.

To find out if there is any positive correlation between personality types (extrovert and introvert), instructional strategies (cooperative and individual learning), and the successes of students' performance in reading comprehension, some research questions, have been identified as follow: (1) are there any significant differences in the success of students performance which used cooperative instruction and individual instruction? (2) are there any substantial differences in the success of students' performance between students who have extrovert and introvert type of personalities? (3) are there any positive interaction between instructional strategies (cooperative learning and Individual learning ) and the type of personalities (extrovert and introvert) on the success of students' performance in reading comprehension? (4) which learning strategies that gives higher success to the extrovert type of students in their performance on reading comprehension? (5) which of the learning strategies that gives higher success to the introvert type of students in their performance on reading comprehension?

## **2. Theoretical Review**

Grabe and Stoller (2002) said that Reading is the ability to draw meaning from the printed page and interpret this information

appropriately. Whereas Nutall (1996) stated that Reading is essentially concerned with meaning specifically with the transfer of meaning from mind to mind: the transfer of a message from writer to reader.

From all the description above the writer synthesizes that reading is the process of constructing meaning through the interaction between readers and text to get information from what they read.

Hergenhahn and Olson (1993) stated that learning is a relatively permanent change in behavior or in potential behavior as the result of empirical process. It is not the attribute of changing or physical growth due to sickness, exhaustedness, or medicine.

The result of learning is the students' achievement after following a learning process. The achievements involve three abilities they are, cognitive, affective, and psychomotoric (Bloom, 1974) the result of learning has several characteristics, they are (1) a new behavior in the form of actual abilities (2) the actual abilities exist for a long period of time (3) the abilities are acquired through a learning process (Snelbecker, 1974).

English teaching method is changeable. The method should be interesting and student-centered. One of the teaching methods is cooperative. Through this method, students are active in the learning process, because they will learn more through a process of constructing and creating, working in a group and sharing knowledge. Nevertheless, individual's responsibility is still the key of success in learning English.

Cooperative learning is a learning method in which the students work in small groups in order they can help each other, discussing and making argument on the topic discussion. (Slavin, 1995). Some characteristics of cooperative learning, they are, (1) group goals (2) individual accountability (3) equal opportunities for success (4) competition team (5) task specialization, and (6) adaptation to individual need (Slavin, 1995). Johnson & Johnson stated that cooperative learning method has several models such as: Students Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Accelerated Instruction (TAI), Learning Together (LT), Group Investigation Technique (GIT), Cooperative Integrated Reading and Composition (CIRC) and Jigsaw Technique (JT).

This research applied jigsaw technique because this technique is very simple to apply. Jigsaw is a strategy of learning method which demands the students to learn on group with 4-6 members' students who have heterogeneous ability. Each home group members meet in expert groups to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his/her group members. Various studies have suggested that jigsaw technique as a method of cooperative learning can be effectively used in teaching learning process. The following are some of the advantages of jigsaw technique: student are eager participants in the learning process and are responsible for the work and achievement

while being held accountable by their peer; students have more chance to appreciate differences and share experiences through individual participation and instruction; stimulates students' motivation and increases enjoyment of the learning process (self-esteem and self-confidence).

The procedures are that: (1) The teacher give the topics or academic material (2) The teacher divides the topic into different parts, each member of the group gets a different part for one topic; (3) Each member of the group should find the others who get the same part with him and form the 'expert group'; (4) After discussing in the 'expert group' each member should go back to their normal/based group and exchange opinions about their discussion, then form a complete idea about the topic; (5) All the students read the material individually; (6) The teacher gives instructions for understanding and the group perform peer editing; (7) The teacher makes a comment about the cooperative reading class.

Individual learning strategy emphasizes on the students' learning style based on their need, interest, and capability (Folk, 1993). There are several things that need to be considered by the teachers who apply individual learning strategy in their classes, they are: (1) the teachers should be aware on the level of cognitive development of the students, so, teachers should give assignment based on their students capability, (2) teachers should be more focused on individual learners than group learners due to the differences of cognitive development, and (3) students may

take control over their own learning styles. The time needed may be different for each student to accomplish the same tasks (Ginsburg,1998).

In individual learning, students learn the material in small units in the form of text which is given along with the instruction. The mastery of the material based on the list of units. Students will be able to make a self – correction from the given tasks. If the students have not mastered the material yet, they will be given a chance to work again on a given task until they can do the task correctly (Gagne, 1998). Individual Learning is also considered as Mastering Learning based on some assumptions, they are (1) the time given is enough to accomplish the task (2) appropriate learning style that enable students to master the learning material (Wool folk,1993) some characteristics of mastering – learning (1) students oriented (2) teaching learning material (3) giving formative test (4) the students are given opportunities to master the learning material faster (5) giving summative test (Slavin,1996).

There are five important variables to apply Mastering – Learning. (1) to emphasize on learning quality (2) the ability to comprehend learning material (3) persistence in learning (4) the time which is adjusted with the learning acceleration (5) an effort to decide a proper learning material (Januszsky, 2001).

