



**THE COMPARATIVE STUDY BETWEEN INTROVERSION
AND EXTROVERSION ON STUDENTS' READING
COMPREHENSION AT THE ELEVENTH
GRADE SMK N 1 PANYABUNGAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd) In English*

Written by

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**TARBIYAH AND TEACHERS TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2017



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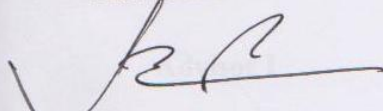
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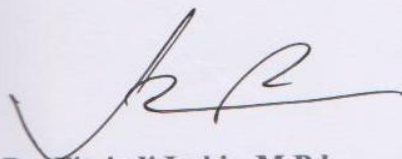
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After reading, studying and giving advice for necessary revision on thesis belongs to Tri Nila Suryani, entitle **“The Comparative Study Between Introversion and Extroversion on Students’ Reading Comprehension at The Eleventh Grade SMK N 1 Panyabungan”** We assumed that the thesis has been acceptable to complete the requirement to fulfill for the degree of Education (S.Pd), in English Departement of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

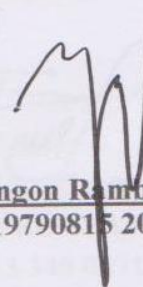
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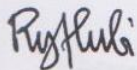
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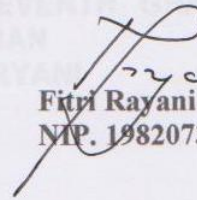
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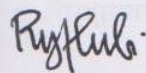


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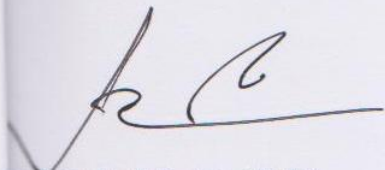
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ABSTRACT

This research focused on the comparative study between introversion and extroversion on reading comprehension at grade XI of SMK N 1 Panyabungan. The students problems in this research were most of students get low achievement in reading comprehension, students had low motivation in reading, students lack of vocabularies, also students had variety of personality. The purpose of this research was to know of how significant differences between the ability of the grade XI SMK N 1 Panyabungan on reading comprehension by introversion and extroversion personality.

The research was conducted by causal comparative. Two groups were chosen randomly as the sample. They were introversion groups that consisted of 30 students and extroversion group that consisted of 30 students. The data was taken by doing test and also questionnaire. One of the data has not normal. To analyze the data, the researcher used U-test formula to replace t-test formula.

After analyzing the data, the researcher found that mean score of introversion was higher than extroversion. Mean score of introversion was 79.70 and mean score of extroversion was 71.23. Besides, the score of U_{count} was smaller than U_{table} ($111 < 317$). It meant that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant differences between the ability of the grade XI students of SMK N 1 Panyabungan on reading comprehension by introversion and extroversion.

Keywords: Introversion, Extroversion and Reading Comprehension.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is international language. English is used for communication and it has an important role in human life. English divided into two categories productive skill and receptive skill. Productive skill consists of two modes, namely speaking and writing. Receptive skill consists of two different modes of language behavior, namely listening and reading.

Reading is one of the four basic communicative competences whose learning could lead to learning a second language. Reading is a way to get the information from something that written. Reading is an interaction between readers to the text. Reading holds important matter in teaching English. Reading is important to learned and mastered by every human. Reading is an activity which can't be separated from human life especially for students, because reading is an activity to take information, ideas and summarizing from the text. Reading can help students to comprehend the text and recall information that needed from the text. The students, of course, needed information to support their lesson.

Generally, reading has a lot of significances. First, when someone wants to know about something he or she must read a first book. Reading is done by someone to get information from book reading text, so he or she can

comprehend about content of text. He or she must know what the meaning of reading. In teaching English, reading one of object which it can help the students in learning process.

Second, Reading is one of important skill in English, students get information and they can increase their knowledge and their experiences through reading. Reading can activate mind, get a lot of knowledge about many things in the world such as sciences, technology, sports, arts, cultures and religious. By have good skill in reading, the students are easier to get information from many source from books, magazines, newspapers.

So, reading is very important for all students. However, reading still a problem in school, especially at SMK N 1 Panyabungan. The first, based on transcript book of the students still get low grade with 70 grades and the researcher found that many students lack vocabularies, motivation in reading , seldom practice and variety personality.

The second, based on the information from the English teacher Mr. Ismail Lubis in SMK N 1 Panyabungan, most of students still get 70. Based on Minimal of Complete Criteria (KKM) every subject, passing grade of vocational high school is 77 for English subject of quality class and 75 for regular class. However, the data found in SMK N 1 Panyabungan reveals the

average of students' reading comprehension still lack of standard score in grade XI.¹

From the problem above, there are some alternatives influence students' reading comprehension. Also many aspects influence people to success in the English learning, especially to gain reading skill. One of the aspects is motivation of learners, personality, environment, culture, teaching materials and techniques, teachers and curriculum.

Personality is the pattern of individuals' social behavior (also called broad sense of character). It sometimes seen (overt) but sometimes it cannot seen (covert) and personality very influence or affect to people learn. Personality is supposed to be individuality or individual differences. Personality is real foundation of interaction of variables which in it behalf contribute into learning.

In this category, personality can be classified into many types they are extroversion, introversion and ambieversion. Others personality is anxiety, risk taking, self-confidence, neuroticism and psychoticism. If there is a person who interacts often with other people, mostly orally, not because of his job but of his willingness, he can be an extrovert. Extrovert people liked to interact with other friend and express their impressions for others.

¹Mr. Ismail Lubis, English Teacher in SMK N 1 Panayabungan, *Private Interview*. Tuesday, October 05, 2016.

According to Carl Jung that if someone is busy with himself reading books and less talked with others, an introvert he might be. Introvert as quiet people, introspective, intellectual, well-ordered, emotionally unexpressive, value-oriented, as well as preferring small groups of intimate friends and planning well ahead". Introverts, unlike extroverts, are "careful, controlled, quiet and withdrawn and function best when alone."²

Ambievert is combination of personality introvert and extrovert. Advantage this type is happy with many people and social activity but also enjoy with herself or alone. Weakness this personality is often moody because they have changes attitude.

Because every students have different individual personality and it constructs his or her single character. Character is the completely directed feeling and desire. It includes three types of character, they are; extrovert and introvert and ambievert.

Based on the explanation above, the researcher is interest in doing a research under the title "*The Comparative Study Between Introversion and Extroversion on Students' Reading Comprehension at The Eleventh Grade SMK N 1 Panyabungan*".

² Syamsu Yusuf LN and A. Juntika Nurihsan, *Theories of Personality*, (Bandung: PT Remaja Rosdakarya, 2008), p. 77.

B. Identifications of the Problem

Based on the background of the problem before, reading is very important for students. With reading the learners can get some information, but there are many problems on students' reading comprehension. The first, most of students were lack of vocabularies. The second, they had variety or different personality. The third, students were low motivation in reading. The fourth, students seldom practice in reading.

Based on the background above, there are many kinds of personality can influence in reading those are introversion personality, extroversion personality, ambieversion personality, anxiety, neuroticism and psycoticism.

C. The Limitation of the Problem

There are many kinds of personality they are introvert personality, extrovert personality, abievert personality, anxiety, neuroticism and psycoticism.

The researcher did not discuss all kinds of personality, the researcher just choice two kinds, that is introversion and extroversion. Introversion and extroversion kinds of personality familiar for us or often find out in our environment.

The researcher choices introvert personality and extrovert personality because introvert personality and extrovert personality have influence or have strong relation with reading comprehension. Every student have different individual especially in reading, there are good in reading and low in reading.

D. Formulation of the Problem

According to the limitation of the problem above, so researcher formulated the problem as follow *“is there the difference of introversion and extroversion on students’ reading comprehension at the eleventh grade SMK N 1 Panyabungan?”*

E. Purpose of the Research

From the formulation above, the purpose of this research are expected: *”To know the differences on the comparisons between introversion and extroversion on students’ reading comprehension at the eleventh grade SMK N 1 Panyabungan.”*

F. Significances of the Research

1. Theoretically, this research may give contribution and also verify previous research and theories. This research may also contribute some information about understanding language learning. Furthermore, this research can be used as logical consideration for the next research.
2. Practically, the result of this research may give information as to the importance of understanding student’s type in learning a language for all related party, especially in reading. Teachers will be able to decide what technique or method suit best for their students. While students will know one of the factors that cause them to struggle or excel in reading.

3. Academically, this research is used as an additional reference for discussion of psycholinguistics study, especially about personality dimension.
4. This research hoped to help other researcher who will conduct further research in the same topic.

G. Outline of the Thesis

The systematic of the research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In chapter one, it is consist of background of the problem, sidentification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significances of the research and outline of the thesis.

In chapter two, it is consist of the theoretical description, which explain about reading, reading comprehension, introvert personality, extrovert personality, review of related finding, framework of thinking and hypothesis.

In chapter three, it is consist of research methodology and in research methodology and in research methodology consist of time and place of research, research design, population and sample, definition of operational variable, instrument of the research, the technique of collecting data and the last the technique of analysis data.

In chapter four, it is research finding talking about analysis of data. In this chapter consist of description of data, hypothesis testing, discussion, and threats of the research.

Finally, in chapter five consist of conclusion that giving conclusion about the result of the research and suggestion.

CHAPTER II

LITERATURE REVIEW AND HYPHOTESIS

A. Theoretical Description

1. Reading Comprehension

a. Definition of Reading Comprehension

Richard said that comprehension is “the process by which a person understanding the meaning of written or spoken language clearly”.¹ Comprehension is the ability to understand the meaning from the writer or spoken language. Comprehension is activities require students to demonstrate an understanding of the material through some type of manipulation or alternation of the material before answering a question. The comprehension or understanding may be evidenced by oral, written, pictorial, or concrete presentations.² Based on definitions above, the researcher concluded that comprehension is a process in which the reader may construct meaning by interacting with the text.

Reading Comprehension is the ability to understand information presented in written form. It is the process of getting meaning from print. According to Goodman, reading comprehension is interaction between though and language and bases evaluation of success in

¹Richard Jack C. and Willy A. Renandya, *Language Teaching Methodology* (Cambridge University, 2006), p. 54.

²Donald C. Orlich, *Teaching Strategies A Guide to Better Instruction* (D.C. Heath and Company Texingt on Massachusetts Toronto, 2006), p. 87.

comprehension on to extent to which the reader's reconstruct message agrees with the writers in tended message.³ Reading comprehension is mental process in which the readers try to understand the meaning in the text by interpreting what have been read in order to find the idea given by the writers. Reading comprehension is complex process which takes part of useful of good and poor ability.⁴ According to H. Douglas Brown reading comprehension is primarily matter of developing appropriate, efficient comprehension strategies.⁵ Next, Kasihani said the goal of reading comprehension is to get information from the text or content of reading. Because of that, the students' really to be train to read with the aim get information about content of reading text. Usually to know if the students' have understood content of reading, the teacher will give question about reading text.⁶

From those definitions, it can be concluded that reading comprehension is the ability the reader to understand the text and comprehend the mean of text.

³Wayne Otto, *How to Teach Reading* (America: Addisen. Wesley Publishing Company, 1979), p. 161.

⁴Golden Wain wright, *Speed Reading Better Recalling* (Jakarta: Gramedia, 2007), p. 42.

⁵H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Paedagog* (New Jersey: Prentice Hall, Inc Englewoods Cliffs, 1994), p. 291.

⁶Kasihani K. E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2008), p. 65.

b. Kinds of Reading Comprehension

If seen from listen or not reader's voice when they reading, so reading process can divided in two kinds.

1) Silent Reading

According to oxford dictionary silent is condition of not speaking and without a sound track.⁷ According to David Nunan, silent reading generally focus in the classroom should be on getting meaning from print when comparison is the goal of reading. So, silent reading is a process who done and be used by reader to get message from written by condition not speaking and without sound track.⁸ Based on quotation above, the researcher concluded silent reading is reading activity with doing without voice.

There were many skills clime in silent reading, as follow:

- a) Reading without voice, without move of lip
- b) Reading without the move of head
- c) Silent reading is faster than voice reading
- d) Reading without finger of things as director
- e) Understanding of the text
- f) The speed of eyes is clime in reading
- g) Reading with the good understanding
- h) To coherent of speed with difficulties in the text⁹

⁷Horn by, *Oxford advanced learners dictionary* (New York: Oxford University Press, 1995), p. 887.

⁸David Nunan, *Practical English Language Teaching* (New York: Mc Grow Hill, 2003), p. 64.

⁹*Ibid.*, p. 24.

2) Loudly Reading

According to H. Douglas Brown, silent reading is the test-taker sees separate letters, words, and/ or short sentences and read them a loud, one by one, in the presence of an administrator. Since the assessment is of reading comprehension, any recognize sable oral approximation of the target response is considered correct.¹⁰ Kasihani said loud reading technique is to train students' able to read with good speak. The aim of loud reading technique is able to spoke with good words, phrase and sentence of English.¹¹ Further, Ag, Bambang Setiyadi said that "Oral reading is relatively uncommon in modern language classes. This type of reading is still important in improving learner pronunciation. Working in groups will make language learners feel confident to pronounce word in foreign accent and practice is really recommended in this method. This is really helpful for language learners who are reluctant and say to imitate the teacher expression individually."¹²

Based on explanation above, the researcher concluded that loud reading is oral matter, especially in teaching foreign language, loud reading activity is more depend to pronunciation instead of reading

¹⁰H. Douglas Brown, *Language Assessment* (San Fransisco: State University, 2004), p. 190.

¹¹Kasihani K. E. Suyanto, *Op. Cit.*, p.64.

¹²Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: GrahaIlmu, 2006), p. 67.

comprehension. For this case reading text must be choice which the content and language is easier to understand.

c. Principles in Reading Comprehension

In reading has many principles because that we can get information more. There are some principles in reading comprehension, they were divided into ten:

- 1) Identified your purpose in reading text.
- 2) Apply spelling rulers and conventions for bottom-up decoding.
- 3) Used lexica analysis (prefixes, roots, suffixes, etc.) to determine meaning.
- 4) Guess at meaning (of words, idioms, etc.) when you aren't certain.
- 5) Skim the text for the gist and for main ideas.
- 6) Scanned the text for specific information (names, dates, key words).
- 7) Used silent reading techniques for rapid processing.
- 8) Used marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- 9) Distinguish between literal and implied meanings.
- 10) Capitalized on discourse marks to process relationships.¹³

According to David Nunan reading comprehension principles there are five categories that are: bottom-up models, phonic approach, intensive reading, top-down models, extensive reading:

- 1) Bottom-up models typically consist of lower-level reading process student start with the fundamental basics of letter and sound recognition.
- 2) Phonics approach to teaching reading supports a bottom-up model.
- 3) Intensive reading involves a short reading passage followed by textbook activities to developed comprehension and/or particular reading skill.

¹³H. Douglas Brown, *Op. Cit.*, p. 291-296.

- 4) Top-down models, on the other hand begin with the idea that comprehension resides in the reader.
- 5) Extensive reading plays a key role in top-down approaches to reading.¹⁴

If we combine both of expert opinion, can be concluded that reading has many principles, use bottom up, lexica analysis, skimming, scanning, top-down, extensive, intensive reading and silent reading. So we can get information and easy to understand what we read.

d. Micro and Macro Skills Reading Comprehension

In reading, there are some aspects that have to be considered. Brown has summarized all those aspects into two main skills; they are the micro and macro skills of reading. Later they can be used in teaching reading as well as assessing reading. Those skills are described as follows:

1) Micro Skills

Micro skills for reading comprehension are:

- a) Discriminate among the distinctive graphemes and orthographic patterns of English.
- b) Retain chunks of language of different lengths in short-term memory.
- c) Process writing at an efficient rate of speed to suit the purpose.
- d) Recognize a core of words, and interpret word order patterns and their significance.
- e) Recognize grammatical word classes (nouns, verbs, etc.). Systems (e. g., tenses, agreement, pluralization), patterns, rules, and elliptical forms.
- f) Recognize that a particular meaning may be expressed in different grammatical forms.

¹⁴David Nunan, *Op. Cit*, p. 70-72.

- g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

2) Macro Skills

Macro skills for reading comprehension are:

- a) Recognize the rhetorical forms of written discourse and their significance for interpretation.
- b) Recognize the communicative functions of written texts, according to form and purpose.
- c) Infer context that is not explicit by using background knowledge.
- d) From described events, ideas, etc. infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e) Distinguish between literal and implied meaning.
- f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- g) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of texts.¹⁵

In conclusion, it can be said that the earlier micro skills apply more appropriately to imitative and intensive types of reading and at the level of the word, such as cohesive devices, past verb, etc. On the other word, the macro skills covered wider areas of reading, such as the form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning reading, etc. Thus, it is not only about a word but it is about the whole written text.

¹⁵H. Douglas Brown, *Op. Cit*, p. 187-188.

e. The Purposes of Reading Comprehension

It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading. The purposes are:

- 1) To obtain information for some purpose or because we are curious about some topics.
- 2) To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- 3) To act in a play, play a game, play a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or what has happened (as reported in newspapers, magazines, and reports).
- 7) For enjoyment of excitement.¹⁶

Other the purposes are as follow:

1) Reading for Pleasure

Reading is not for pressure. For instance, if the readers read recipes for pleasure, indirectly the readers are as unusual as the guy who reads about molecules for pleasure. Most people read recipes with the purpose of using or applying the information the readers read.

2) Reading for Practical Application

Another purpose for reading is to gain the information which the reader can apply to or use in a particular situation. For example, when a reader reads directions in order to put a model airplane together, or a reader reads a shop manual to learn how to run a piece of equipment.

3) Reading for General Ideas

If the purpose of reading is to get a general idea of the material being read, then the reader can read at faster speed, skipping sections and looking only for main ideas reading bold

¹⁶David Nunan, *Designing Tasks for the Communicative Classroom* (The United Kingdom: Cambridge University Press, 1989), p. 33-34.

print headings and sub-headings and summary statements usually presented at the end of the material.

