

**The Correlation between Introvert Personality and Reading Comprehension
at the Sixth Semester Students of English Language Education - FKIP UIR**

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Abstract

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Reading ability is crucial in English language learning in Indonesia, which is taught at the beginning and comprehension levels. There are several factors that affect reading comprehension, such as vocabulary, reading techniques, motivation and personality. Introverts prefer internal processes and deep relationships, while extroverts engage in verbal discussions to improve comprehension. This study aims to find out whether there is a correlation between introvert personality and reading comprehension at the sixth semester students of English Language Education of FKIP UIR. The method of this quantitative study utilized a correlational design to explore the correlation. Data were collected from 22 introverted students using Eysenck's Personality Inventory questionnaire and TOEFL ITP section 3 reading comprehension test through google form. The analysis employed Pearson's correlation to measure the correlation between these variables. The result of this study show there is no significant correlation between introverted personality and reading comprehension, with a r_{xy} value of $0.044 < r_t$ value of 0.444 and a $t_{counted}$ value of $0.197 < t_{table}$ value of 1.72 . Teachers can improve learning by recognizing whether students are more introverted or extroverted, which allows for teaching strategies tailored to individual learning styles. Understanding personality types helps create an inclusive learning environment and allows students to capitalize on their strengths.

Kata Kunci:

Pemahaman Membaca,

Kepribadian Introvert

Abstrak

Kemampuan membaca merupakan hal yang krusial dalam pembelajaran bahasa Inggris di Indonesia, yang diajarkan di tingkat awal dan tingkat pemahaman. Ada beberapa faktor yang mempengaruhi pemahaman membaca, seperti kosakata, teknik membaca, motivasi, dan kepribadian. Orang introvert lebih menyukai proses internal dan hubungan yang

mendalam, sementara orang ekstrovert terlibat dalam diskusi verbal untuk meningkatkan pemahaman. Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara kepribadian introvert dan pemahaman membaca pada mahasiswa semester enam Pendidikan Bahasa Inggris FKIP UIR. Metode penelitian kuantitatif ini menggunakan desain korelasional untuk mengeksplorasi korelasi. Data dikumpulkan dari 22 mahasiswa introvert dengan menggunakan kuesioner Eysenck's Personality Inventory dan tes pemahaman bacaan TOEFL ITP bagian 3 melalui google form. Analisis menggunakan korelasi Pearson untuk mengukur korelasi antara variabel-variabel tersebut. Hasil dari penelitian ini menunjukkan tidak ada hubungan yang signifikan antara kepribadian introvert dan pemahaman membaca, dengan nilai r_{xy} sebesar $0.044 < \text{nilai } r_t$ sebesar 0.444 dan nilai t_{hitung} sebesar $0.197 < \text{nilai } t_{tabel}$ sebesar 1.72 . Guru dapat meningkatkan pembelajaran dengan mengenali apakah siswa lebih introvert atau ekstrovert, yang memungkinkan strategi pengajaran yang disesuaikan dengan gaya belajar individu. Memahami tipe kepribadian membantu menciptakan lingkungan belajar yang inklusif dan memungkinkan siswa untuk memanfaatkan kekuatan mereka.

INTRODUCTION

Reading skills are one of the main components taught in the English teaching and learning process in Indonesia. Teachers conduct English reading skills instruction at least two levels: the beginning level and the reading comprehension level (Pasaribu, 2020). The beginning level consists of the initial level of reading instruction, where teachers usually teach students some basic English vocabulary to contextualize their phonemic knowledge of the alphabet. The English reading comprehension level is a higher level of reading skills. According to Ganiyeva (2021), reading is a basic ability that is inseparable from the learning process at the college level. Reading is not just an activity but a key to understanding, exploring, and deepening knowledge. It may be concluded that reading is not just a routine activity but the main key to the learning process in higher education. Reading is considered an inseparable basic ability because, through reading, one can

understand, explore, and deepen their knowledge. By reading, students can access and explore various information and develop a deep understanding of learning materials.