According to Bernstein et. al (2008) personality type refers to the psychological classification of different individuals. Personality types are sometimes distinguished from personality traits, with latter embodying

the smaller grouping of behavioral tendencies. They are sometimes said to involve qualitative differences between people, whereas traits might be construed as quantitative differences.

Jung as cited in Hall and Lindzey (1998) classified individual into two psychological types – introvert, extrovert. An introvert limits his acquaintance to a few. This person is very conservative and suspicious of the motives of others. He is not social and prefers to remain in the background on certain occasions. He avoids embarrassment and public speaking. He is very reserved, self-centered, introspective, absent minded, remains worried and is always day dreaming. He is generally slow and hesitant to take the initiative. Philosophers, poets, and scientists are generally introverts.

An extrovert is socially adaptable and interested in people. He likes to make friends and very soon creates a circle of friends around him. He prefers working in company with other people, is talkative and fond of talking. He is self assertive and generally takes things lightly. He never feels embarrassed. He has a keen sense of observation and is attentive. Reformers and social workers are generally extroverts. The research hypothesis can be formulated as follow: (1) the success of students' performance in reading comprehension which applied cooperative strategy is higher than those applied individual instruction. (2) There are no substantial differences in the success of students' performance between students who have extrovert type of personality and those who have introvert type of personality (3) there is a

positive interaction between instructional strategies and the type of personalities (extrovert and introvert) on the success of students performance in reading comprehension (4) The success of extrovert type students in their performance on reading comprehension which applied cooperative strategy is higher than those applied individual instruction (5) The success of introvert type students in their performance on reading comprehension which applied individual Instruction is higher than those applied cooperative instruction.

### **3. Method**

This research applied quasi experimental method with factorial design 2x2. Dependent Variable in this research is the result of reading comprehension. Experimental Variable is cooperative learning strategy. Control Variable is individual learning strategy, and Attribute Variable are extrovert and introvert personality.

This research applies multi stage random sampling in which each stage of sample - taking is done randomly. Firstly, the writer chooses the place where the research will be conducted. From 50 public junior high schools in West Jakarta, one of them is taken randomly as a sample namely, 249 Junior High School. Secondly, from 8 classes of grade eight, two of them are taken randomly as samples. Thirdly, from two samples which are taken randomly, one of the is chosen as experimental class in which cooperative strategy will be applied and the other is chosen as control class in which

individual learning strategy with modules will be applied. Fourthly, the test of personality type is done in both classes to classify introverted students and extroverted students. The test which is conducted is personality type test which later be tested its validity and its reliability.

This research applies two kinds of instruments they are the test of learning result and the test of personality type. The validity of learning result is calculated using statistic calculation of *point biserial correlation* ( $r_{pbis}$ ) from the calculation between items and total score, the result was 0,327-0.51. This result has been valid to gain data. The reliability of learning result is calculated with Kuder Richardson 20 (KR-20) and the result is 0.892. it means that the level of reliability is high. The validity of personality type is calculated using *Product Moment Pearson*, the result of the validity between items and scores is 0,321–0,681. This result has been valid to gain research data. The reliability of personality type is calculated using *Alpha Cronbach*. The result is 0,92, which the reliability is high.

#### 4. Result

Based on *the liliefors test*, the eight data are taken from population with normal distribution and based on *the Bartlet Test* , all data have homogenous variants.

Based on the calculation of two – way ANOVA (table 1), it is found that there is a significant difference between the learning result of the students who followed cooperative learning strategy and the learning

result of students who followed individual learning strategy. ( $F_{sum} > F_{table} = 4,06$ ). The is also a positive interaction between learning strategy and personality type. . ( $F_{sum} = 27,31 > F_{table} = 4,06$ ). Tukey Test will be needed to find the excellence of each students' group.

First hypothesis is valid after the data are processed using two- way ANOVA Test and Tukey Test. Mean score from the learning result of students who follow cooperative learning strategy (33, 42)is higher than mean score from the learning result of students who follow individual learning strategy (30,46). A conclusion can be derived that the learning result of students who follow cooperative learning strategy is higher than the learning result of students who follow individual learning strategy.

**Table 1.** The Result of Tukey Test

	Qsum	Qt
$\mu A_1 > \mu A_2$	2,88	2,86
$\mu B_1 > \mu B_2$	1,97	2,86
$\mu A_1 B_1 > \mu A_2 B_2$	7,25	2,86

The results is calculated by using two-way anova, the following table gives a clear picture of the calculation.

**Table 2.** The Result of Data Calculation Using Two-Way ANOVA

Source of Variants	Df	SS	MS
Learning Strategy (A)	1	105,02	105,02
Type of Personality (B)	1	50,02	50,02
Interaction (A x B)	1	697,69	697,69
Error (D)	44	1124,08	25,52
Total	47	1976,81	

The validity of Second hypothesis is proven after the data processed using ANOVA Test and Tukey Test. Mean score from the learning result of extroverted students (32,96) is different from the mean score from the learning result of introverted students (30,92) . since the difference is not significant. So it is considered that there is not difference between the learning result of extroverted students and the learning result of introverted students.