4) Reading to Locate Specific Information

One of purpose in reading is to locate specific information. When the readers know what they are looking for. The readers can skim and skip over material at very rapid rates.

5) Reading to Critically Evaluate

Reading critically is the process of being aware of an author's intent or the point of writing, his use of facts, his attitude and bias toward his subject matter.¹⁷

According to Cahyono the purpose of reading comprehension as follows:

- a) Readers are able to discriminate among events as they have been presented.
- b) They recognize the order of presentation in the stated sequence.
- c) The reader identifies the main idea of a paragraph.
- d) They must have knowledge of prescribed of denotative meaning.
- e) They understand form of figurative language.¹⁸

Based on quotation above that a person may read for many purposes, the purpose helps understand more what is read by people. If he is reading for pleasure or reading for pure recreation and enjoyment, he may read either quickly or slowly based on the way he likes or feels. But if he is reading for study or information such news, science or something which are part of his study or assignment it does very slowly and carefully. The purposes of reading is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to

¹⁷W. Royce Adams, *Reading Skills A Guide for Better Reading* (London: Cambridge University, 1998), p. 8-11.

¹⁸Cahyono, Mukminatien, *Teaching and Strategies to Enhance English Language Learning*. (Malang: University of Malang Press, 2011), p. 68.

look the importance of reading in which there is a relationship about the importance of reading.

f. The Importance of Reading Comprehension

Reading is one important way to improve your general language skill in English. There are some importance of reading, they are:

- 1) Reading helps you learn to think in English.
- 2) Reading can enlarge your English vocabulary.
- 3) Reading can help you improve your writing.
- 4) Reading may be a good way to practice your English if you live in non-English-speaking country.
- 5) Reading can help you prepare for study in an English-speaking.
- 6) Reading is a good way to find out about new ideas, facts, and experiences.¹⁹

Additionally, Jeremy Hammer said that there are some importance of reading for students, such as:

- 1) Reading is useful for other purposes too; any exposure to English (provided students understand it more or less is good thing for language students).
- 2) Reading texts prepare good models for English writing.
- 3) Reading texts also prepare opportunities to study language, such vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and also texts.
- 4) Reading can introduce interesting topics, stimulate discussion, and excite imaginative responses and also fascinating lessons.²⁰

From description above, it can be concluded that reading is very important for human's life. Without reading, human will not know

¹⁹Beatrice S. Mikulecky & Linda Jeffries, *More Reading Power* (USA: Longman, 1996), p. 1.

²⁰Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p. 68.

everything that happened in this world. Reading makes human smart and get the knowledge, information, and everything that happened in this world.

g. Aspect of Reading Comprehension

It is know that although a readers' background knowledge is important to successful reading comprehension mastery, specific skill knowledge is also important and must be learned by students. Model of reading comprehension instruction is similar to the one for decoding and consists of the following common elements, they are:

1) Comprehension units

The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.

2) Processing skills

The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simpler form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills, and so forth.

3) Knowledge base

The background of knowledge and specific skill knowledge important to understanding and evaluate the message in a text (syntax), (semantic), (factual information), (logic), and (schema).

4) Strategic knowledge

The metacognitive strategies for evoking skills and knowledge designed to monitor and check ongoing comprehension.²¹

²¹Douglas Brown, et. al. *Op. Cit.*, p.41.

Based on the quotation, it can be concluded that aspect of reading comprehension as below:

First, comprehension unit is comprehension about word, phrase, sentence, paragraph until the texts. Second, processing skills is makes the conclusion, write the main and translating the difficult vocabularies to familiar vocabularies. Third, knowledge base is understand the text and message in the text. Finally, strategic knowledge is to monitor our comprehension or use meta-cognitive strategies.

h. Evaluation for Reading Comprehension

After we give the lesson to students, it is necessary to know how far their ability about the lesson. To know their ability, we must give test to the students, because testing is a tool to measure. There some techniques to make test, one of them is multiple choice question.

According to Weir multiple choice is:

“The test is usually set out in such a way that the candidate is required to select the answer from a number of given options, only one of which correct. The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate’s answer, agreement has already been reached as to the correct answer to each item. Selecting and setting item are, however subjective process and the decision about which is correct answer is a matter of subjective judgment on the part of the item writer”.²²

Similarly, according to Arthur Hughes stated that “a multiple choice is the candidate provides evidence of successful reading by

²²Cyrill J. Weir, *Communicate Language Testing* (New York: Prentice Hall, 1990) p. 43.

making a mark against one out of a number of alternatives. The superficial attraction of this technique is outweighed in institutional testing by various problems enumerated.”²³

So can be concluded multiple choice is a form of evaluation in which respondents are asked to select the best possible answer out of the choices from a list.

Weir list advantage and disadvantage of multiple choice test. The advantage of multiple choice:

- 1) The marking, as will be reliable, is simple, more rapid and often more cost effective than other forms of written. The format of the multiple choice test item is such that the intention of the test compiler are clear; than candidates know what is required of them.
- 2) Candidates' marks, unlike those in subjective formats, can't be affected by the personal judge.

Disadvantage of multiple choice:

- 1) If a candidate gets a multiple choice item wrong because of some flaw in the question, the answer sheet on which he records his answer will not reveal this fact.
- 2) The scores gained in multiple choice test, may be suspect because the candidate has guessed all or some of the answer.

²³Arthur Hughes, *Testing for Language Teacher* (New York: Cambridge University Press, 1989), p. 120.

3) Multiple choice test take much longer and are more expensive and difficult to prepare than essay test.²⁴

From the explanation above, it can be concluded that any testing reading comprehension has advantages and disadvantages when making a test to students, in multiple-choice questions.

In assessing reading comprehension, there some indicators:

Table.1 Indicators of Reading Comprehension

| NO | Indicators of Reading Comprehension |
|----|--------------------------------------|
| 1. | Identifying Topic Sentence |
| 2. | Identifying Main Idea |
| 3. | Identifying Specific Information |
| 4. | Identifying Vocabulary and Grammar |
| 5. | Identifying Conclusion ²⁵ |

The following will explain the indicators of reading comprehension, they are:

a) Topic Sentence

Every good paragraph has a topic sentence. Topic is what is being talked about. The topic sentence states the main idea of paragraph. It is the one thing a paragraph about, the main idea

²⁴Elizabeth-Sharber, Evaluation of Reading, <http://Suite101.com/improving-your-skimming-skills-a-102876>. On Sunday January 08, 2017 retrieved on 08 pm.

²⁵J. Michael O. Malley and Lorraine Valdes Pierce, *Authentic Assessment for English Language Learners* (American: addition- Wesley Publishing Company, 1996), p. 94.

sentence is also known as the topic sentence.²⁶ Every sentence in a paragraph in some way discusses or explains this topic.

b) Main idea

A main idea sentence is the most general statement the author made about the topic or subject of the paragraph. The main idea generally describes or “covers” the details in the paragraph.²⁷ So, the main idea of paragraph is what the author wants you to know about the topic.

c) Important information

Important information developed the main idea in paragraph. Important information also explained about main idea and also given explanation about the topic sentence. Important information can be state as supporting sentence.

d) Vocabulary

According to Oxford learners pocket “Vocabulary is all the words that a person knows or uses”.²⁸ So, vocabulary is pattern of letter is forming word and also vocabulary can form language.

²⁶Thomas G. Gunning, *Reading Comprehension Booster* (San Francisco: Jossey-Bas, 2010), p. 27.

²⁷*Ibid*, p. 10.

²⁸A.S. Hornby, *Oxford Advanced Learner's Dictionary* (Oxford University Press, 1995), p. 495.

e) Concluding Sentence

According to Oxford learners pocket “Concluded is a result of what you have heard or seen.²⁹ Concluding sentence is stated at the end of the paragraph. It is the conclusion of paragraph. Thus concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

i. Material of Reading Comprehension in SMK N 1 Panyabungan

Reading is one of the English skills. The material reading in SMK Negeri 1 Panyabungan based on syllabus, material about genre studied eleventh grade first semester are report text, recount text, new reading text, procedure text and short story text.³⁰ Report text is present information about something. Recount text is to tell what happened to document a sequence of event and evaluate their significant in some way. Procedure text is to tell how to do something.³¹

Example of material reading comprehension in SMK negeri 1 Panyabunagan as below:

²⁹Alice Oshima and Ann Hogue, *Writing Academic English* (New York: Longman, 1999), p. 8.

³⁰ Syllabus SMK Negeri 1 Panyabungan.

³¹David Butt, *Using Functional Grammar An Explorer's Guide* (National Centre for English Teaching Research: Sydney, 2000, p. 9.

How to Make Chocolate

Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you're eating.

Chocolate starts with a tree called a cacao tree. This tree grows in equatorial regions, especially in places such as South America, Africa, and Indonesia. The cacao tree produces a fruit about the size of small pineapple. Inside the fruit are the tree's seeds, also known as cacao beans.

The beans are fermented for about a week, dried in the sun and then shipped to chocolate maker. The chocolate maker starts by roasting the beans to bring out flavor. Different beans from different places have different qualities and flavor, so they are often sorted and blended to produce a distinctive mix.

Next, the roasted beans are winnowed. Winnowing removes the met nib of cacao beans from its shell. Then, the nibs are blended. The blended nibs ground to make it liquid. It tasted better. All seeds contain some amounts of fat, and cacao beans are not different. However, cacao beans are half-fat, which is why the ground nibs from liquid. It's pure better chocolate.

Answer the following questions based on the text:

1. What does the text talk about?
 - a. How to make beans
 - b. How to make chocolate
 - c. How to make cocoa chocolate
 - d. Chocolate maker
2. Where do cacao tree grow?
 - a. Thailand
 - b. America
 - c. Arab Saudi
 - d. Pakistan
3. How long are the beans fermented?
 - a. One day
 - b. Two month
 - c. A week
 - d. Five days³²

³²Entin Sutinah and Friends, *Get a Long English*, (Jakarta: Penerbit Erlangga, 2010), p. 109.

2. Introvert Personality

a. Definition Introvert Personality

Introversion is shy and withdrawn behavior. Introverts are those people who prefer their internal world of thoughts, feelings, fantasies, and dreams, etc. Introversion is the extent to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other people. According to Laney introverts are very quiet people, have inside motivation, are systematic, and avoid risks. They like to write and read rather than to talk and show up.

So, introverts are the opposite of extrovert people. Introvert likes to listen, think, stay with their ideas, and does not like to share with their friends in the classroom. She/he likes to do tasks by him/herself rather than discuss it with their group. Introvert people is quiet people, dislike socialization, carefully, more attention, calm and easy to control.³³ According to Griffiths Introvert learners display more advantages in cognitive academic language ability, because they spend more time in reading and writing.³⁴ “Laney said that characterizes an introvert as one who prefers solitary activities, requires “alone time,” and enjoys a limited amount of social interaction with a few close companions”.³⁵

³³Jess Feist, *Theories of Personality* (Jakarta: Salemba Humanika, 2013), p. 124.

³⁴ Wang xinyan, On Factor Influencing EFL Learning Strategies. *Studies literature and Language*, 10. 1., p. 29.

³⁵Laney, M.O, *The introvert advantage* (New York: Workman Publishing, 2002), p. 23.

Introvert people appeals to writing or read because with that they can express their self without intrusion and we often prefer communicating this way. According to Hans Eysenk that introverts would have higher levels of cortical arousal than extrovert. In other word, introvert brains be more stimulated on an ongoing basis; extrovert brains would be quieter.³⁶

From definitions above, it can be concluded Introvert is a person who is more interested in his own thoughts and feelings than in things outside himself, often shy, unwilling to speak or join in activities with others and busy alone. Individuals with a preference for Introversion tend to:

- a. Focus their energy and process information internally, through reflection and introspection.
- b. Prefer quiet places to work and can work on one thing for a long time.
- c. Learn and work best by having time to understand and process information on their own.
- d. Tend to think before they speak or act; they may be uncomfortable when asked to perform or respond on demand. Down play their strengths externally, with the result that their abilities can often be underestimated.³⁷

³⁶Laurie Helgoe, PhD, *Introvert Power*, (the United States of America,2008), p.13.

³⁷Donna Dunning, *what's your type career, unlock the secrets of your personality to find your perfect career path*. (California: Davies black, mountain view, 2001), p. 10.

The following items have been selected to represent the social introversion domain factor:

- According to Burger Preference for Solitude Scale
- 1) I enjoy being around people
 - 2) I enjoy being by myself
 - 3) After spending a few hours surrounded by a lot of people, I usually find myself stimulated and energetic
 - 4) After spending a few hours surrounded by a lot of people, I am usually eager to get away by myself
 - 5) I often have a strong desire to get away by myself
 - 6) I rarely have a strong desire to get away by myself
 - 7) If I were to take a several-hour plane trip, I would like to sit next to someone who was pleasant to talk with
 - 8) If I were to take a several-hour plane trip, I would like to spend the time quietly
 - 9) I have a strong need to be around other people
 - 10) I do not have a strong need to be around other people ³⁸

b. Characteristics of Introvert Personality

Introvert is kind of personality have different characteristics with extrovert people, as we know introvert people is passive, busy alone without care with other peoples and enjoy his self, like reading book, history book, novel and newspaper.

There are some characteristics of introvert personality, those are:

1. Seek occasional solitude.
2. Avoid interaction with new people.
3. Are excellent listeners.
4. Prefer a small, close group of friends.
5. Keep thoughts to conserve personal energy.
6. Feel weak or tired after an event. ³⁹

³⁸Burger, J. (1995). Individual Differences in Preference for Solitude. *Journal of Research in Personality*, 29, p. 85-108.

³⁹Megan Wier, *Confessions of an Introvert*, (An imprint of source books, 2009), p. 25.

According to Eysenck introvert peoples have many characteristic as below:

1. Prefer passive than talk with others.
2. Introvert people is carefully for everything.
3. Introvert people is a discreet people.
4. Introvert believed people.
5. Introvert people easy angry.
6. Introvert is quiet peoples.⁴⁰

If we combine both of expert opinion, it can be concluded as below:

First, introvert like alone, just need one or two friend. Second, introvert people did not like to interact with many people. Third, introvert people like listen the music, radio than talk. Fourth, introvert people needed close friend, did not like group of friend. Fifth, introvert people keep thoughts to conserve personal energy. Sixth, they easy feel tired. Seventh, they carefully for do something. Eighth, introvert peoples are discreet.

c. The Advantages of Introvert Personality

We know introvert peoples have advantages also extrovert people but both of them different and introvert people opposite with extrovert people and introvert people dislike extrovert. There are some the advantages of introvert, as follow:

⁴⁰Lawrence A. Pervin, *Psychology of Personality*, (Jakarta: Kencana 2010), p. 241.

1. Introverts can charge their own batteries.

An introvert can charge and reenergize by spending a little quiet time alone and an introvert can recharge while sitting home alone.

2. Introverts notice things.

Being a little on the outside of the hustle and bustle provides a unique perspective and the opportunity to make valuable observations. This is especially helpful for creative tasks and solving challenges.

3. Introverts are powerful.

Introvert people is powerful for example there are many introvert people are or famous introvert, famous introverts: Abraham Lincoln, Bill Gates, Eleanor Roosevelt, Warren Buffett, Mahatma Gandhi, and Albert Einstein.

4. Introverts make great friends.

It's common for introverts to have fewer friends, but their friendships are closer and more meaningful. Introverts have other things on their minds besides casual relationships. Having a few good friends is sufficient.

5. When an introvert speaks, it's important.

An extrovert might say everything that pops into his mind. Some of it's important. Some of it's not. An introvert won't open his mouth

unless he thinks he has something relevant to say. An introvert won't waste anyone's time with idle chitchat.⁴¹

6. The future favors introverts.

The evolution of technology, the greater reliance on technology, and the increasing occurrence of remote employment favor introverts.

The world is constantly moving in a direction that caters to those that can operate in an intellectual and quiet space.

7. Introverts are excellent listeners.

Introvert people like to listen more, the average person believes this, and it's true. If you're introverted, people will share their thoughts with you. They know you'll listen.

8. Introverts are excellent at seeing risk.

An introvert is naturally cautious which proves to be valuable in many parts of life and business.

9. Introverts know how to work behind the scenes.

Introverts are able to accomplish their objectives by quietly and discretely influencing others. Every extrovert would do well to have an introvert by his side.

⁴¹ Branca A.A., *Psychology: The Science of Behaviour* (USA, 1964), p. 450.

10. Introverts are more independent.

An introvert can get things done on her own. She doesn't need help or an audience. Introverts are excellent at working independently and thrive in that setting. Introverts find work teams and group projects to be slow, inefficient, and cumbersome.⁴²

Based on quotations above, it can be concluded that introvert people have advantages, introvert a good people, they like reading book, writing, listening but dislike trouble others people and making noise.

d. The Weakness of Introvert Personality

Based on advantages of introvert, introvert people also have weakness and as we know introvert dislike talk more, noise and they better silent. Introvert people can be said shyness people. Introvert peoples have weakness, as below:

1. Introvert people didn't like interaction with many people but like alone. The introvert just busy alone, doing their work didn't by group.
2. Introvert people need long time to give their opinion in form words. Introvert people always think before speak but extrovert giving opinion directly.

⁴²James Anderson, Weakness of Introversion, <http://reliawire.com/10-advantages-introverts/>, on Sunday, June 04 2017.

3. Introvert people like alone, avoid noise and search calm place to reading the book, playing the computer, writing and doing homework or job alone.⁴³

Additionally of disadvantages of introvert as following:

1. Introverts often get labeled as weird or snobbish.
2. Introverts don't always get the party invitation.
3. Introverts have a harder time standing out on social media.
4. Introverts can get overlooked.⁴⁴

As mentioned above, it can be concluded that introvert did not confidence people but afraid, shy, also snobbish, need time to think before speak and did not enjoy with party.