Reading is a fundamental lifelong skill and the key to student achievement in school. Reading comprehension skills must be accurately understood. Every learner must acquire the ability to decipher written text, establish links with their existing knowledge, and achieve a thorough comprehension of the material (Begum & Hamzah, 2017). Klingner, Vaughn, and Boardman in Rosalina & Nasrullah (2019) also endorse this viewpoint, asserting that reading is a cognitive process of meaning-making that can be facilitated through skillful instruction that takes into account the reader's background knowledge, the textual information, and the reading context. This demonstrates that reading proficiency encompasses more than just word recognition, but also includes comprehension of content and the utilization of advanced cognitive abilities. Reading is not merely the act of extracting information from a text, but rather a process of constructing meaning that involves an intricate interplay between the reader's prior knowledge, the information conveyed in the text, and the surrounding context of the reading experience. This procedure necessitates proficient instruction, wherein the reader can amalgamate their existing knowledge with the novel material discovered in the book. By comprehending the context and taking into account these factors, the reader can enhance their ability to derive meaning from the content they have read.

Reading comprehension is the cognitive process through which a reader comprehends and interprets information presented in a text by drawing upon their prior knowledge and experiences (Facharyani et al., 2018). Reading comprehension is the cognitive process by which a reader utilizes their preexisting knowledge and past experiences to comprehend and make sense of the material presented in a written text. During the act of reading, individuals not only identify words, but also establish connections between them and their current knowledge, life experiences, and relevant situations. This process entails the capacity to establish correlations between ideas in the text and previously acquired notions, so fostering a more profound comprehension. Hence, reading comprehension encompasses not only the

technical process of deciphering words, but also the act of interpreting them based on one's personal knowledge (Agustiani, 2017; Beyhatin & Özdemir, 2023; Gilakjani & Narjes, 2016; Trah & Merry, 2021).

While reading is widely recognized as a crucial ability to acquire in language acquisition, students often encounter difficulties in comprehending the text. The issue arises from both external and internal elements. External elements pertain to the resources and strategies that students require to enhance their reading skills, such as vocabulary and reading techniques. On the other hand, internal factors originate from the students themselves and include aspects like motivation, intelligence, interests, learning styles, and personality (Alotaibi, 2022; Shanti Manipuspika, 2020). Personality traits play a significant role in determining the level of success a person can achieve in language learning. Students possess unique personality traits, which results in their varied behavior across diverse social and educational settings. Typically, individuals are categorized as extroverts and introverts based on their characteristics (Robi'atus, 2019).

Every individual has a distinct personality. It is critical to understand whether one is an introvert or an extrovert. An introvert is usually a quiet and thoughtful person. They dislike being the focus of attention, in contrast to the extrovert, because these people are more outgoing or talkative. As a result, teachers manage the classroom differently by considering students' personality differences, to facilitate more effective learning (De Goma & Moneva, 2020). Extroverts tend to seek stimulation from the external environment, are energetic and sociable, and tend to get excited in social interactions. They feel satisfaction from activities outside of themselves (Ahmad, 2014; Erton, 2010; Hayati, 2021). On the other hand, introverts are more inclined towards internal reflection, have a tendency to avoid overstimulation, and gain energy through time alone. They tend to be quieter in social interactions and often need time alone to soak up experiences (Paradilla et al., 2020; Rahayu, 2020; Zhang, 2008).

Nowadays, there is an interesting phenomenon in the interaction between the personalities of introverted and extroverted students, especially in the context of reading comprehension. Introverted students tend to prefer to digest information

internally, often paying attention to small details and pondering meaning deeply. They may have a tendency to take in more information in a reading passage and seek deeper connections with the text. Extroverted students, on the other hand, tend to be more active in interacting with their surroundings and prefer verbal discussions. They may be more interested in group discussions and sharing their thoughts verbally, which can expand their understanding of the reading. Therefore, by understanding the preferences and tendencies of each personality type, educators can design learning strategies that allow these two types of students to develop optimally in reading comprehension.

Previous research has investigated the correlation between introverted personality and reading comprehension. A survey conducted by Ardhia (2019) showed that there was a significant difference in reading comprehension between introverted and extrovert students. The majority of introverted students' scores fell into the very good category, whereas the extrovert students' reading comprehension fell into the enough category. The result indicated that introverted students outperform extrovert students in terms of reading comprehension. Meanwhile, Hasan & Yulianti (2018) indicated that introversion personality and students reading comprehension were significantly correlated. The correlation between the two variables was strong. Therefore, it can be concluded that introversion personality played an important role in affecting students reading comprehension. Thus, the more introverted the students, the better their reading comprehension.