The validity of the third hypothesis is proven. It is shown from the result of calculation using ANOVA Test. ( $F_{sum} = 27,1 > F_{table (0,05)} = 4,06$ ). Thus it can be concluded that there is a positive interaction between learning strategy and personality type towards the learning result of Reading Comprehension.

The validity of the fourth hypothesis is proven. As appeared on Tukey Test, the result shows that, mean score from the learning result of extroverted students who are taught using cooperative learning strategy ( $A_1 B_1 = 38,25$ ) is higher than the mean score from the learning result of introverted students who are taught using individual learning strategy ( $A_2 B_1 = 27,67$  ). It can be concluded that the learning result of extroverted students who are taught using cooperative learning strategy is higher than the result of introverted students who are taught using individual strategy.

The validity of the fifth hypothesis is proven. It can be shown from the result of Tukey Test. Mean score from the learning result of introverted students who are taught using cooperative learning strategy ( $A_1 B_1 = 28,58$  ) is lower than introverted students who

are taught using individual learning strategy ( $A_2 B_2 = 33,25$  ). It can be concluded that the learning result of introverted students who are taught using individual learning strategy is higher than introverted students who are taught using cooperative learning strategy.

There is no significant difference between learning result of extroverted students and learning result of introverted students . ( $F_{sum} = 1,96 < F_{table} = 4,06$ ). Extrovert personality and Introvert personality are not different in the level of intellectual activities. The difference between them only in behavior orientation and not in the cognitive capabilities.

There is an interaction between learning strategy and personality type towards the learning result of Reading Comprehension. ( $F_{sum} = 27,21 < F_{table} = 4,06$ ). Thus it can be interpreted that the influence of each learning strategy, either cooperative or individual is correlated with the students' personality. By apprehending the students' personality types, the teachers may be able to determine which of learning strategy most suitable and can be applied for the students. It also can be done to improve learning process and learning result.

## 5. Conclusion

First, there is a significant difference in the learning result of reading comprehension between cooperative learning strategy and individual learning strategy. The learning result of students who are taught using cooperative learning strategy is higher than the learning result of students who are taught using individual learning strategy. Second, there is no

significant difference in learning result between extroverted students and introverted students. Third, there is a positive interaction between learning strategy, and type of personality towards the learning result of reading comprehension. The interaction can be seen from the learning result of extroverted students is higher if they are taught using cooperative learning. It means that cooperative learning strategy is more effective for extroverted students. To the contrary, the learning result of introverted students is higher if they are taught using individual learning strategy. It can be concluded that, individual learning is more effective for introverted students.

## 6. References

- Bernstein, P., Clarke-Stewart, and Roy (2008). *Psychology, 8<sup>th</sup> Edition*. Boston: MA Houghton Mifflin Company.
- Bloom, B.S. (1974). *Taxonomy of Educational Objectives: The classification of Educational Goals*. New York: David McKay Company Inc.
- Grabe, W., & Stoller, Fredricka L. (2002). *Teaching and Research Reading*. London: Longman.
- Gagne, R.M. (1998). *Essential of Learning for Instruction*. New Jersey : Prentice Hall.
- Gagne, R.M., Leslie, J.B., and Walter, W. (1992). *Principle of Instructional Design*. USA: Harcourt Brace Javanovich.
- Grinburg, H.P. (1989). *Piaget's Theory of Intellectual Development (3<sup>rd</sup> ed.)*. New Jersey: Prentice Hall.
- Hall, C.S., Lindzey, G., and Campbell, J.B. (1998). *Theories of Personality (4<sup>th</sup> ed)*. New York: John Wiley and Sons, Inc.
- Hergenhahn, B.R., and Olson, M.H. (1993). *An Introduction to Theories of Learning*. Englewood Cliff, New Jersey: Prentice Hall Inc.
- Januszewski, A. (2001). *Educational Technology: The Development of a*

- Concept*. Englewood, Colorado: Libraries Unlimited, Inc.
- Johnson, D.W and R.T. Johnson.(1999). *What Makes Cooperative Learning Work*. In Kluge, D., McGuire, S, Johnson, D.W and Johnson R.T., eds. *Cooperative Learning*. Tokyo: Japan Association for Language Teaching.
- Larsen, D. (2000). *Techniques and Priciples in Language Teaching*. Second Edition. New York: Oxford.
- Slavin, R. E. (1995). *Cooperative Learning: Theory Research and Practice (2<sup>nd</sup> ed.)* Boston, London: Allyn and Bacon.
- Snelbecker, G.E. (1974). *Learning Theory and Psycho Educational Design*. New York: McGraw- Hill Book Company.
- Nutall, Christine. (1996). *Teaching Reading Skill in Foreign Language*. Heinemann.
- Woolfolk, AE. (1993). *Educational Psychology (5<sup>th</sup> ed.)* USA: Allyn & Bacon.