3. Extrovert Personality

a. Definition Extrovert Personality

According to Eysenk said that extrovert people hate to reading or studying by them, introvert more like books rather than peoples.⁴⁵ Extroverts are motivated from without and their attention is directed outward. They are people appear relaxed, confident.⁴⁶ According to Wicklein said that in term education, personality type can affect the way teachers each, learn, also way communicate and work in team.⁴⁷

⁴³James Anderson, Weakness of Introvert Personality, <http://reliawire.com/10-advantages-introverts/>, on Sunday April 29, 2017.

⁴⁴KathleenElkin,Disadvantages<https://staticssl.businessinsider.com/image/554a841c6da8118b07378efb-1200-600/crowd-39.jpg>. on Friday 09 2017.

⁴⁵Narges Forouzan, *journal of Reading, The Effect of Self Directed Learning Strategies On Introvert and Extrovert Iranian EFL learners' Reading Comprehension*,9.2. 2015. p. 105.

⁴⁶Zafar, *A Study on The Realationship Between Extroversion-Introversion and Risk Taking in The Context of Second Language Aqcuisition*,1.1. 2012. p. 34.

⁴⁷Richard Lynch, *The Relationship Between Personality Type and Learning Achievement*. 2.1 p. 94.

Extrovert mainly focus their energy out ward and tend interact with people and things. Extrovert means a person more interested in what is happening around him than in his own thoughts and emotions. That is to say, the extrovert experiences the world more through contact with others and shared experience than through self examination or study.⁴⁸ According to Wen believes that character traits of extrovert are more suitable for language learning because language as communication tool plays its role most significantly when interpersonal communication take place.⁴⁹

According to Carl Jung, introversion and extraversion refer to the direction of psychic energy. If a person's psychic energy usually flows outwards, he or she is an extravert; meanwhile if the energy usually flows inwards, the person is an introvert. Extraverts feel an increase of perceived energy when interacting with a large group of people, but a decrease of energy when left alone. Conversely, introverts feel an increase of energy when alone, but a decrease of energy when surrounded by a large group of people.⁵⁰

Extraversion is the act, state, or habit of being predominantly concerned with and obtaining gratification from what is outside the self.

⁴⁸Ali Rohani, *The Impact Extroversion and Introversion Personality Type on EFL learners' Writing Ability*, 5. 1. p. 213.

⁴⁹Wang Xiayan, *Factors Influencing EFL Learning Strategies*, 2014, 10. 1. p. 29.

⁵⁰Calvin S. Hall and Gardner Lindzey, *Introduction to Theories of Personality*, John Wiley and Sons (Canada, 1985), p.445.

Extraverts tend to enjoy human interactions and to be enthusiastic, talkative, and friendly. They take pleasure in activities that involve large social gatherings, such as parties, community activities, public demonstrations, and business or political groups. An extraverted person is likely to enjoy time spent with people and find less reward in time spent alone.⁵¹

From those definitions, so the concluded extrovert peoples like meeting with other people, like talking with others than read, writing or learn. Extrovert person is cheerful, talkative, open, and easy in making friends; therefore, he has many friends. An extrovert student easier to forget bad experience that influences his mood on study than introvert student.

b. Characteristic of Extrovert Personality

Extrovert people easy to interact with many peoples, active, relax, talk more, friendly and also stand alone. There are characteristic of extrovert personality as below:

1. Seek out social situations.
2. Enjoy interaction with new people.
3. Are excellent talkers.
4. Prefer a large social group of friends circle.
5. Speak their minds themselves.
6. Expend personal energy.
7. Feel invigorated after an event an event.⁵²

⁵¹Lawrence A. Pervin, *Personality*, John Wiley and Sons, (Canada: 1984) , p. 271.

⁵²Megan Wier, *Op. Cit*, p. 25.

According to Watson & Clark characteristics of extrovert people as follow:

1. Feel emotion positive more as feel happy.
2. Study in location of library to give external stimulation more.
3. Didn't trouble if play music when study.
4. Have many jobs and interact with people.
5. Have many friends and enjoy with the party.
6. More active than introvert.⁵³

If we combine both of quotation above that extrovert people have characteristic as below:

First, extrovert dislike alone but he enjoy with many people. Second, extrovert people can't stay alone but they want to search their friend to talk. Third, extrovert like speak to other people and like speech in front of many people. Fourth, they prefer many friends than alone and like communicate than quiet. Fifth, They often give opinion with minds themselves without ask other people and they didn't afraid wrong because have high confidence. Sixth, they didn't conserve personal energy but expend personal energy. Seventh, Extrovert people strongest people and they can solve their problem didn't give up. Eighth, extroverts feel emotion positive more as feel happy.

⁵³Lawrence A. Pervin, *Op. Cit*, p. 245.

c. The Advantages of Extrovert Personality

Extrovert people have participation in some of activities. Extrovert people can't stay in house long time and have many relations with other. There are some advantage of extroversion, those are:

- 1) Extroverts didn't like alone and calm situation.
- 2) Extroverts is good speaker.
- 3) Extroverts most happy than introvert.
- 4) Extroverts like with many people, many interaction and social activity.
- 5) Extrovert people like organization and seldom stay in home.
- 6) Extroverts easy to give feeling by words.
- 7) Extroverts enjoy tell the history than listen.
- 8) Extroverts have high confidence.
- 9) Extroverts is active peoples.
- 10) Extroverts like to socialization.⁵⁴

Additionally, there are advantages of extrovert as below:

- 1) They may have better job prospects.
- 2) They may have better networking success.
- 3) They might be more willing to make creative investments.
- 4) They may be more willing to try new things.
- 5) They may be inclined to make faster decisions.⁵⁵

⁵⁴Suryabrata, *Educational psychology*, (Jakarta: CV. Rajawali, 1984), p. 80.

⁵⁵James Anderson, Advantages of Extrovert Personality, <http://connectusfund.org/6-advantages-and-disadvantages-of-being-an-extrovert>, on Sunday, April 23 2017.

As mentioned above can be concluded that Extroverts enjoy with many people and interact with friends also with group, Usually the extrovert people is confidence people in front, also can be as public speaker, Extrovert people easy to given the opinion or give the comment for something or give feeling by words and Extrovert people is active people, they didn't like the people quiet also friendly with other people.

d. The Weakness of Extrovert personality

Extrovert people didn't make limit for their friends and extrovert people like smoke difficult to stop. There are some of weakness extroverts personality as below:

1. Extrovert people need other people.
2. Extrovert didn't like introvert people.
3. Extrovert people easy to bored.⁵⁶
4. Extrovert can't be a good listener.
5. Extrovert did not like alone and calm situation.⁵⁷

As mentioned above can be concluded that Extrovert people need other people because they like to talk every day and extrovert always want meet their friends also go holiday, Extrovert people easy bored and like vocation they didn't enjoy stay in home.

⁵⁶D.I Slibin, *Psycholinguistic*, (California: Barkeley, 1968), p.7.

⁵⁷Scott Cresswell, *Weakness of Extrovert*, <http://www.businessinsider.co.id/disadvantages-of-being-an-introvert>, 2015, on Sunday, April 30 2017.

e. Differentiate Introvert and Extrovert Personality

As we know that introvert and extrovert have opposite different. Example introvert people is quiet but extrovert people is talk more, introvert like listen but extrovert like speech. According to Whoopi Goldberg different extroversion and introversion below:

Table. 2 Differentiate Introversion and Extroversion

| Introvert Personality | Extroversion Personality |
|---|--|
| Get energy from “down time | Get energy from people contact |
| Think before speaking or acting | Think out loud |
| Listen more | Talk more |
| Speak more softly | Speak faster and louder |
| Are more inclined to make deep conversation | Are more inclined to make chitchat |
| Prefer to speak with one or two people at a time | Prefer to work the room |
| Wait to be approached in social Situations | Initiate conversations in social Situations |
| Are typically reserved | Are typically active and expressive |
| Enjoy working alone or with one person | Enjoy working in a group |
| Know a lot about a few topics | Know a little about a lot of topics |
| Are more detail oriented | Prefer faster, less complicated tasks |
| Need more personal space | Enjoy more people contact the more the merrier |
| Are more private and hesitant about self-disclosure | Are more readily open ⁵⁸ |

⁵⁸ Nancy Ancowitz, *self promotion for introverts*, (united state, 1976), p. 2.

Table.3 Indicator Introvert:

| No | Variable | Indicator | Sub Indicator |
|----|-----------------------|--|-----------------------|
| 1. | Introvert Personality | 1. Seek occasional solitude | Working Alone |
| | | | Quiet |
| | | | Shy |
| | | | Avoid risk |
| | | 2. Avoid interaction with new people | Alone |
| | | | aloof |
| | | | Calm |
| | | | Close friend |
| | | 3. Are excellent listeners and busy alone | Listen |
| | | | Read |
| | | | Writing |
| | | 4. Prefer a small, close group of friends | Alone |
| | | | Group |
| | | | Dislike sharing |
| | | 5. Keep thoughts to conserve personal energy | Anxious |
| | | | Creative, imaginative |
| | | | Inside motivation |
| | | 6. Feel weak or tired after do the work/ discuss | Tired |
| | | 7. Carefully for do something | Carefully |
| | | 8. Introvert peoples are discreet | Discreet |
| | | | Easy to control |

Table.4 Indicator Extrovert:

| No | Variable | Indicator | Sub Indicator |
|----|-----------------------|-------------------------------|--------------------|
| 1. | Extrovert personality | 1. Seek out social situations | Group |
| | | | Noise |
| | | | Enjoy with peoples |
| | | 2. Enjoy interaction with new | Meeting |

| | | | |
|--|--|--|-----------------------|
| | | people | peoples |
| | | | Many Friends |
| | | 3. Are excellent talkers | Talk |
| | | | Active |
| | | | Speak loud, faster |
| | | 4. Prefer a large social group of friends circle | Large social |
| | | | Like sharing |
| | | | Open, many activities |
| | | 5. Speak their minds themselves | Confidence |
| | | | Ask |
| | | 6. Expend personal energy | Giving opinion |
| | | | Friendly |
| | | 7. Feel invigorated after an event an event | Risk taking |
| | | | Stand alone |
| | | 8. feel emotion positive more as feel happy | Positive |
| | | | Happy |

B. Review Related Findings

There are some related findings related to this research. The first is Pazhuhesh “*The Relation Between Extroversion/Introversion and Reading Comprehension among EFL Iranian students*”. The concludes that introvert students were more successful than their extravert counterparts.⁵⁹

The second Yasin Nurianfar, Akbar Azizi Far and Habib Gowhary “*The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in Province, Iran*”. The concludes is The results of Independent Samples t-test analysis showed that there was a significant

⁵⁹Maryam Bijami, “Do Personality Traits Predict Academic Writing Ability? an EFL Case Study”, 1.2, 2012, p. 147.

difference between the mean score of extroverted group and mean score of introverted group. The descriptive statistics also showed that the mean scores of the extroverted group were greater than that of introverted group.⁶⁰

The third Ali Akbar Jafarpour, Ali Rohani, Asiyeh Hasanimesh. Their journal was about “*The Impact of Extroversion and Introversion Personality Types on EFL learners’ Writing Ability*”. They found that introverts obtain better score than extroverts in writing course during both first and second semester.⁶¹

Then Jahanbazi’s investigation in Iran which he found out that introverts more successful than their extrovert counterpart in the overall writing quality, conducted by Layeghi on “*The Relationship Between Learners’ Extroversion/Introversion Personality Type and Performance in the Argumentative Writing*” With regard to the content, he found that introverts significantly outperformed extroverts in both form and content.

Finally Amir Reza, where his journal with the title “*The Effect of Self Directed Learning Strategies On Introvert and Extrovert Iranian EFL Learners’ Reading Comprehension*” he found that SDL strategies have more significant effect on introvert rather than extrovert Iranian EFL learners’ reading comprehension.

⁶⁰Yasin Nurianfar, The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in Ilam Province, Iran, *Journal*, <http://www.worldwidejournals.com/Indian-journal-of-applied-research-404.php>, 5.1., 2015. p. 216.

⁶¹Ali Akbar Jafarpour Boroujeni, The Impact of Introversion and Extroversion Personality Type on EFL Learners’ Writing ability, *Journal Theory and Practice in Language Studies*, <http://www.worldwidejournals.com/Indian-journal-of-applied-research-404.php>, 5.1., 2015. p. 216.

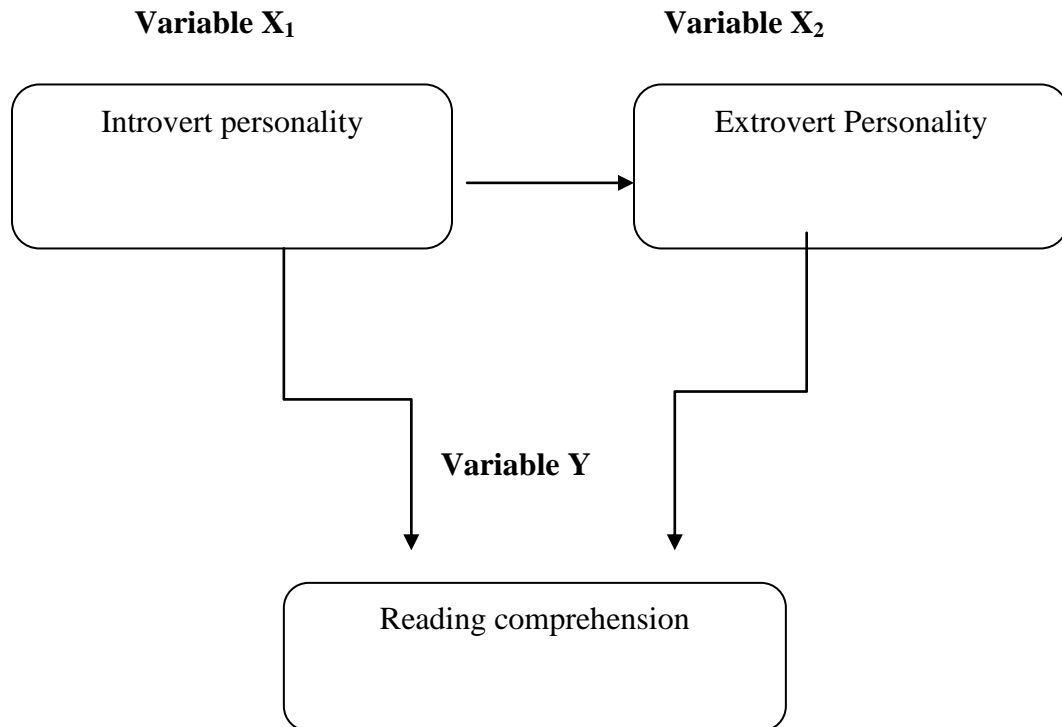
In summary, from the description above, the researcher concludes that personality have significant effect to students' reading comprehension. So, the researcher wants to research about "*The Comparative Study Between Introversion and Extroversion on Students' Reading Comprehension at The Eleventh Grade SMK N 1 Panyabungan*".

C. Framework of Thinking

The successful of reading comprehension depend on many factors. Personality is a dynamic organization from the psychophysics in individual, or a character has some one.

Introvert and extrovert is one of personality type, which introversion as like avoid interaction with peoples, work alone or busy alone, always think before act, and also quiet people.

Extroversion is active in social, like to communicate like to interaction with the new people. Introvert and extrovert one of personality type can influence success in English learning, especially, reading skill. It can be seen as the diagram follow:



Based on the explanation above, the researcher can be made one assume that introvert personality really given important effect in students' reading comprehension.

D. Hypothesis

Hypothesis is the provisional result of the research. The hypotheses of this research are:

1. There is any different between introversion and extroversion on students' reading comprehension at grade XI SMK N 1 Panyabungan (H_a).
2. There is no any different between introversion and extroversion on students' reading comprehension at grade XI SMK N 1 Panyabungan (H_o).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The research was done at SMK N 1 Panyabungan. The school located at Suka Ramai Street, Aek Galoga, Panyabungan of North Sumatera. Its location is about 2 km from the central city of Panyabungan to the southern area. The time of the research was done from October 3th 2016 until September 27th 2017.

B. Research Design

The kind of this research is causal comparative research. According to Aswani Sudjud comparative research is to find same and differentiation about things, people, job procedure, ideas, critic to people, group, or to a job procedure. The method of this research is the ex post facto, it means to research about what occurs after to subject. The purpose of this research is to know is the condition that occurs caused the different behavior to the subject.¹

Causal comparative research, the researcher attempts determined the cause or reason, for preexisting differences in groups of individuals.² From explanation above, it can be concluded that it is observed that groups are

¹IbnuHadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif dalam Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 1999), p. 334.

²L.R Gay and Peter Airasian. *Educational Research for Analysis and Application* (America: Prantice Hall, 1992), p. 349.

different on some variable and the researcher attempts to identify the main factor that has led to this difference.

C. Population and Sample

1. Population

Population is very need in a research. Margono said that population is the all of the data became our attention in scope hall and we determine the time.³ According to Suharsimi Arikunto” A population is a set (collection) of all elements processing one or more attributes of interest.⁴

According to Gay and Airasian, “Population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable”.⁵ The last, Ary said that population is all members of well defined class of people, event, or objects.⁶ So, the population is the students grade XI SMK N 1 Panyabungan.

From the topic of discussion, it clear that the population of this research all of the students at XI grade of SMK N 1 Panyabungan in 2017-2018 academic year. They consist of 12 classes.

³Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: RinekaCipta, 2009), p. 118.

⁴SuharsimiArikunto, *ProsedurPenelitian* (Jakarta :RinekaCipta, 2002) p. 108.

⁵L.R. Gay and Peter Airasian.*Op. Cit*, p. 122.