Based on observations made by sixth-semester English language education students at FKIP UIR, when learning to read in class, reading comprehension also encounters many problems. Firstly, students have a lack of vocabulary. Students' lack of vocabulary can hinder text comprehension. This limitation affects the overall understanding of the text and concept connections. Secondly, some students do not implement the reading technique. Some students do not apply effective reading techniques, prolonging reading time and having difficulty understanding the text. Thirdly, there is a lack of motivation and enthusiasm for reading among students. Lack of motivation and enthusiasm for reading is caused by the distraction of gadgets and social media activities. Lastly, many students did not know their

own personalities. Many students do not recognize their own personalities; it is difficult to determine whether they are extroverts or introverts.

Based on the explanation above, the researcher assumes that the recognition of student personality has a correlation with reading comprehension; therefore, the researcher wants to prove it by conducting research with the title *The Correlation Between Introvert Personality and Reading Comprehension at the Sixth Semester Students of the English Language Education of FKIP UIR.*

METHOD

This study employed a quantitative approach. This study employed quantitative research methodology, which involved the analysis of statistical data. The population of this study are sixth-semester students of the English Language Education Department of FKIP Universitas Islam Riau, consisting of 2 classes (6A and 6B). Each class consists of 6A (28 students) and 6B (28 students). The total number of students is 56. The target population of this study was chosen because they have been given all the reading materials. This study collected data from a sample of 22 students selected using the purposive sampling technique. According to Sugiyono (2013), purposive sampling is a sampling technique with certain considerations. This means that sampling is based on certain considerations or criteria that have been formulated in advance by the researcher. Samples are from introverted students. The instruments used are extrovert and introvert questionnaire from Eysenck's Theory, the Eysenck Personality Questionnaire - EPI and the reading comprehension test was derived from Section 3 of the TOEFL ITP.

Scoring the EPI involves evaluating the answers to each question and awarding points based on whether the answer better matches introverted or extroverted tendencies. Introverted individuals can score a maximum of 11 points on the introverted scale, while extroverted individuals can score a maximum of 24 points on the extroverted scale. To ensure consistency and accuracy in scoring, scoring guidelines and rules are followed. These guidelines usually outline how each response is weighted and contributes to the overall score on the introversion-

extroversion continuum. Once the scores are calculated, they are then converted into standardized score ranges of 1 to 100 for introversion and extroversion.

The reading comprehension test administered to students was delivered via Google Form. The test itself consists of 50 multiple-choice questions, with each question weighted at two points. The scoring for the reading comprehension test follows a direct calculation method. The number of correct answers, which reflects the accuracy of students' comprehension, is counted. This total number of correct answers is then divided by the total number of questions in the test, which in this case is 50. The resulting quotient indicates the proportion of correct answers relative to the total number of questions attempted. To comprehend the strength of the association between introverted personality and reading comprehension, the researcher had to ascertain the level of correlation in the data analysis. The researcher employed the SPSS 25 software, which offers a range of statistical techniques for the purpose of correlation analysis of data. Using SPSS 25, the researcher computed the Pearson correlation coefficient, which quantifies the magnitude and direction of the linear association between two variables.

FINDINGS AND DISCUSSION

The objective of the data analysis was to ascertain the association between students' introverted personalities and their reading comprehension. The table below provides a comprehensive overview of the data collected from the Eysenck Personality Inventory questionnaire and the reading exam administered by the researcher, specifically focussing on students' introverted personalities and their performance on reading comprehension assessments.