⁶ Sukardi. *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

Table.5 Population of The Research

| No | Class | Male | female | Amount |
|----|-------------------------------|------|--------|--------|
| 1 | XI Akuntansi 1 | 10 | 13 | 23 |
| 2 | XI Akuntansi 2 | 10 | 15 | 25 |
| 3 | XI Akuntansi 3 | 10 | 15 | 25 |
| 4 | XI Akuntansi 4 | 8 | 14 | 22 |
| 5 | XI Administrasi perkantoran 1 | 10 | 24 | 34 |
| 6 | XI Administrasi perkantoran 2 | 10 | 21 | 31 |
| 7 | XI TKJ 1 | 15 | 12 | 27 |
| 8 | XI TKJ 2 | 15 | 13 | 28 |
| 9 | XI Managemen Bisnis 1 | 10 | 9 | 19 |
| 10 | XI Managemen Bisnis 2 | 14 | 8 | 22 |
| 11 | XI Perbankan | 10 | 13 | 23 |
| 12 | XI Multi Media | 10 | 16 | 24 |
| | Total | | | 303 |

Source: School Administration Data of SMK N 1 Panyabungan

2. Sample

Sample is preventative whole of population. Margono said “sample as part of population, example (monster) is takes with use the certain steps”.⁷ Sample is the respondents of subject research, part of population.⁸ A sample comprises the individuals, items, or events selected from a larger group referred to as a population. So, sample is some of amount and characteristics owned by population, as for becoming sample of this research are two class of eleventh grade.

According to L.R Gay Peter Airaisan “for descriptive research, it is common to sample 10 to 20% of the population although this range will

⁷Margono, *Op. Cit*, p. 121.

⁸Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2007), p. 61.

change with the size of the population”⁹ He also stated “the minimum sample size depends on the type of the research involved. Some cite a sample size of 30 as a guideline for correlation, causal – comparative, and experiment research. Thus, for comparative, studies at least 30 participants.¹⁰

In the selecting sample, the writer used random sampling because these classes have different characteristic. Ranjit Kumar said that with draw the entire sample by using random sampling technique, each element in the population has equal opportunities and probabilities to chose.¹¹

All the population is 12 classes given the questionnaire about introvert personality and extrovert personality. Then, after the researcher have got where the introvert and extrovert students. Next, the researcher used the trick to take the sample using a lottery technique of taking random sampling. The researcher divided into two groups, 30 introvert students and 30 extrovert students and the total of sample 60 students. The detailed sample is in the table below:

⁹ L.R Gay Peter Airaisan, *Op. Cit.* p. 134.

¹⁰ *Ibid.*

¹¹ Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd ed, p. 208.

Table.6 Sample of the Research

| No | Groups | |
|--------------------------|--------------------|--------------------|
| | Group I | Group II |
| 1. | Introvert students | Extrovert students |
| Total of Students | 30 students | 30 students |

D. Definition of Operational Variable

There are three variables in this research; introvert as variable X_1 , extrovert as variable X_2 and reading comprehension variable as Y .

1. Introvert

Introvert peoples prefer solitary activities and the inner world of ideas as the source of their energy. Introvert tends to be, quiet, introspective and reserved except to intimate friends. Introversion refers to tendency to withdraw from social interactions while extravert persons are fond of involving in social communication and environment.

2. Extrovert

Extroverts are often stereotyped as being outgoing and talkative and introvert people more like to communication or interact to others people. Extrovert the active peoples, enjoy working in groups and like to communication with others.

3. Reading comprehension

Reading comprehension is the ability to understand information presented in written form. Reading comprehension is the ability to interpret, evaluate what the readers read and to understand of written or printed material.

E. Instrument of Collecting Data

Instrument is very important to support every research. This research makes questionnaire and test as the instrument to collect data. The instrument is chosen by researcher to collect the data in order to make research becomes systematically and easier. In this case, in order to get the data of this research, the researcher will prepare the available instrument.

There were two instrument, they were questionnaire and test:

1. Questionnaire

Questionnaire is information about a particular issue of interest. The questionnaire is used to get information about personality of students introvert personality or extrovert personality. There are seven basic question types, they are quantity or information, category, list or multiple choice, scale, ranking, complex grid or table, and open-ended.¹²

The type of questionnaire that used in this research was scale, it is Likert Scale. The Likert –type scale response was level of frequency, in

¹²Lorain Blaxter, et, all, *How to research* (Buckingham: Open University press, 2001), p. 179.

which there are five of alternative answer and score in using positive form ; always = 5, often = 4, sometimes = 3, seldom = 2 and never = 1. Negative form; always = 1, often = 2, sometimes = 3, seldom = 4 and never = 5.¹³

Questionnaire is set of statements that use to get data about introvert and extrovert to know Introvert or extrovert people. It consists of 20 statements for introvert and also extrovert, all questionnaire are 40. In continuation, each item of the questionnaire was developed from indicator that has been described in the following below:

Table.7 Table Indicator Introvert Personality

| No | Indicator | Sub Indicator | Number of Questionnaire | Total of Questionnaire |
|--|---|------------------------|-------------------------|------------------------|
| 1. | 1. Seek occasional solitude | Working Alone | 1,2,3,4 | 4 |
| | | Quiet | | |
| | | Shy | | |
| | | Avoid risk | | |
| | 2. Avoid interaction with new people | Alone, aloof | 5,6,7,8, | 4 |
| | | Calm, close friends | | |
| | 3. Are excellent listeners | Listen, read | 9,10 | 3 |
| | | Writing | 11 | |
| | 4. Prefer a small, close group of friends | Alone | 12, 13 | 3 |
| | | Group, dislike sharing | 14 | |
| 5. Keep thoughts to conserve personal energy | Anxious | 15 | 3 | |
| | Creative, imaginative, | 16,17 | | |

¹³Werge M. Vagias, *Likert – Type scale response anchors*”, (<http://www.clemson.edu/centers-institutes/tourism/documents/sample-scales.pdf>), accessed at October 7th 2016 retrieved on 10.00 wib.

| | | | | |
|--|--------------------------------------|---------------------------|----|----|
| | | inside motivation | | |
| | 6. Feel weak or tired after an event | Tired | 18 | 1 |
| | 7. Carefully for do something | Carefully | 19 | 1 |
| | 8. Introvert peoples are discreet | Discreet, easy to control | 20 | 1 |
| | Total | | | 20 |

Table.8 Table Indicator Extrovert Personality

| No | Indicator | Sub Indicator | Number of Questionnaire | Total of Questionnaire |
|----|--|-------------------------------|-------------------------|------------------------|
| 1. | 1. Seek out social situations | Groups | 1,2,3 | 3 |
| | | Enjoy with peoples, noise | | |
| | 2. Enjoy interaction with new people | Many Friends | 4,5 | 2 |
| | | meeting Peoples | | |
| | 3. Are excellent talkers | Talkers | 6,7,8, | 3 |
| | | Active, speak loud, faster | | |
| | 4. Prefer a large social group of friends circle | Large social | 9,10,11,12 | 4 |
| | | Many activities, like sharing | | |
| | 5. Speak their minds themselves | Confidence | 13,14 | 2 |
| | | Ask | | |
| | 6. Expend personal energy | Friendly | 15,16 | 2 |
| | | Give opinion | | |
| | 7. Feel invigorated after an event an event | Risk taker | 17,18 | 2 |
| | | Stand alone | | |

| | | | | |
|--|---|----------|-------|---|
| | 8. feel emotion positive more as feel happy | Positive | 19,20 | 2 |
| | | Happy | | |
| | Total | 20 | | |

2. Test

According to Brown said that test a method of measure a persons' ability.¹⁴ Test is some of question or view and other tool use for measure skill, knowledge, and intelligence ability. Margono said that test is a stimulation that given to someone by means to get answer that can be foundation to determine a score or numeral. Furthermore, can be concludes that test is a tool use to collect the data in the research.

The researcher collect by giving the multiple choice test. Cryil said, "A multiple-choice questions (MCQs) is the test item usually set out in such a way that the candidate is require to select the answer from a number of given options, only one of which is correct.

The test that use in this research choose an answer from the 4 options to prepare the students' reading comprehension. The test consist of 50 test. Each question will give 2 score to get the students' score in answering the questions. So, the maximum score of test 100.

¹⁴Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: PT Rineka Cipta, 1995), p. 134.

Table.9 The Indicators Reading Comprehension Test

| No | Indicators | Items | Number of Items | Score | Total Score |
|--------------|--|-------|---|-------|-------------|
| 1 | Students are able to identify the topic from the text | 3 | 1,25,27 | 2 | 6 |
| 2 | Students are able to identify vocabulary from the text | 10 | 7,13,19,29,31,33,39,40,42,48 | 2 | 20 |
| 3 | Students are able to identify information that needed | 16 | 5,8,10,11,12,15,16,17,20,26,34,36,37,38,44,49 | 2 | 32 |
| 4 | Students are able to identify main idea from the text | 8 | 2,9,22,23,28,30,32,41, | 2 | 16 |
| 5 | Students are able to identify grammar from the text | 10 | 3,4,6,18,24,35,43,45,46,47, | 2 | 20 |
| 6 | Students are able to identify conclusion from the text | 3 | 14,21,50 | 2 | 6 |
| Total | | | | | 100 |

To make the research be more complete, it should be consult with the score of the data where it is need to be research. In other word, to know the comparison between X and Y variables, it will be interpreted from the below table:¹⁵

¹⁵Muhibbin Syah, *Psikology Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), P. 81.

Table.10 The Criteria Score of Coefficient Effect of Interpretation

| No | Class of score | Predicate |
|----|----------------|-------------------|
| 1 | 90 – 100 | Very good |
| 2 | 75 – 89 | Good |
| 3 | 60 – 74 | Enough |
| 4 | 0 – 59 | Bad ¹⁶ |

F. Validity and Reliability Instrument

a. Validity

Gay and Airasian stated that validity is the most important characteristic a test or measuring instrument can possess.¹⁷ Besides, Kumar stated that validity is the ability of an instrument to measure what it is designed to measure.¹⁸

There are three types of validity in quantitative research:

- 1) Face and content validity
- 2) Concurrent and predictive validity
- 3) Construct validity¹⁹

¹⁶*The transcript book* of SMK N 1 Panyabungan, p. 2.

¹⁷L.R. Gay and Peter Airasian, *Op., Cit.* p. 161

¹⁸Ranjit Kumar, *Research Methodology*, Third Edition, (London: SAGE Publication, Inc., 2011), p. 178

¹⁹*Ibid.*,p.179.

In this research, the researcher uses construct validity to establish validity of the instrument. *Construct validity* concerns the qualities that the task measures.²⁰

So in this research, the questioner was validated by checking the test to the expert person. The expert person is psychologist and advisor. Validator was checked and recheck whether the item of questionnaire topic has been suitable or not.

For reading test, the researcher had used content and item validity to find out the validity of instrument. It is equally important that the items and questions cover the full range of the issue or attitude being measure.²¹ Before validity, the test consisted of 70 questions. After validity the test had been consisted of 50 questions of multiple choice.

b. Reliability

Reliability is also needed to create a good test because a test must be reliable as a measuring instrument. The instrument is said reliable when the instrument believable to use as an instrument of collecting data because the instrument is good.

²⁰Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p. 218.

²¹*Ibid.*, p. 180

G. Technique of Analyzing Data

To analyze the data, the researcher use “U” test. U test used if data was not normal, Mann-Whitney said that “U” test used to examine significant of hypothesis comparative two sample independent. “U” test one of statistic examined which be used in comparative research which done comparing between two variables, that: there compare significant two variables.²² After, the researcher got the data, it will be enter in frequency table with the formula, the formula of test “U” is as follows:

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

n_1 : Sample of introversion class

n_2 : Sample of extroversion class

U_1 : The average score of introversion class

U_2 : The average score of extroversion class

R_1 : Number of introvert

R_2 : Number of extrovert

²²Sugiyono, *Statistik Nonparametris*, (Bandung: CV Alfabeta, 2011), p. 61.

CHAPTER IV

RESULT OF THE RESEARCH

To analyze the data, the researcher has collected data through giving a test in post test in the both classes or group introversion and extroversion. To find out the comparative study between introversion and extroversion on students' reading comprehension mastery of SMK N 1 Panyabungan, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of U-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

To facilitate understanding of the result of this study, then the data described by sequence of variables. Description of research result started from variable (Y) was reading of introversion (Y_1), reading of extroversion (Y_2).

1. Reading Comprehension Mastery of Introversion

The researcher gave the test to the students in introversion class is post-test. Based on the students' answer in post-test, the researcher has calculated the students' score. The total score of introversion class in post-test was 2380 with highest score was 96 and lowest score was 62. The students mean score was 79.7 median was 79.8 modus was 78.2, range was 34, interval was 7, standard deviation was 6.84. The calculation can be seen in appendix 16. Then, the researcher drawn the table sum in the following:

Table.11 The Resume of Reading Mastery Introversion Class

| | |
|--------------------|------|
| Total | 2380 |
| Highest score | 96 |
| Lowest score | 62 |
| Mean | 79.7 |
| Median | 79.8 |
| Modus | 78.2 |
| Range | 34 |
| Interval | 7 |
| Standard deviation | 6.84 |

The calculation of the frequency distribution of the students' score in introversion class can be applied into table frequency distribution as follow:

Table.12 Frequency Distribution of Reading Introversion Class

| No | Interval | Mid-Point | F | Percentages |
|--------|----------|-----------|----|-------------|
| 1 | 62 – 68 | 65 | 2 | 6.67% |
| 2 | 69 – 75 | 72 | 5 | 16.67% |
| 3 | 76 – 82 | 79 | 13 | 43.33% |
| 4 | 83 – 89 | 86 | 8 | 26.66% |
| 5 | 90 – 96 | 93 | 2 | 6.67% |
| Jumlah | | | 30 | 100% |

From the table above, it can be concluded that the most students are in interval 76 – 82 (13 students /43.33%). The least of students is 62 – 68 (2 students/ 6,67%) and interval 90 – 96 (2 students/ 6.67%). Clear description of the data is presented in histogram on the following figure:

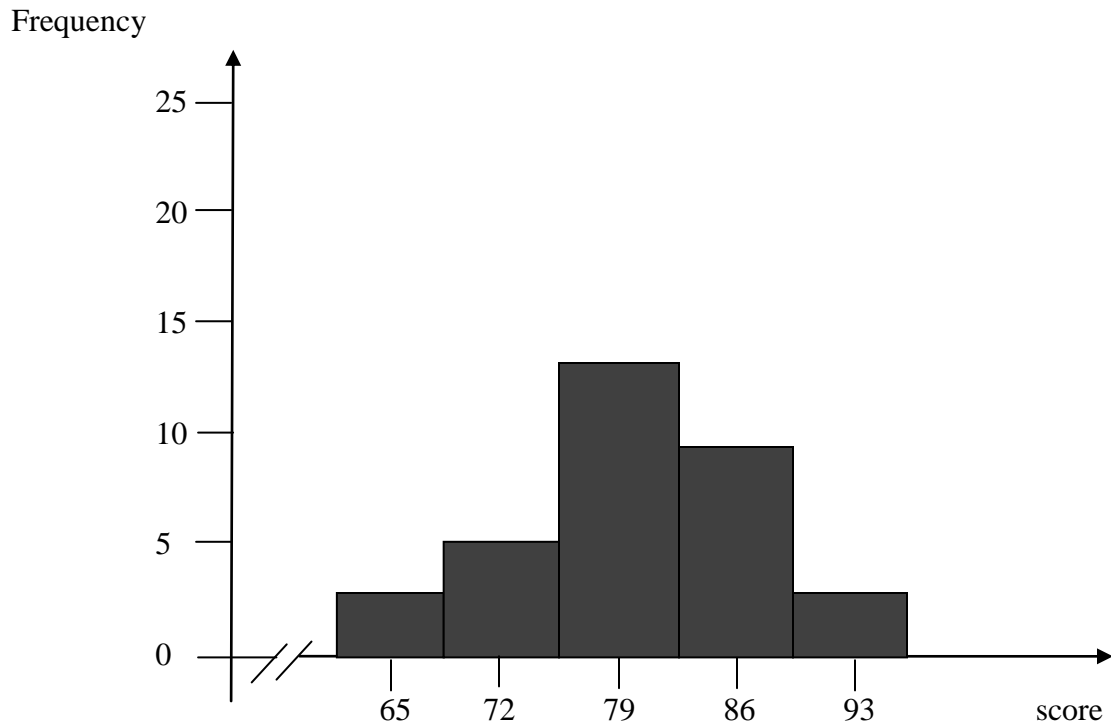


Figure.1 Students' Score Reading Introversion Class

Based on the figure above, the frequency of students' score from 62 up to 68 was 2; 69 up to 75 was 5; 76 up to 82 was 13; 83 up to 89 was 8; 90 up to 96 was 2.

2. Reading Comprehension Mastery of Extroversion

The researcher also gave the test to the students in extroversion class. Based on the students' answer, the researcher has calculated the students' score. The total score of extroversion class in was 2143 with highest score was 88 and lowest score was 54. The students mean score was 71.23, median was 71.23, modus was 70.68, range was 34, interval was 7, standard deviation was

6.63. The calculation can be seen in appendix 17. Then, the researcher drawn the table sum in the following:

Table.13 Score of Reading Mastery Extroversion Class

| | |
|--------------------|-------|
| Total | 2143 |
| Highest score | 88 |
| Lowest score | 54 |
| Mean | 71.23 |
| Median | 71.23 |
| Modus | 70.68 |
| Range | 34 |
| Interval | 7 |
| Standard deviation | 6.63 |

The calculation of the frequency distribution of the students' score in extroversion class can be applied into table frequency distribution as follow:

Table.14 Frequency Distribution of Reading Mastery of Extroversion

| No | Interval | Mid-Point | F | Percentages |
|--------|----------|-----------|----|-------------|
| 1 | 54 – 60 | 57 | 2 | 6.67% |
| 2 | 61 – 67 | 64 | 5 | 16.66% |
| 3 | 68 – 74 | 71 | 15 | 50% |
| 4 | 75 – 81 | 78 | 6 | 20% |
| 5 | 82 – 88 | 85 | 2 | 6.67% |
| Jumlah | | | 30 | 100% |

From the table above, it can be concluded that the most students are in interval 68 – 74 (15 students /50%). The least of students is interval 54 – 60 (2 students/6.67%) and interval 82 – 88 (2 student/6.67%). Clear description of the data is presented in histogram on the following figure:

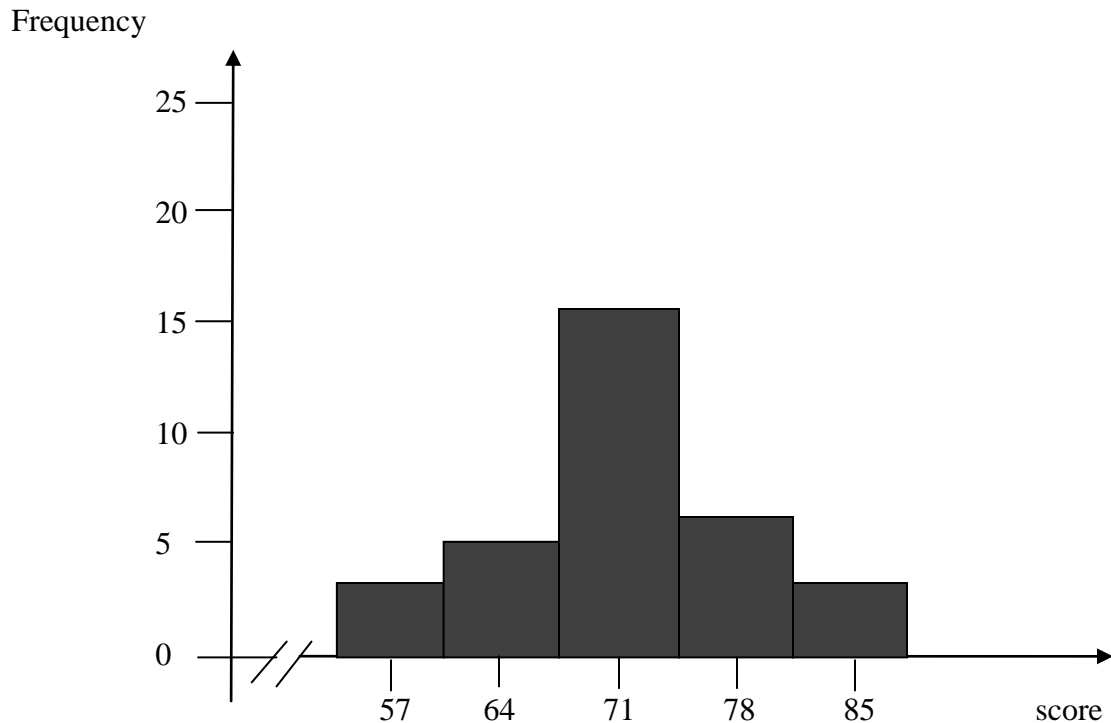


Figure.2 Students' Score of Reading Extroversion Class

Based on the figure above, the frequency of students' score from 54 up to 60 was 2; 61 up to 67 was 5; 68 up to 74 was 15; 75 up to 81 was 6; 82 up to 88 was 2.

3. Description of Comparison Score Reading Mastery of Introversion and Reading Mastery of Extroversion

In post test, the researcher gave the test to introversion class and extroversion class. By giving post test to both of the classes the researcher knew the differences between students' ability in reading comprehension mastery. Based on the students result in post test, the researcher has calculated

the students' score and made a comparison score of students' ability in reading comprehension mastery.

Introversion class consisted of 30 students and the extroversion class also consisted of 30 students. The comparison score of students result in post test can be seen in the table below:

Table.15 Comparison Score of Students Reading Comprehension Mastery of Introversion Class and Extroversion Class

| Reading Mastery of Introversion | | | | |
|--|----------|-----------|----|-------------|
| No | Interval | Mid-Point | F | Percentages |
| 1 | 62 – 68 | 65 | 2 | 6.67% |
| 2 | 69 – 75 | 72 | 5 | 16.67% |
| 3 | 76 – 82 | 79 | 13 | 43.33% |
| 4 | 83 – 89 | 86 | 8 | 26.66% |
| 5 | 90 – 96 | 93 | 2 | 6.67% |
| Reading Mastery of Extroversion | | | | |
| No | Interval | Mid-Point | F | Percentages |
| 1 | 54 – 60 | 57 | 2 | 6.67% |
| 2 | 61 – 67 | 64 | 5 | 16.66% |
| 3 | 68 – 74 | 71 | 15 | 50% |
| 4 | 75 – 81 | 78 | 6 | 20% |
| 5 | 82 – 88 | 85 | 2 | 6.67% |

In order to get description of the data clearly and completely, the researcher presents it in histogram on the following figure:

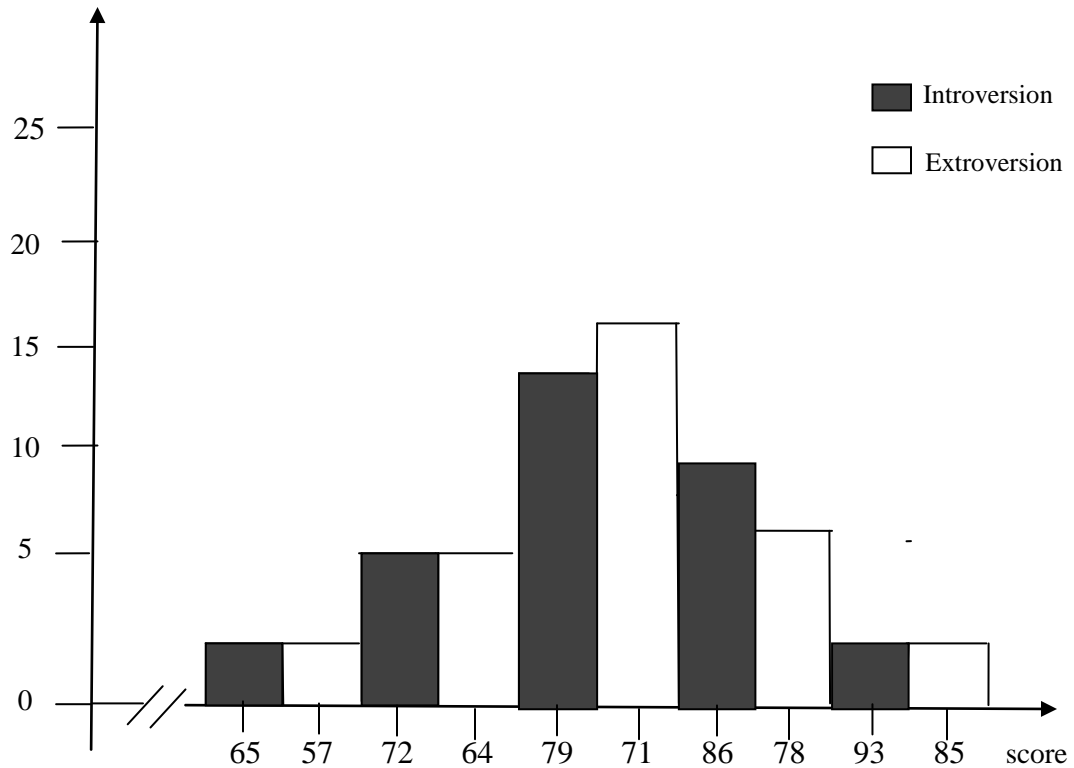


Figure.3 Comparison Score Introversion and Extroversion Class

From the table above, it can be concluded that introversion, interval 62 – 68 (2 students/6.67%) same with extroversion interval 54 – 60 (2 students/6.67%). Interval 69 – 75 (5 students/16.67%) same with extroversion interval 61 – 67 (5 students/16.67%). After that, interval of introversion 76 – 82 (13 students/43.33%) different with extroversion 68 – 74 (15 students/50%). Interval 83 – 89 (8 students/26.66%), extroversion 75 – 81 (6 students/20%). The last introversion, 90 – 96 (2 students/6.67%) and also extroversion 82 – 88 (2 students/6.67%).

B. Testing of Hypothesis

Requirement Test

Table.16 Normality and Homogeneity Data X and Data Y

| Class | Normality Test | | Homogeneity Test | |
|------------|--------------------|--------------------|--------------------|--------------------|
| | t_{count} | t_{table} | f_{count} | f_{table} |
| Data Y_1 | 9.85 | 9.488 | 1.278 < 2.000 | |
| Data Y_2 | 7.10 | 9.488 | | |

Based on the table above, the score of data $Y_1 = 9.85 > 9.488$, $Y_2 7.10 < 9.488$ with $n = 60$ and real level $\alpha 0.05$. It means that data Y_1 were distributed not normal and Y_2 distributed were normal. It can be seen in appendix 18. The coefficient of Y $F_{\text{count}} = 1.278$ was compared with F table = 2.000. Where F_{table} was determined at real $\alpha 0.05$, and the different numerator $dk = N-1 = 60-2 = 58$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.000$ It showed that $F_{\text{count}} 1.278 < F_{\text{table}} 2.000$. It shows that both variable Y_1 and Y_2 were homogeneous. The calculation can be seen on the appendix 19.

The data would be analyzed to prove the hypothesis. Hypothesis testing aims to determine the comparative between introversion and extroversion on students' reading comprehension of SMK N1 Panyabungan by using of U-test.

The calculation can be seen on the appendix 21. The result of U-test was as follow:

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_1 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

$$\begin{aligned} U_1 &= 30 \cdot 30 + \frac{30(30+1)}{2} - 463 \\ &= 900 + 465 - 463 \\ &= 902 \end{aligned}$$

$$\begin{aligned} U_2 &= 30 \cdot 30 + \frac{30(30+1)}{2} - 1254 \\ &= 900 + 465 - 1254 \\ &= 111 \end{aligned}$$

H_a : There is any different between introversion and extroversion on students' reading comprehension at grade XI SMK N 1 Panyabungan.

H_0 : There is no any different between introversion and extroversion on students' reading comprehension at grade XI SMK N 1 Panyabungan.

It was found that $U_2 < U_1$ ($111 < 902$), Because U_2 smaller than U_1 so to compare with U table used U_2 . Based on table with α 0.025 became 0.05, $n_1 = 30$, $n_2 = 30$ that U table = 317. It was found that $U_{count} = 111$ reseacher found that $U_{table} = 317$, cause $U_{count} < U_{table}$ ($111 < 317$). It means that H_a was accepted, it means that there was a significant difference average between introversion and extroversion. It can be concluded that there was a significant

differences between the ability of the grade XI students of SMK Negeri 1 Padangsidimpuan in reading comprehension mastery by introversion and extroversion.

C. Discussion

Introversion is people spend more time for writing and reading, busy alone, avoid interaction with peoples and introvert people is quiet people, shyness. According to Griffiths Introvert learners display more advantages in cognitive academic language ability, because they spend more time in reading and writing.¹ They more like alone for everything or need one or two friends. Extroversion is peoples more like to interaction with many people, have many friends, confident peoples, like speak or talk and also friendly peoples. According to Eysenk said that extrovert people hate to reading or studying by them, introvert more like books rather than peoples.²

Extroverts are motivated from without and their attention is directed outward. They are people appear relaxed, confident.³ Both of personality can affect to learn of students and after did the research, the researcher discussed the result and compared it with result in research related findings:

The first is Pazhuhesh “*The Relation Between Extroversion/Introversion and Reading Comprehension among EFL Iranian students*”. The concluded

¹ Wang xinyan, On Factor Influencing EFL Learning Strategies. *Studies literature and Language*, 10. 1., p. 29.

²Narges Forouzan, *The Effect of Self Directed Learning Strategies On Introvert and Extrovert Iranian EFL learners' Reading Comprehension*,9.2. 2015. p. 105.

³Zafar, *A Study on The Realationship Between Extroversion-Introversion and Risk Taking in The Context of Second Language Aqcuisition*,1.1. 2012. p. 34.

that introvert students were more successful than their extravert counterparts. Introversion score 68.07 and extroversion score 53.41.⁴

The second Yasin Nurianfar, Akbar Azizi Far and Habib Gowhary “*The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in Province, Iran*”. The concluded the result of independent samples t-test analysis showed that there was a significant difference between the mean score of extroverted group and mean score of introverted group. The descriptive statistics also showed that the mean scores of the extroverted group were greater than that of introverted group. Introversion score (M=17.28) and extroversion (M=21.16)⁵

Finally Amir Reza, where his journal with the title” *The Effect of Self Directed Learning Strategies On Introvert and Extrovert Iranian EFL Learners’ Reading Comprehension*” he found that SDL strategies have more significant effect on introvert rather than extrovert Iranian EFL learners’ reading comprehension. Introvert score 77.77 and extrovert score 73.94

Meanwhile in this research, it was found that U test is 111. This result showed that there are significant differences between introversion and extroversion. Where in this research, introvert personality was more dominant than extrovert personality that proved by X_1 introversion $79.70 > X_2$

⁴Maryam Bijami, “Do Personality Traits Predict Academic Writing Ability? an EFL Case Study”, 1.2, 2012, p. 147.

⁵Yasin Nurianfar, *The Analysis of Reading Strategies used by Extrovert and Introvert Intermediate Students in ilam Province, Iran, journal*, 3.12., 2014. p. 140.

extroversion 71.23. It showed that the result of researcher suitable with theory previous that personality can affect to learn of students. One of them is introvert and extrovert.

So, from the description above can be concluded that introvert and extrovert kinds of personality of student had affected learn of student. But, the focus of the researcher here is in comparing those two of personality introvert and extrovert, which one is better ability of students in reading comprehension. So, the researcher interested to make the research about “*The Comparative Study between Introversion and Extroversion on Students’ Reading Comprehension at Grade XI SMK Negeri 1 Panyabungan*”. Then, the result introvert personality is higher than extrovert personality. It is proved by the mean score of extrovert is lower than mean score of introvert.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of research work, the research came to describe the data as follows:

1. Reading comprehension mastery of introversion at the grade XI of SMK Negeri 1 Panyabungan was getting mean score were 79.70.
2. Reading comprehension mastery of extroversion at the grade XI of SMK Negeri 1 Panyabungan was getting mean score were 71.23.
3. From the calculation of U_{count} and U_{table} , $U_2 < U_1$ ($111 < 902$), Because U_2 smaller than U_1 so to compare with U table used U_2 . Based on table with α 0.025 became 0.05, $n_1 = 30$, $n_2 = 30$ that U table = 317. It was found that $U_{\text{count}} = 111$ reseacher found that $U_{\text{table}} = 317$, cause $U_{\text{count}} < U_{\text{table}}$ ($111 < 317$). It means that H_a was accepted, it means that there was a significant difference average between introversion and extroversion. It can be concluded that there was a significant differencess between the ability of the grade XI students of SMK Negeri 1 Padangsidimpuan in reading comprehension mastery by introversion and extroversion. From the result of mean score between both of introversion and extroversion, it can be said that reading comprehension of introversion was better than reading comprehension of extroversion.

B. Suggestion

Here, the researcher gave information as follows:

1. Headmaster of SMK N 1 Panyabungan to support to all English teachers to teach well and provide facilities involves with learning English.
2. English teachers should know the personality of students to make learning process well and success.
3. Other researchers, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of reading mastery. In order to motivate readers more critics and consider whatever they read.

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Appendix 1 & 2

ANGKET TENTANG PERBANDINGAN ORANG YANG PASIF (PENDIAM) DAN ORANG YANG AKTIF (BANYAK BICARA) DALAM PEMAHAMAN MEMBACA BAHASA INGGRIS SISWA

Nama :

Kelas/Semester :

Hari/ Tanggal :

A. Pengantar

1. Angket ini diberikan kepada siswa hanya untuk mendapatkan informasi dari siswa sesuai dengan penelitian tentang **“The Comparative Study Between Introversion and Extroversion on Students’ Reading Comprehension Mastery at Grade XI SMK N 1 Panyabungan”**.
2. Informasi yang diperoleh dari anda sangat berguna bagi sipeneliti untuk menganalisis tentang perbandingan orang yang pendiam (pasif) dan banyak bicara (aktif) dalam penguasaan membaca siswa.
3. Partisipasi anda memberikan informasi yang sangat kami harapkan.
4. Jawaban anda tidak mempengaruhi nilai bhasa Inggris anda, jawablah dengan jujur sesuai dengan keadaan anda.

B. Petunjuk Pengisian

1. Baca dan pahamiilah setiap pernyataan dengan baik
2. Pertimbangkan jawaban anda, dan pilihlah salah satu jawaban yang paling sesuai dengan keadaan anda dari setiap pernyataan, lalu berikan tanda ceklis (√) pada kolom yang tersedia.