Table 1. The Statistical Score of Introvert Personality and Reading Comprehension Test

Statistics			
		Introvert Personality	Reading Comprehension
N	Valid	22	22
	Missing	0	0
Mean		78.08	76.82
Std. Error of Mean		4.777	2.882
Median		86.35	81.00
Mode		91	92
Std. Deviation		22.407	13.518
Variance		502.058	182.727
Range		64	40
Minimum		36	56
Maximum		100	96
Sum		1718	1690

Table 1 displays the descriptive statistics for reading comprehension and introverted personality. This study utilised a sample size of 22 students as participants. The average reading comprehension test score was 76.82, suggesting that this score falls within the "good" range. The mean is a statistical metric that represents the average value of the data. In this context, it implies a relatively high level of reading comprehension among the students. The reading comprehension test had a median score of 81.00. The median is the central value that divides a data distribution into two equal halves, with half of the data points falling above and half falling below. This indicates that exactly 50% of the students achieved scores higher than 81, while the other 50% obtained scores lower than 81, suggesting a very balanced distribution of data. The mode of the reading comprehension exam is 92, which means it is the value that occurs most frequently. The mode is the value that appears most frequently in a dataset. In this particular situation, it signifies that a score of 92 was the most regularly achieved by students. This implies that a significant number of students attained exceptional scores on the test.

The reading comprehension test had a maximum score of 96 for introverted pupils, with a minimum score of 56. The score range, spanning from the greatest to the lowest scores, was 40, indicating the disparity in reading comprehension skills among the students. This score range serves to demonstrate the magnitude of the disparity between the highest and lowest achieving students on the test. The

reading comprehension exam has a standard deviation of 13.518 and a variance of 182,727. The standard deviation is a statistical measure that quantifies the extent to which scores deviate or disperse from the mean. A high standard deviation signifies significant variability in students' scores from the mean. The variance is calculated as the square of the standard deviation and it quantifies the extent to which the data is dispersed. Overall, these descriptive statistics provide a comprehensive picture of the reading comprehension ability of students with introverted personalities in this study, showing the distribution of scores and the degree of variation that exists among respondents.

Table 2. Pearson Product Moment of Introvert Personality and Reading Comprehension

Correlations			
		Introvert Personality	Reading Comprehension
Introvert Personality	Pearson Correlation	1	-.433*
	Sig. (2-tailed)		.044
	N	22	22
Reading Comprehension	Pearson Correlation	-.433*	1
	Sig. (2-tailed)	.044	
	N	22	22

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

In order to evaluate the hypothesis, the correlation coefficient obtained from the computation (r_{xy}) was compared to the correlation coefficient obtained from the Product Moment table (r_t). Statistical hypotheses can be represented as follows:

1. If $r_o > r_t = H_a$ is accepted. There is correlation between introvert personality and reading comprehension.
2. If $r_o < r_t = H_a$ is rejected. There is no correlation between introvert personality and reading comprehension.

To find r_{xy} or r_o , the degree of freedom must be determined with the formula:

$$\begin{aligned}df &= N - nr \\ &= 22 - 2 \\ &= 20\end{aligned}$$

Note:

df = Degree of Freedom

N = Number of Cases (respondents)

nr = number of variables

The table of significance indicated that the critical value (r_t) for a two-tailed test with a significance level of 5% and degrees of freedom (df) equal to 20 was determined to be 0.444. The score of r_o , which was 0.044, indicated that it was smaller than the score of r_t , where $0.044 < 0.444$. H_a 's rejection indicated a lack of association between an introverted personality and reading comprehension.

Furthermore, the outcome of the t_{counted} or t_o was compared to the t-table to determine the importance of the variables. The formula for obtaining the r_{counted} was provided as follows:

Formula:

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

Description of the formula:

$$t_{\text{counted}} = r_{\text{value}}$$

$$r = 0,044$$

$$n = 22$$

Calculation:

$$\begin{aligned}r &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.044 \sqrt{22-2}}{\sqrt{1-(0.044)^2}} \\ &= \frac{0.044 \sqrt{20}}{\sqrt{1-0.001936}}\end{aligned}$$

$$\begin{aligned} &= \frac{0.044 \times 4,47}{0,998064} \\ &= \frac{0.19668}{0,998064} \\ &= 0,1970615111 \\ &= 0,197 \end{aligned}$$

The formulation of test:

1. If $t_o > t\text{-table}$, it means that the null hypothesis is rejected and there is significant relationship.
2. If $t_o < t\text{-table}$, it means the null hypothesis is accepted and there is no significant relationship.