Keterangan pilihan Jawaban :

SL : Selalu

SR : Sering

KD : Kadang – Kadang

JR : Jarang

TP : Tidak Pernah

| No | Pernyataan | SL | SR | KD | JR | TP |
|----|---|----|----|----|----|----|
| 1 | Saya lebih suka percakapan satu-satu daripada berkelompok di dalam kelas | | | | | |
| 2 | Saya tidak suka percakapan satu-satu di dalam kelas | | | | | |
| 3 | Saya adalah orang yang pendiam dalam kelas | | | | | |
| 4 | Saya bukan orang yang pendiam dalam kelas tetapi saya aktif berbicara | | | | | |
| 5 | Saya senang sendirian tanpa orang lain | | | | | |
| 6 | Saya tidak senang sendirian dan saya senang berinteraksi dengan teman yang lain. | | | | | |
| 7 | Saya merasa malu ketika persentasi di kelas | | | | | |
| 8 | Saya tidak malu ketika persentasi di kelas dan saya orang pemberani | | | | | |
| 9 | Orang kadang berpikir saya misterius, menyendiri atau tenang | | | | | |
| 10 | Saya bukan orang yang misterius, menyendiri atau tenang, tetapi saya memiliki banyak teman dan saling tukar pikiran | | | | | |
| 11 | Saya suka merayakan ulang tahun kecil-kecilan, dengan hanya satu atau dua teman dekat atau anggota keluarga | | | | | |
| 12 | Saya tidak suka merayakan ulang tahun kecil-kecilan, dengan hanya satu atau dua teman dekat atau anggota keluarga | | | | | |
| 13 | Saya senang mendengarkan music ketika belajar | | | | | |
| 14 | Saya tidak senang mendengarkan music ketika belajar | | | | | |
| 15 | Saya senang membaca buku dan sering pergi ke perpustakaan | | | | | |
| 16 | Saya tidak suka membaca buku dan jarang pergi ke perpustakaan | | | | | |
| 17 | Saya sering lebih memilih untuk mengekspresikan diri saya dengan menulis | | | | | |
| 18 | Saya tidak suka untuk mengekspresikan diri saya dengan menulis, tetapi saya suka berpidato bahasa inggris | | | | | |
| 19 | Saya tidak suka berbagi tugas dengan teman sekelas | | | | | |
| 20 | Saya suka berbagi tugas dengan teman sekelas | | | | | |
| 21 | Saya merasa gelisah ketika menjelaskan didepan kelas | | | | | |
| 22 | Saya tidak gelisah ketika menjelaskan didepan | | | | | |

| No | Pernyataan | SL | SR | KD | JR | TP |
|----|---|----|----|----|----|----|
| | kelas | | | | | |
| 23 | Saya memiliki motivasi sendiri untuk belajar | | | | | |
| 24 | Saya tidak memiliki motivasi sendiri untuk belajar | | | | | |
| 25 | Saya mudah lelah setelah diskusi dalam kelas | | | | | |
| 26 | Saya tidak mudah lelah setelah diskusi dalam kelas | | | | | |
| 27 | Saya sangat berhati-hati dalam mengerjakan sesuatu | | | | | |
| 28 | Saya tidak berhati-hati dalam mengerjakan sesuatu | | | | | |
| 29 | Orang mengatakan bahwa saya adalah seorang yang bijaksana | | | | | |
| 30 | Orang mengatakan bahwa saya bukanlah seorang yang bijaksana | | | | | |
| 31 | Saya sering merasa tidak nyaman di lingkungan baru | | | | | |
| 32 | Saya merasa nyaman di lingkungan baru | | | | | |
| 33 | Saya cenderung berpikir sebelum saya berbicara dalam kelas | | | | | |
| 34 | Saya tidak berpikir sebelum saya berbicara dalam kelas | | | | | |
| 35 | Saya adalah seorang yang kreatif dan juga imajinatif | | | | | |
| 36 | Saya tidak kreatif dan juga imajinatif | | | | | |
| 37 | Saya senang bekerja sendiri atau dengan hanya satu orang teman | | | | | |
| 38 | Saya tidak senang bekerja sendiri tetapi saya bekerja dengan banyak teman | | | | | |
| 39 | Saya aktif dalam beberapa kegiatan disekolah | | | | | |
| 40 | Saya tidak aktif dalam kegiatan disekolah | | | | | |

Padangsidimpuan, 2017
VALIDATOR

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Appendix 3

INTROVERT GROUP

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK NEGERI 1 PANYABUNGAN
Kelas/Semester : XI/1
Subjek : Bahasa Inggris
Jenis Teks : Text Fungsional
Aspek/Skill : Membaca / *Reading*
Alokasi Waktu : 1 x 45 menit (1x pertemuan)

A. Standar Kompetensi

1. Memahami makna dalam esei pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

C. Indikator

1. Siswa mampu menentukan topik sentence
2. Siswa mampu menentukan mine idea dari teks
3. Siswa mampu memahami makna-makna tertentu dari sebuah kata
4. Siswa mampu mengambil informasi penting dari teks
5. Siswa mampu membuat kesimpulan dari teks
6. Siswa mampu memahami vocabulary and grammar dari teks

D. Tujuan Pembelajaran

1. Siswa dapat lebih mudah memahami teks bacaan
2. Siswa dapat memprediksi apa yang akan dihadapi oleh mereka dalam teks bacaan

E. Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
Rasa hormat dan perhatian (*Respect*)
Tekun (*Diligence*)

F. Materi Pembelajaran

1. Text fungsional

G. Metode Pembelajaran

1. Explanation

H. Langkah-Langkah Kegiatan

1. KegiatanAwal

- a. Guru membuka kelas dengan mengucapkan salam.
- b. Mempersilahkan siswa untuk membaca do'a belajar sesuai agama dan kepercayaan masing-masing.
- c. Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. KegiatanInti

- a. Fokus kepada pertanyaan dan topik
 - i. Guru memberi text kepada siswa mencari topik dengan focus kepada pertanyaan
 - ii. Siswa membaca pertantaanya dan focus mencari informasi dari teks sesuai dengan pertanyaan.
- b. Skim reading
 - i. Guru menyeruh siswa menskimming text untuk memecahkan pertanyaan dan memahami teks.

- ii. Siswa mencari informasi dengan cara menskimming teks.
- c. Preview
 - i. Apabila siswa belum dapat memecahkan pertanyaan dan memahami teks dengan cara diskimming, guru menyuruh siswa mempriview text, yaitu membaca bagian pertama dan bagian terakhir paragraf.
 - ii. Siswa membaca bagian pertama dan terakhir paragraf.
- d. Immersion
 - i. Apabila siswa belum dapat memecahkan pertanyaan dan memahami text dengan cara menskimming dan menpriview text, guru menyuruh siswa untuk melakukan immersion, yaitu membaca keseluruhan text dan memahami isi dari text tersebut.
 - ii. Siswa membaca keseluruhan text dan memahami isi dari text tersebut.

3. Kegiatan Penutup

- a. Siswa diberi umpan balik atas kegiatan hari ini.
- b. Guru mengumpulkan tugas yang telah dikerjakan siswa.

I. Media dan Sumber Belajar

- 1. Buku yang berkaitan
- 2. Spidol / Pencil berwarna
- 3. Kamus
- 4. Papan tulis
- 5. Kertas

J. Penilaian

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen Soal |
|--|-------------------------|-------------------------|-----------------------|
| 1. The topic of the text | Tes Tulis | Multiple Choice | <i>Read the</i> |
| 2. The main idea | | | <i>text Then</i> |
| 3. Vocabulary | | | <i>answer</i> |
| 4. Grammar | | | <i>the</i> |

| | | | |
|-------------------------------|--|--|------------------|
| 5. Finding The Information | | | <i>question!</i> |
| 6. Deciding The conclusion | | | |

Panyabunagan,

2017

Guru Bahasa Inggris

Researcher

Hj.Masdalifah, S.Pd

**Tri Nila Suryani
Nim. 13 340 0071**

Appendix 4

EXTROVERT GROUP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMK NEGERI 1 PANYABUNGAN
Kelas/Semester : XI/1
Subjek : Bahasa Inggris
Jenis Teks : Text Fungsional
Aspek/Skill : Membaca / *Reading*
Alokasi Waktu : 1 x 45 menit (1x pertemuan)

K. Standar Kompetensi

2. Memahami makna dalam esei pendek sederhana untuk berinteraksi dengan lingkungan sekitar

L. Kompetensi Dasar

- 2.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

M. Indikator

7. Siswa mampu menentukan topik sentence
8. Siswa mampu menentukan mine idea dari teks
9. Siswa mampu memahami makna-makna tertentu dari sebuah kata
10. Siswa mampu mengambil informasi penting dari teks
11. Siswa mampu membuat kesimpulan dari teks
12. Siswa mampu memahami vocabulary and grammar dari teks

N. Tujuan Pembelajaran

3. Siswa dapat lebih mudah memahami teks bacaan
4. Siswa dapat memprediksi apa yang akan dihadapi oleh mereka dalam teks bacaan

O. Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
Rasa hormat dan perhatian (*Respect*)
Tekun (*Diligence*)

P. Materi Pembelajaran

2. Text fungsional

Q. Metode Pembelajaran

2. Explanation

R. Langkah-Langkah Kegiatan

4. Kegiatan Awal

- d. Guru membuka kelas dengan mengucapkan salam.
- e. Mempersilahkan siswa untuk membaca do'a belajar sesuai agama dan kepercayaan masing-masing.
- f. Guru menjelaskan tujuan pembelajaran yang akan dicapai

5. Kegiatan Inti

- e. Fokus kepada pertanyaan dan topik
 - iii. Guru memberi text kepada siswa mencari topik dengan focus kepada pertanyaan
 - iv. Siswa membaca pertanyaanya dan focus mencari informasi dari teks sesuai dengan pertanyaan.
- f. Skim reading
 - i. Guru menyeruh siswa menskimming text untuk memecahkan pertanyaan dan memahami teks.

- ii. Siswa mencari informasi dengan cara menskimming teks.
- g. Preview
 - i. Apabila siswa belum dapat memecahkan pertanyaan dan memahami teks dengan cara diskimming, guru menyuruh siswa mempriview text, yaitu membaca bagian pertama dan bagian terakhir paragraf.
 - ii. Siswa membaca bagian pertama dan terakhir paragraf.
- h. Immersion
 - i. Apabila siswa belum dapat memecahkan pertanyaan dan memahami text dengan cara menskimming dan menpriview text, guru menyuruh siswa untuk melakukan immersion, yaitu membaca keseluruhan text dan memahami isi dari text tersebut.
 - ii. Siswa membaca keseluruhan text dan memahami isi dari text tersebut.

6. Kegiatan Penutup

- c. Siswa diberi umpan balik atas kegiatan hari ini.
- d. Guru mengumpulkan tugas yang telah dikerjakan siswa.

S. Media dan Sumber Belajar

- 6. Buku yang berkaitan
- 7. Spidol / Pencil berwarna
- 8. Kamus
- 9. Papan tulis
- 10. Kertas

T. Penilaian

| Indikator Pencapaian Kompetensi | Teknik Penilaian | Bentuk Instrumen | Instrumen Soal |
|---------------------------------|------------------|------------------|------------------|
| 7. The topic of the text | Tes Tulis | Multiple Choice | <i>Read the</i> |
| 8. The main idea | | | <i>text Then</i> |
| 9. Vocabulary | | | <i>answer</i> |
| 10. Grammar | | | <i>the</i> |

| | | | |
|--------------------------------|--|--|------------------|
| 11. Finding The Information | | | <i>question!</i> |
| 12. Deciding The conclusion | | | |

Panyabunagan,

2017

Guru Bahasa Inggris

Researcher

Hj.Masdalifah, S.Pd

**Tri Nila Suryani
Nim. 13 340 0071**

Appendix 5

Instrument Reading Test

Nama :

Kelas :

Instruction: choose the correct answer by crossing (X) a, b, c, or d!

Text 1

Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you are eating.

Chocolate starts so with a tree called the cocoa tree. This tree grows in eutorial regions, especially in places such us Shouth America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to chocolate maker. The chocolate maker stars by roasting the beans to bring out the flavour. Diffrent beans from diffrent places have diffrent qualities and flavour, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beands are winnowed. Winnowing removes the meat nib of the cocoa bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it liquid. Its tastes bitter. All seeds contain some amounts of fat, and cacao beans are not diffrent. However, cocoa beans are half-fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

Answer the following questions based on the text

1. What does the text talk about?
 - a. Cocoa tree
 - b. Chocolate
 - c. How to make chocolate
 - d. Shouth America
2. The main idea of paragraph 1 is....
 - a. The amazing wold of chocolate
 - b. This article
 - c. What are you eating
 - d. How people make chocolate
3. "You are eating". The sentence use tenses ...
 - a. Present tense
 - b. Continuous tense
 - c. Past Tese
 - d. Future tense
4. "This tree in eutorial regions"
 - a. Grows
 - b. Tall
 - c. Grow
 - d. Small
5. Where do chocoa trees grow?
 - a. Jakarta, Surabaya, Jambi
 - b. America, Arab, Jerman
 - c. South America, africa, and Indonesia
 - d. California

6. The beans fermented for about a week.
 - a. Am
 - b. Are
 - c. Is
 - d. Was
7. Inside the fruit are the tree's seeds. The antonym of underline word is ...
 - a. Outside
 - b. Beside
 - c. Outdoor
 - d. Based
8. What are found inside the cacao fruit?
 - a. Pineapple
 - b. Coconut
 - c. Grape
 - d. Seed
9. The second paragraph tell us about
 - a. Chocolate starts so with a tree called the cocoa trees
 - b. This tree grows in eutorial regions
 - c. The cacao tree produces a fruit about the size of a small pineapple.
 - d. Inside the fruit are the tree's seeds, also known as cocoa beans.
10. Why does a chololate make start by roasting the beans?
 - a. To make chocolate
 - b. Make the diffrent
 - c. To bring out the flavour
 - d. Sorted and blended
11. What do cacao trees produce?
 - a. Chess
 - b. Chocolate
 - c. Burger
 - d. Cake
12. How long are the beans fermented?
 - a. 1 year
 - b. Two weeks
 - c. A week
 - d. Five week
13. ".....So the are often sorted and blended to prouce....."
The underline word is closest in meaning to
 - a. Selected
 - b. Looked
 - c. Audit
 - d. Leave
14. What is the conclussion of the text?
 - a. Choclote start from cocoa tree
 - b. Roasting the cocoa tree
 - c. Cocoa beans
 - d. Make chocolate

Text 2

One day a lion slept in the jungle. A tiny mouse ran over the lions head and down his nose. The lion awoke with load roar. He was very angry. The lions opened his huge jaws the mouse.

"pardon me , O kind, i beg of you"cried the frightened mouse. "if you will only forgive me this time, I shall never fotget your kindness. I meant no harm and I certainly didn;t want to distrub your majesty. If you will spre ma live, perhaps I may be able odo you a good turn, too. "The Lion began to laugh, laugh, and laughed." How cold a tiny creature like you ever do anything t help me? And the shook with laughter. "Oh wel, " he shrugged, looking down at the frightened mouse, " you are not so much meal any way. "He took his paw off the poor little prisoner and the mouse quickly anything scampered away. Sometimes after this, some hunters, trying to capture the lion alive. They set up rope nets in the jungle. The tiny mouse heard the Lion's roars. "that my be who once freed me, "he said, remembering his promise. And he ran to see wheter he could help.

Discovering the sad state the Lion was in, the mouse said to him, “stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’ll get you out this trap.

With his sharp little teeth the mouse gnawed at the ropes until they broke. The lion was stepped out of the net and was free. Then the mouse said, ” now, I was not right?”. “Thank you, good mouse”, said Lion gently. “You did help me even though I’m big and you so little I see now what kindness is always worth while”.

Answer the following questions based on the text

15. The text tell the story of

 - a. Lion
 - b. Mouse
 - c. King of forest
 - d. Lion and Mouse

16. What is the moral lesson from this text

 - a. Don’t look someone because of his clothes
 - b. It’s best to prepare for the days of necessity
 - c. Common people may prove great ones
 - d. United we stand, divided we fall

17. “Pardon me, O king, I beg of you” cried the fridhtened Mouse. The word “king” refers to

 - a. The Lion
 - b. The king
 - c. The tree
 - d. The mouse

18. To tell the story, writer use....

 - a. Simple past tense
 - b. Simple present tense
 - c. Simple continouse tense
 - d. Perpect tense

19. “The Lions opened his huge jaws to the mouse” antonym word?

 - a. Tiny
 - b. Enermouse
 - c. Expensive
 - d. Little

20. At the end of story, lion

 - a. Say thanks to the mouse
 - b. Killing by the hunter
 - c. Eat the mouse
 - d. Kill the hunter

21. From the text concluded that...

 - a. Mouse help the Lion
 - b. Lion eat the hunter
 - c. Lion help the mouse
 - d. Lion wasn’t trap

22. The first paragraph tells us about ...

 - a. A lion slept in the jungle
 - b. Eat the mouse
 - c. Lion eat the hunter
 - d. A tiny mouse

23. The second paragrap tell us about....

 - a. Lion
 - b. King of forest
 - c. Mouse
 - d. Lion and Mouse

24. I’ll get you out this trap. The sentence use tenses ...

 - a. Present tense
 - b. Continuous tense
 - c. Past Tese
 - d. Future tense

25. What is the topic of the text?

 - a. A lion slept in the jungle
 - b. The Lion opened his huge jaws to the mouse
 - c. The Lion began to laugh, laugh and lauhged

- d. The Lion awoke with loud roar
26. What the mouse said to Lion?
- Stop, stop! You must not roar
 - Now, I was not right
 - You did help me even though I'm big and you so little I see now what kindness is always worth while
 - If you will only forgive me this time, I shall never forget your kindness

Text 3

I believe that a friend is an angel who lifts us off our feet when our wings have trouble remembering how to fly. It means that our friends are people who will always be there for us any time we need them. I'm so lucky because I have three best friends. They are Firsty, Ronald, Jonathan. We have known each other since we were four years old. We met in the kindergarten. We do everything together our motto is "united we stand, divided we fall" it means "together we are stronger". Now, let me introduce my friends one by one.

First, the youngest among us because she was born in December. We call her "the sweetie firsty". Her father is French. She is tall and slim. She's about 171 cm. She has long straight hair. The sweetie Firsty" is a cheerful, confident, and determined girl. However, she is a little bit careless and stubborn. She has many cats in her house. There are about nine cats. She loves them all. One of her favorites is a little orange cat. She calls her "Shinny"

Ronald's nick name is Ron, most of the girls in my school love and adore him. There's no doubt about his looks. We call him "the charming Ron". His height is 176 cm. Ron has straight hair and a perfect face. Next Jonathan's nick name is Jo. He is plump. He's about 168 cm tall. His weight is 80 kg. That's why we call him "The Big Jo". He has a round face with brown eyes.

About me? Well. My name is Hana. I'm the shortest one among them. I'm about 160 cm tall. My friends call me "The Chubby Hana" because I also have a chubby cheek. Most people, even my parents say that I'm a careful, generous and diligent person. I love painting. I spend much time in my small studio just painting. That's all about me and my friends of mine. Even though we are quite different, we love each other and will keep this relationship for good.

Answer the following questions based on the text

27. What is the topic of the text?
- My very best friend
 - My best friend angel
 - My best friend forever
 - My life and my best friend
28. What is the main idea of the first paragraph?
- I believe that a friend is an angel
 - I believe that a friend is interesting
 - I believe that a friend is beautiful
 - I believe that a friend is amazing
29. He is "charming" (in the third paragraph). The underlined word is synonymous with
- Kind
 - Shines

- the synonym of underline word is ...
- a. Humorist
 - b. Bad
 - c. Crazy
 - d. Clever
43. She long straight hair
- a. Have
 - b. Has
 - c. was
 - d. Were
44. Who is the nickname of Jonathan?
- a. Ron
 - b. Nald
 - c. Roi
 - d. Jo
45. We known each other since we were four years old
- a. Has
 - b. Have
 - c. haven't
 - d. Could
46. Ron has straight hair. The sentence use tenses....
- a. Simple present
 - b. Future tense
 - c. Past tense
 - d. Perfect tense
47. I think that friend is angel
- a. An
 - b. A
 - c. the
 - d. There
48. Jonathan's nick name is Jo.
The mean of underline word is ...
- a. Call name
 - b. Last name
 - c. First name
 - d. Complex name
49. What their motto from the text?
- a. United we fall, devided we stand
 - b. United we stand, devided we fall
 - c. United we stand, devided we sad
 - d. United we stand, devided we happy
50. The conclusion of the text is ...
- a. A friend is an angel
 - b. We love each other and will keep this realtionship for god
 - c. Dreams becoming a famous
 - d. A friend is enemy

Panyabungan, 14 Agustus 2017

Validator

The Indicators Reading Comprehension Test

| No | Indicators | Items | Number of Items | Score | Total Score |
|--------------|--|--------------|---|--------------|--------------------|
| 1 | Students are able to identify the topic from the text | 3 | 1,25,27 | 2 | 6 |
| 2 | Students are able to identify vocabulary from the text | 10 | 7,13,19,29,31,33,39,40,42,48 | 2 | 20 |
| 3 | Students are able to identify information that needed | 16 | 5,8,10,11,12,15,16,17,20,26,34,36,37,38,44,49 | 2 | 32 |
| 4 | Students are able to identify main idea from the text | 8 | 2,9,22,23,28,30,32,41, | 2 | 16 |
| 5 | Students are able to identify grammar from the text | 10 | 3,4,6,18,24,35,43,45,46,47, | 2 | 20 |
| 6 | Students are able to identify conclusion from the text | 3 | 14,21,50 | 2 | 6 |
| Total | | | | | 100 |

Instrument Reading Test

Nama :

Kelas :

Instruction: choose the correct answer by crossing (X) a, b, c, or d!

Text 1

How to make chocolate

Have you ever wondered how people make chocolate? In this article, we'll enter the amazing world of chocolate, so you can understand exactly what you are eating.

Chocolate starts so with a tree called the cocoa tree. This tree grows in eutorial regions, especially in places such us Shouth America, Africa, and Indonesia. The cacao tree produces a fruit about the size of a small pineapple. Inside the fruit are the tree's seeds, also known as cocoa beans.

The beans are fermented for about a week, dried in the sun and then shipped to chocolate maker. The chocolate maker stars by roasting the beans to bring out the flavour. Diffrent beans from diffrent places have diffrent qualities and flavour, so they are often sorted and blended to produce a distinctive mix. Next, the roasted beands are winnowed. Winnowing removes the meat nib of the cocoa bean from its shell. Then, the nibs are blended. The blended nibs are ground to make it liquid. Its tastes bitter. All seeds contain some amounts of fat, and cacao beans are not diffrent. However, cocoa beans are half-fat, which is why the ground nibs form liquid. It's pure bitter chocolate.

51. The kind of the text is ..

- | | |
|--------------|----------------|
| a. Narrative | c. Descriptive |
| b. Recount | d. Procedure |

52. What does the text talk about?

- | | |
|---------------|--------------------------|
| c. Cocoa tree | c. How to make chocolate |
| d. Chocolate | d. Shouth America |

53. The main idea of paragraph 1 is....

- e. The amazing wold of chocolate
- f. This article

- g. What are you eating
 - h. How people make chocolate
54. "You are eating". The sentence use tenses ...
- c. Present tense
 - c. Past Tese
 - d. Continuous tense
 - d. Future tense
55. "This tree in eutorial regions"
- c. Grows
 - c. Grow
 - d. Tall
 - d. Small
56. Where do chocoa trees grow?
- e. Jakarta, Surabaya, Jambi
 - f. America, Arab, Jerman
 - g. South America, africa, and Indonesia
 - h. California
57. The beans fermented for about a week.
- c. Am
 - c. Is
 - d. Are
 - d. Was
58. Inside the fruit are the tree's seeds. The antonym of underline word is ...
- c. Outside
 - c. Outdoor
 - d. Beside
 - d. Based
59. "A tree called the cocoa tree". The sentence use tenses ...
- c. Present tense
 - c. Past Tese
 - d. Continuous tense
 - d. Future tense
60. What are found inside the cacao fruit?
- c. Pineapple
 - c. Grape
 - d. Coconut
 - d. Seed
61. The other name of seed is
- a. Coconut
 - c. Bean
 - b. Grape
 - d. Pineapple
62. The second paragraph tell us about
- e. Chocolate starts so with a tree called the cocoa trees
 - f. This tree grows in eutorial regions

One day a lion slept in the jungle. A tiny mouse ran over the lions head and down his nose. The lion awoke with load roar. He was very angry. The lions opened his huge jaws the mouse.

“pardon me , O kind, i beg of you”cried the frightened mouse. “if you will only forgive me this time, I shall never fotget your kindness. I meant no harm and I certainly didn;t want to distrub your majesty. If you will spre ma live, perhaps I may be able odo you a good turn, too. “The Lion began to laugh, laugh, and laughed.” How cold a tiny creature like you ever do anything t help me? And the shook with laughter. “Oh wel, “ he shrugged, looking down at the frightened mouse, “ you are not so much meal any way. “He took his paw off the poor little prisoner and the mouse quickly anything scampered away. Sometimes after this, some hunters, trying to capture the lion alive. They set up rope nets in the jungle. The tiny mouse heard the Lion’s roars. “that my be who once freed me, “he said, remembering his promise. And he ran to see wheter he could help.

Discovering the sad state the Lion was in, the mouse said to him, “stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I’II get you out this trap.

With his sharp little teeth the mouse gnawed at the ropes until they broke. The lion was stepped out of the net and was free. Then the mouse said, ” now, I was not right?”. “Thank you, good mouse”, said Lion gently. “You did help me even through I’m big and you so little I see now what kindness is always worth while”.

71. What kind of the text?

- a. Narrative
- b. Recount
- c. Descriptive
- d. Explanation

72. What is the writer’s main purpose in writing the text?

- a. To persuade the readers to do something
- b. To discribe about Lion’s life
- c. To amuse the reader with funny story
- d. To tell past event for the purpose of informing

73. How many chararter in this story?

- a. 2
- b. 5
- c. 4
- d. 8

74. Who are the character?

- a. Lion
- b. Mouse
- c. King of forest
- d. Lion and Mouse

75. The text tell the story of

- c. Lion
- d. Mouse
- c. King of forest
- d. Lion and Mouse

76. How the character of the Lion?

- a. Arrogant
- b. Patient
- c. Confident
- d. Nice

77. What is the moral lesson from this text

- e. Don't look someone because of his clothes
- f. It's best to prepare for the days of necessity
- g. Common people may prove great ones
- h. United we stand, divided we fall

78. "Pardon me, O king, I beg of you" cried the fridhtened Mouse. The word "king" refers to

- c. The Lion
- d. The king
- c. The tree
- d. The mouse

79. To tell the story, writer use....

- c. Simple past tense
- d. Simple present tense
- c. Simple continouse tense
- d. Perpect tense

80. "The Lions opened his huge jaws to the mouse" the underline word means?

- c. Tiny
- d. Enermouse
- c. Expensive
- d. Little

81. What did mouse do to prove his words?

- a. He would never forget the lion
- b. He tried hard to help lion free
- c. He run up and down upon the lion
- d. He asked for apology the king of beast

82. At the end of story, lion
- c. Say thanks to the mouse
 - d. Killing by the hunter
 - c. Eat the mouse
 - d. Kill the hunter
83. From the text concluded that...
- c. Mouse help the Lion
 - d. Lion eat the hunter
 - c. Lion help the mouse
 - d. Lion wasn't trap
84. The first paragraph tells us about ...
- c. A lion slept in the jungle
 - d. Eat the mouse
 - c. Lion eat the hunter
 - d. A tiny mouse
85. The second paragrap tell us about....
- c. Lion
 - d. King of forest
 - c. Mouse
 - d. Lion and Mouse
86. "The Lion open his huge jaws to the mouse" the antonym uderline word is....
- a. Tiny
 - b. Expensive
 - c. Enermouse
 - d. Narrow
87. I'll get you out this trap. The sentence use tenses ...
- e. Present tense
 - f. Continuous tense
 - c. Past Tese
 - d. Future tense
88. What is the topic of the text?
- e. A lion slept in the jungle
 - f. The Lion opened his huge jaws to the mouse
 - g. The Lion began to laugh, laugh and lauhged
 - h. The Lion awoke with load roar
89. What the mouse said to Lion?
- e. Stop, stop! You must not roar
 - f. Now, I was not right
 - g. You did help me even though I'm big and you so little I see now what kindness is always worth while.
 - h. If you will only forgive me this time, I shell never forget your kindness

Text 3

My Very Best Friend

I believe that a friend is an angel who lifts us off our feet when our wings have trouble remembering how to fly. It means that our friends are people who will always be there for us any time we need them. I'm so lucky because I have three best friends. They are Firsty, Ronald, and Jonathan. We have known each other since we were four years old. We met in the kindergarten. We do everything together. Our motto is "united we stand, divided we fall" it means "together we are stronger". Now, let me introduce my friends one by one.

First, the youngest among us because she was born in December. We call her "the sweetie Firsty". Her father is French. She is tall and slim. She's about 171 cm. She has long straight hair. The sweetie Firsty is a cheerful, confident, and determined girl. However, she is a little bit careless and stubborn. She has many cats in her house. There are about nine cats. She loves them all. One of her favorites is a little orange cat. She calls her "Shinny".

Ronald's nick name is Ron, most of the girls in my school love and adore him. There's no doubt about his looks. We call him "the charming Ron". His height is 176 cm. Ron has straight hair and a perfect face. Next Jonathan's nick name is Jo. He is plump. He's about 168 cm tall. His weight is 80 kg. That's why we call him "The Big Jo". He has a round face with brown eyes.

About me? Well. My name is Hana. I'm the shortest one among them. I'm about 160 cm tall. My friends call me "The Chubby Hana" because I also have a chubby cheek. Most people, even my parents say that I'm a careful, generous and diligent person. I love painting. I spend much time in my small studio just painting. That's all about me and my friends. Even though we are quite different, we love each other and will keep this relationship for good.

90. What is the topic of the text?

- e. My very best friend
- f. My best friend angel
- g. My best forever
- h. My life and my best friend

91. What is the main idea of the first paragraph?

- e. I believe that a friend is an angel
- f. I believe that a friend is interesting

- g. I believe that a friend is beautiful
 - h. I believe that a friend is amazing
92. What is the writer's main purpose in writing the text?
- a. To tell about the amazing of friendship
 - b. To tell about the holiday
 - c. To tell about Jonathan
 - d. To tell about Hana
93. He is "cherming" (in the third paragraph). The underline word synonym with
- c. Kind
 - d. Lightning
 - c. Shines
 - d. Glamorizing
94. Who is the cherming?
- a. Hana
 - b. Firsty
 - c. Jonathan
 - d. Ronald
95. I have a very best friend. The subject "I" same with....
- a. Rina
 - b. Jonathan
 - c. Sweety
 - d. Hana
96. The main idea in the second paragraph is
- e. The sweety Firsty is youngest
 - f. Sweety Firsty is older
 - g. Hana is best friend
 - h. Ronald is very kind
97. The word "cheerful" the synonym underline word is
- c. Sadnes
 - d. Happy
 - c. Angry
 - d. Lazy
98. Who is the youngest between them?
- a. Jonathan
 - b. Hana
 - c. Sweety firsty
 - d. Ronald
99. The main idea in the third paragraph is
- e. Ronald's nickname is Ron
 - f. Ronald's nickname is Jo
 - g. Ronald's nickname is Hana

- e. I'm the shortone among them
 - f. I'm the older one among them
 - g. I'm is the best
 - h. I'm the first
110. Who am I in the story?
- a. Jonatha
 - b. Hana
 - c. Firsty
 - d. Ronald
111. He is funny
the synonym of underline word is ...
- c. Humorist
 - d. Bad
 - c. Crazy
 - d. Clever
112. She long straigh hair
- c. Have
 - d. Has
 - c. was
 - d. Were
113. Who is the nickname of Ronald?
- a. Ron
 - b. Nald
 - c. Roi
 - d. Han
114. Who is the nickname of Jonathan?
- c. Ron
 - d. Nald
 - c. Roi
 - d. Jo
115. We known each other since we were four years old
- c. Has
 - d. Have
 - c. haven't
 - d. Could
116. Ron has straight hair. The sentence use tenses....
- c. Simple present
 - d. Future tense
 - c. Past tense
 - d. Perpect tense
117. I think that friend is angel
- c. An
 - d. A
 - c. the
 - d. There
118. Jonathan's nick name is Jo.
The mean of underline word is ...

- c. Call name
- d. Last name
- c. First name
- d. Complex name

119. What their motto from the text?

- e. United we fall, devided we stand
- f. United we stand, devided we fall
- g. United we stand, devided we sad
- h. United we stand, devided we happy

120. The conclusion of the text is ...

- e. A friend is an angel
- f. We love each other and will keep this realtionship for god
- g. Dreams becoming a famous
- h. A friend is enemy

Appendix 6

Key Answer

| | | | | |
|-------|-------|-------|-------|-------|
| 1. C | 11. B | 21. A | 31. B | 41. A |
| 2. D | 12. C | 22. A | 32. A | 42. A |
| 3. B | 13. A | 23. D | 33. A | 43. B |
| 4. A | 14. D | 24. A | 34. A | 44. D |
| 5. C | 15. D | 25. A | 35. B | 45. B |
| 6. B | 16. A | 26. A | 36. A | 46. A |
| 7. A | 17. A | 27. A | 37. A | 47. A |
| 8. D | 18. A | 28. A | 38. B | 48. A |
| 9. A | 19. A | 29. C | 39. A | 49. B |
| 10. C | 20. A | 30. A | 40. A | 50. B |

Appendix 9

$$\text{Calculation of } r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{\bar{p}}{q}$$

A. Calculation of Test

1. Means score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{1009}{23} = 43.87$$

2. Standard Deviation (SD_t)

$$SD_t = \frac{\frac{\sum X_t^2}{N} - \frac{(\sum X_t)^2}{N^2}}$$

$$SD_t = \frac{\frac{44970}{23} - \frac{1009^2}{23^2}}$$

$$SD_t = \frac{1955.21 - 43.87^2}{}$$

$$SD_t = \frac{1955.21 - 1924.57}{} = \frac{30.64}{} = 5.53$$

3. Means Score (M_p)

Item 1 $M_{p1} = \frac{\text{the total of students score that true item answer}}{n1}$

$$M_{p1} = \frac{49+40+51+46+48+54+42+51+45+47+44+51+38+43+44}{15}$$

$$M_{p1} = \frac{682}{15} = 45.46$$

Item 2 $M_{p2} = \frac{\text{the total of students score that answer true item}}{n2}$

$$M_{p2} = \frac{49+40+51+47+48+42+44+51+45+47+43+50+43}{13}$$

$$M_{p2} = \frac{633}{14} = 45.21$$

Item 3 $M_{p3} = \frac{\text{the total of students score that answer true item}}{n3}$

$$M_{p3} = \frac{40+40+51+51+32+47+53+42+44+51+44+45+46+44+42+50+40}{17}$$

$$M_{p3} = \frac{770}{17} = 45.29$$

Item 4 $M_{p4} = \frac{\text{the total of students score that answer true item}}{n4}$

$$M_{p4} = \frac{52+40+50+49+54+42+51+44+45+46+41+44+41+51+38+44}{16}$$

$$M_{p4} = \frac{727}{16} = 45.43$$

Item 5 $M_{p5} = \frac{\text{the total of students score that answer true item}}{n5}$

$$M_{p5} = \frac{50+40+50+52+47+49+53+42+51+44+47+41+43+38+43+44+40}{17}$$

$$= \frac{770}{17} = 45.29$$

Item 6 $M_{p6} = \frac{\text{the total of students score that answer true item}}{n6}$

$$M_{p6} = \frac{50+40+51+51+47+49+42+44 + 51+43+47+42+50+38+44}{15}$$

$$= \frac{677}{15} = 45.13$$

Item 7 $M_{p7} = \frac{\text{the total of students score that answer true item}}{n7}$

$$M_{p7} = \frac{40+51+44+53+42+51+44+45 + 46+41+51+38+43+44+40}{15}$$

$$= \frac{675}{15} = 45$$

Item 8 $M_{p8} = \frac{\text{the total of students score that answer true item}}{n8}$

$$M_{p8} = \frac{50+40+50+52+33+47+49+54+42+44+51 + 44+46+41+41+51+43+44}{18}$$

$$M_{p8} = \frac{815}{18} = 45.27$$

Item 9 = $\frac{\text{the total of students score that answer true item}}{n9}$

$$M_{p9} = \frac{51+51+49+45+50+44}{6}$$

$$= \frac{292}{6} = 46.66$$

Item 10 $M_{p10} = \frac{\text{the total of students score that answer true item}}{n10}$

$$M_{p10} = \frac{50+40+50+52+33+47+49+54+42+44 + 51+44+47+41+50+43+44+40}{18}$$

$$M_{p10} = \frac{820}{18} = 45.55$$

Item 11 $M_{p11} = \frac{\text{the total of students score that answer true item}}{n11}$