The table of significance indicated that the $t\text{-table}$ value at a 5% significance level and 20 degrees of freedom was 1.72. The data suggests that there is a relationship between two variables, as seen in a table where the value 0.197 is less than 1.72. Thus, the alternative hypothesis (H_a) was deemed invalid. Put simply, there was no noteworthy correlation between an introverted personality and reading comprehension. The Pearson Product Moment calculation yielded a correlation coefficient (r_o) value of 0.044. The gravity of 0.044 can be interpreted by referring to the table of "r" product moment. According to the table, a correlation value between 0.00 and 0.20 is considered to be at an ignored level. The overlooked association indicated a tendency towards a negative relationship. The result showed that there is no correlation between introverted personality and reading comprehension.

Overall, out of the 56 English education students, 39.3% were classified as introverts, 53.6% as extroverts, and 7.1% fell somewhere in between. However, the study specifically examined a group of 22 students who were identified as introverts. Their levels of introversion spanned from 36.3 to 100, with an average of 78.08 and a high standard deviation of 22.407, suggesting a considerable amount of variation. The students' performance in reading comprehension ranged

from a minimum score of 56 to a maximum score of 96. On average, they got a score of 76.82, with a significant standard deviation of 13.518. The majority of pupils had strong comprehension skills, with 27.3% falling into the "very good" group, 45.5% in the "good" category, and 27.3% in the "average" category. Although the overall performance was good, there was no notable connection between an introverted personality and reading comprehension, as evidenced by a weak Pearson correlation value ($r = 0.044$).

According to Eysenck's personality theory, individuals with introverted personalities have higher levels of concentration, as they tend to avoid excessive stimuli from the environment and focus more on internal activities such as thinking and problem solving. However, the results of this study show that introverted personalities have no correlation with reading comprehension. This means that students' level of reading comprehension is not determined by their personalities but rather by other factors such as motivation, individual ability, and learning independence. Therefore, although introverts may possess superior focus, this does not inherently enhance their ability to comprehend written material. This research aligns with a study conducted by Hasanah (2023) on the relationship between students' personality and reading achievement. The study concluded that there was no statistically significant correlation between students' personality and their reading ability. Nevertheless, she also observed that reading proficiency might be impacted by additional variables such as motivation, aptitude, and autonomy. In addition, Aidah (2019) indicated that found no significant association between students' personality and reading comprehension performance. The investigation found influences on both sides of the variables. The student's personality prioritizes social interactions over academic accomplishment. The majority of the students were uninterested in improving their English, had low aptitude or recollection of studying English, and had a limited atmosphere when taking the test. As a result, the students had difficulty with each question and the provided response. This study found no association between students' personality and reading comprehension achievement. Meanwhile, Rainy et al., (2020) research also shows that there is a significant

difference between the reading comprehension skills of introverted students and extroverted students. Based on the results of the study, it is evident that extroverted students have better results than introverted students in the reading comprehension test.

CONCLUSION

The research findings from the previous chapter indicate that there is no notable link between introverted personality and reading comprehension among sixth-semester students studying English Language Education at FKIP UIR. This finding suggests that there is a very low level of correlation between the two variables. Similarly, the importance of the contribution of variable r indicates that the outcome is not statistically significant. The value of t_{counted} is less than the value of t -table. The t_{counted} has a significance value of 0.197. Meanwhile, when Df (degrees of freedom) equals 20, the 5% significance level corresponds to a critical value of 1.72. Consequently, H_a is deemed unacceptable. Thus, it can be inferred that there is a little or nonexistent correlation between introverted personality and reading comprehension.

Education plays an important role in shaping personality, and educational institutions should support individuals in developing these traits. Factors such as student attitudes, peer groups, teacher views and personality types influence language learning. Disciplined, motivated and socially skilled students are more likely to improve language skills. Teachers can improve learning by recognizing whether students are more introverted or extroverted, which allows for teaching strategies tailored to individual learning styles. Understanding personality types helps create an inclusive learning environment and allows students to capitalize on their strengths. This study only explored the relationship between introversion and reading comprehension, providing insights for further research to develop these findings by considering additional individual differences such as learning or thinking styles, self-efficacy, and cognition needs in understanding students' language skills, among others.

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