$$M_{p11} = \frac{50+53+5+42}{4}$$

$$M_{p11} = \frac{194}{4} = 48.5$$

Item 12 $M_{p12} = \frac{50+51+51+47+49+53+44+51 + 44+45+46+44+42+51+42+44+40}{17}$

$$M_{p12} = \frac{821}{17} = 48.29$$

Item 13 $M_{p13} = \frac{50+40+50+50+49+53+42+51+43+47+41+44 + 44+51+43+44+40}{17}$

$$M_{p1} = \frac{770}{17} = 45.29$$

$$\text{Item 14 } M_{p14} = \frac{50+40+50+51+47+49+53+42+51}{18} = \frac{444+45+47+44+51+38+43+44+40}{18}$$

$$M_{p14} = \frac{820}{18} = 45.55$$

$$\text{Item 15 } M_{p15} = \frac{49+44+51}{3}$$

$$M_{p15} = \frac{143}{3} = 47.66$$

$$\text{Item 16 } M_{p16} = \frac{49+51+52+47+49+42+44+51}{15} = \frac{45+47+44+42+51+44+40}{15}$$

$$M_{p16} = \frac{699}{15} = 46.6$$

$$\text{Item 17 } M_{p17} = \frac{49+40+51+47+49+54+42+51}{15} = \frac{45+47+44+51+38+43+44}{15}$$

$$M_{p17} = \frac{696}{15} = 46.4$$

$$\text{Item 18 } M_{p18} = \frac{49+40+50+52+33+47+49+54+42+44+51}{22} = \frac{44+45+47+41+44+42+51+38+43+44+40}{22}$$

$$M_{p18} = \frac{992}{22} = 45.09$$

$$\text{Item 19 } M_{p19} = \frac{49+40+51+52+47+49+54+42+51}{15} = \frac{44+45+47+41+44+42}{15}$$

$$M_{p19} = \frac{699}{15} = 46.6$$

$$\text{Item 20 } M_{p20} = \frac{50+52+47+54+44+51}{14} = \frac{44+47+41+44+51+38+43+44}{14}$$

$$M_{p20} = \frac{651}{14} = 46.5$$

$$\text{Item 21 } M_{p21} = \frac{49+40+52+54+42+44+51}{15} = \frac{44+45+47+44+42+51+43+44}{15}$$

$$M_{p21} = \frac{693}{15} = 46.2$$

$$\text{Item 22 } M_{p22} = \frac{50+40+51+52+47+49+54+42+44+51}{18} = \frac{44+45+41+44+42+51+38+44}{18}$$

$$M_{p22} = \frac{829}{18} = 46.05$$

$$\text{Item 23 } M_{p23} = \frac{50+40+52+47+49+54+42+44+51}{17} = \frac{45+47+41+42+51+43+44+40}{17}$$

$$M_{p23} = \frac{782}{17} = 46$$

$$\text{Item 24 } M_{p24} = \frac{40+51+52+47+49+54+42+44+51}{19} = \frac{45+47+41+44+42+51+38+43+44+40}{19}$$

$$M_{p24} = \frac{865}{19} = 45.53$$

$$\text{Item 25 } M_{p25} = \frac{33+44+41+51+43}{5}$$

$$M_{p25} = \frac{212}{5} = 42.4$$

$$\text{Item 26 } M_{p26} = \frac{51+54+51+42}{4}$$

$$M_{p26} = \frac{198}{4} = 49.5$$

$$\text{Item 27 } M_{p27} = \frac{50+40+51+52+33+47+49+54+42+44+51+44+45+47+44+42+51+43+40}{19}$$

$$M_{p27} = \frac{874}{19} = 46$$

$$\text{Item 28 } M_{p28} = \frac{51+52+49+45+51+44}{6}$$

$$M_{p28} = \frac{292}{6} = 48.66$$

$$\text{Item 29 } M_{p29} = \frac{50+40+51+52+49+54+42+44+51+44+45+47+44+42+51+43+40}{17}$$

$$M_{p29} = \frac{789}{17} = 46.41$$

$$\text{Item 30 } M_{p30} = \frac{50+51+52+49+54+42+44+51+44+47+44+42+38+43+44}{15}$$

$$M_{p30} = \frac{695}{15} = 46.33$$

$$\text{Item 31 } M_{p31} = \frac{50+40+51+52+33+47+49+54+44+30+44+45+47+41+44+42+51+38+43+44+40}{21}$$

$$M_{p31} = \frac{929}{21} = 44.23$$

$$\text{Item 32 } M_{p32} = \frac{50+40+51+52+33+47+49+54+42+44+51+44+45+47+45+47+44+42+51+43+40}{19}$$

$$M_{p32} = \frac{874}{19} = 46$$

$$\text{Item 33 } M_{p33} = \frac{50+40+51+52+33+49+54+44+51+44+45+47+41+44+42+51+43+44+40}{19}$$

$$M_{p33} = \frac{865}{19} = 45.53$$

$$\text{Item 34 } M_{p34} = \frac{50+51+52+54+42+44+51+44+45+47+44+42+51+43+40}{15}$$

$$M_{p34} = \frac{700}{15} = 46.66$$

$$\text{Item 35 } M_{p35} = \frac{50+40+51+52+47+54+44+51+44+45+41+44+42+51+44+40}{16}$$

$$M_{p35} = \frac{740}{16} = 46.25$$

$$\text{Item 36 } M_{p36} = \frac{50+40+51+52+33+47+49+54+42+44+30+51+44+45+47+41+44+42+51+38+43+40}{22}$$

$$M_{p36} = \frac{978}{22} = 44.45$$

$$\text{Item 37 } M_{p37} = \frac{40+51+52+33+47+49+54+42+44+51+45+47+44+51+43+44+40}{17}$$

$$M_{p37} = \frac{778}{17} = 45.8$$

$$\text{Item 38 } M_{p38} = \frac{50+51+52+47+49+54+44+51+44+45+44+51+43+44+40}{15}$$

$$M_{p38} = \frac{709}{15} = 47.26$$

$$\text{Item 39 } M_{p39} = \frac{50+51+52+47+49+54+42+30+51+44+47+41+44+51+43+44+40}{17}$$

$$M_{p39} = \frac{780}{17} = 45.88$$

$$\text{Item 40 } M_{p40} = \frac{50+51+52+33+47+49+54+44+51+45+47+41+44+51+38+44}{16}$$

$$M_{p40} = \frac{741}{16} = 46.31$$

$$\text{Item 41 } M_{p41} = \frac{50+51+52+33+47+49+54+42+30+44+45+41+44+42+38+43+44}{16}$$

$$M_{p41} = \frac{799}{17} = 47$$

$$\text{Item 42 } M_{p42} = \frac{40+52+47+49+54+42+51+44+45+47+44+51+38+43+44}{15}$$

$$M_{p42} = \frac{691}{15} = 46.06$$

$$\text{Item 43 } M_{p43} = \frac{50+40+52+47+49+54+44+51+45+47+44+51+38+43+44}{15}$$

$$M_{p43} = \frac{699}{15} = 46.6$$

$$\text{Item 44 } M_{p44} = \frac{33+43}{2}$$

$$M_{p44} = \frac{76}{2} = 38$$

$$\text{Item 45 } M_{p45} = \frac{51+54+51+42}{4}$$

$$M_{p45} = \frac{198}{4} = 49.5$$

$$\text{Item 46 } M_{p46} = \frac{50+40+51+52+47+49+54+42+44+47+41+44+51+38+43+44+40}{17}$$

$$M_{p46} = \frac{787}{17} = 46.29$$

$$\text{Item 47 } M_{p47} = \frac{50+40+51+52+7+49+54+42+44+51+44+47+42+51+38+44}{16}$$

$$M_{p47} = \frac{746}{16} = 46.62$$

$$\text{Item 48 } M_{p48} = \frac{50+40+51+52+33+47+49+54+44+30+44+45+47+41+44+42+51+38+43+44+40}{21}$$

$$M_{p48} = \frac{929}{21} = 44.23$$

$$\text{Item 49 } M_{p49} = \frac{50+51+52+47+49+54+44+51+44+45+41+44+42+51+43+44}{16}$$

$$M_{p49} = \frac{752}{16} = 47$$

$$\text{Item 50 } M_{p50} = \frac{50+40+51+52+47+49+54+42+44+51+44+47+41+44+51+43+44+40}{18}$$

$$M_{p50} = \frac{834}{18} = 46.33$$

$$\text{Item 51 } M_{p51} = \frac{51+54+51+42}{4}$$

$$M_{p51} = \frac{198}{4} = 49.5$$

$$\text{Item 52 } M_{p52} = \frac{50+40+51+52+33+47+49+54+44+51+45+47+41+51+43+44+40}{17}$$

$$M_{p52} = \frac{782}{17} = 46$$

$$\text{Item 53 } M_{p53} = \frac{50+51+52+47+49+54+44+51+44+45+44+51+43+44+40}{15}$$

$$M_{p53} = \frac{709}{15} = 47.26$$

$$\text{Item 54 } M_{p54} = \frac{51+52+47+49+54+42+51+44+47+44+42+51+38+44+40}{15}$$

$$M_{p54} = \frac{696}{15} = 46.4$$

$$\text{Item 55 } M_{p55} = \frac{50+51+52+33+47+49+54+42+44+51+45+47+41+51+44+40}{16}$$

$$M_{p55} = \frac{741}{16} = 46.31$$

$$\text{Item 56 } M_{p56} = \frac{50+44+51}{3}$$

$$M_{p56} = \frac{145}{3} = 48.33$$

$$\text{Item 57 } M_{p57} = \frac{50+40+51+47+49+54+42+44+51+44+45+47+41+44+51+38+43+44}{18}$$

$$M_{p57} = \frac{825}{18} = 45.83$$

$$\text{Item 58 } M_{p58} = \frac{50+51+52+47+54+42+44+51+44+47+41+44+51+43+44}{15}$$

$$M_{p58} = \frac{705}{15} = 47$$

$$\text{Item 59 } M_{p59} = \frac{50+40+51+52+33+49+54+44+51+44+45+47+44+51+43+44+40}{17}$$

$$M_{p59} = \frac{782}{17} = 46$$

$$\text{Item 60 } M_{p60} = \frac{51+52+33+47+54+44+30+51+44+47+41+44+51+43+44}{15}$$

$$M_{p60} = \frac{696}{15} = 46.4$$

$$\text{Item 61 } M_{p61} = \frac{50+40+52+54+42+44+51+44+45+47+44+42+51+43+40}{15}$$

$$M_{p61} = \frac{689}{15} = 45.93$$

$$\text{Item 62 } M_{p62} = \frac{50+47+51+41+44}{5}$$

$$M_{p62} = \frac{233}{5} = 46.6$$

$$\text{Item 63 } M_{p63} = \frac{50+52+33+47+49+54+44+30+51+45+47+41+44+51+43+40}{16}$$

$$M_{p63} = \frac{745}{16} = 46.56$$

$$\text{Item 64 } M_{p64} = \frac{50+40+51+52+33+47+49+54+44+51+44+47+51+44+40}{15}$$

$$M_{p64} = \frac{697}{15} = 46.46$$

$$\text{Item 65 } M_{p65} = \frac{49+40+51+47+49+54+42+44+51+45+47+41+42+51+43+40}{16}$$

$$M_{p65} = \frac{730}{16} = 45.62$$

$$\text{Item 66 } M_{p66} = \frac{50+51+51+49+53+43+30+51+44+45+47+44+51+43}{14}$$

$$M_{p66} = \frac{650}{14} = 46.42$$

$$\text{Item 67 } M_{p67} = \frac{40+50+51+46+49+54+44+51+44+45+47+41+44+42+51+43+44+40}{18}$$

$$M_{p67} = \frac{820}{18} = 45.55$$

$$\text{Item 68 } M_{p68} = \frac{50+50+46+49+54+42+44+51+45+40+44+51+38+44+40}{15}$$

$$M_{p68} = \frac{690}{15} = 46$$

$$\text{Item 69 } M_{p69} = \frac{32+43+50}{3}$$

$$M_{p69} = \frac{125}{3} = 41.66$$

$$\text{Item 70 } M_{p70} = \frac{49+46+41+4}{4}$$

$$M_{p70} = \frac{180}{4} = 45$$

Appendix 10

Table of Test Validity

| Number of Item | M_p | M_t | SD_t | P | Q | $r_{pbi} = \frac{M_p - M_t}{SD_t} \frac{p}{q}$ | r_t on 5% significant | Interpretation |
|----------------|-------|-------|--------|-----|-----|--|-------------------------|----------------|
| 1. | 42.46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.436 | 0.413 | Valid |
| 2. | 45.21 | 43.87 | 5.53 | 0.6 | 0.4 | 0.430 | 0.413 | Valid |
| 3. | 45.29 | 43.87 | 5.53 | 0.8 | 0.2 | 0.480 | 0.413 | Valid |
| 4. | 45.43 | 43.87 | 5.53 | 0.6 | 0.4 | 0.428 | 0.413 | Valid |
| 5. | 45.29 | 43.87 | 5.53 | 0.7 | 0.3 | 0.485 | 0.413 | Valid |
| 6. | 45.13 | 43.87 | 5.53 | 0.7 | 0.3 | 0.436 | 0.413 | Valid |
| 7. | 45 | 43.87 | 5.53 | 0.7 | 0.3 | 0.462 | 0.413 | Valid |
| 8. | 45.27 | 43.87 | 5.53 | 0.8 | 0.2 | 0.506 | 0.413 | Valid |
| 9. | 46.66 | 43.87 | 5.53 | 0.2 | 0.8 | 0.225 | 0.413 | Invalid |
| 10. | 45.55 | 43.87 | 5.53 | 0.8 | 0.2 | 0.606 | 0.413 | Valid |
| 11. | 48.5 | 43.87 | 5.53 | 0.2 | 0.8 | 0.249 | 0.413 | Invalid |
| 12. | 48.29 | 43.87 | 5.53 | 0.8 | 0.2 | 0.540 | 0.413 | Valid |
| 13. | 45.29 | 43.87 | 5.53 | 0.7 | 0.3 | 0.489 | 0.413 | Valid |
| 14. | 45.55 | 43.87 | 5.53 | 0.8 | 0.2 | 0.606 | 0.413 | Valid |
| 15. | 47.66 | 43.87 | 5.53 | 0.1 | 0.9 | 0.226 | 0.413 | Invalid |
| 16. | 46.6 | 43.87 | 5.53 | 0.7 | 0.3 | 0.749 | 0.413 | Valid |
| 17. | 46.4 | 43.87 | 5.53 | 0.7 | 0.3 | 0.694 | 0.413 | Valid |
| 18. | 45.09 | 43.87 | 5.53 | 0.9 | 0.1 | 0.236 | 0.413 | Invalid |
| 19. | 46.6 | 43.87 | 5.53 | 0.7 | 0.3 | 0.749 | 0.413 | Valid |
| 20. | 46.5 | 43.87 | 5.53 | 0.6 | 0.4 | 0.579 | 0.413 | Valid |
| 21. | 46.2 | 43.87 | 5.53 | 0.7 | 0.3 | 0.639 | 0.413 | Valid |
| 22. | 46.05 | 43.87 | 5.53 | 0.8 | 0.2 | 0.788 | 0.413 | Valid |
| 23. | 46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.77 | 0.413 | Valid |
| 24. | 45.53 | 43.87 | 5.53 | 0.8 | 0.2 | 0.590 | 0.413 | Valid |
| 25. | 42.4 | 43.87 | 5.53 | 0.2 | 0.8 | -0.106 | 0.413 | Invalid |
| 26. | 49.5 | 43.87 | 5.53 | 0.2 | 0.8 | 0.054 | 0.413 | Invalid |
| 27. | 46 | 43.87 | 5.53 | 0.8 | 0.2 | 0.77 | 0.413 | Valid |
| 28. | 48.66 | 43.87 | 5.53 | 0.2 | 0.8 | 0.383 | 0.413 | Invalid |
| 29. | 46.41 | 43.87 | 5.53 | 0.7 | 0.3 | 0.77 | 0.413 | Valid |
| 30. | 46.33 | 43.87 | 5.53 | 0.7 | 0.3 | 0.674 | 0.413 | Valid |
| 31. | 46.23 | 43.87 | 5.53 | 0.9 | 0.1 | 0.195 | 0.413 | Invalid |
| 32. | 46 | 43.87 | 5.53 | 0.8 | 0.2 | 0.77 | 0.413 | Valid |
| 33. | 45.53 | 43.87 | 5.53 | 0.7 | 0.3 | 0.690 | 0.413 | Valid |
| 34. | 46.66 | 43.87 | 5.53 | 0.7 | 0.3 | 0.690 | 0.413 | Valid |
| 35. | 46.25 | 43.87 | 5.53 | 0.7 | 0.3 | 0.653 | 0.413 | Valid |
| 36. | 44.45 | 43.87 | 5.53 | 0.9 | 0.1 | 0.312 | 0.413 | Invalid |
| 37. | 45.8 | 43.87 | 5.53 | 0.7 | 0.3 | 0.698 | 0.413 | Valid |
| 38. | 47.26 | 43.87 | 5.53 | 0.7 | 0.3 | 0.627 | 0.413 | Valid |

| | | | | | | | | |
|-----|-------|-------|------|-----|-----|--------|-------|---------|
| 39. | 45.88 | 43.87 | 5.53 | 0.7 | 0.3 | 0.726 | 0.413 | Valid |
| 40. | 46.31 | 43.87 | 5.53 | 0.7 | 0.3 | 0.679 | 0.413 | Valid |
| 41. | 47 | 43.87 | 5.53 | 0.7 | 0.3 | 0.860 | 0.413 | Valid |
| 42. | 46.06 | 43.87 | 5.53 | 0.7 | 0.3 | 0.601 | 0.413 | Valid |
| 43. | 46.6 | 43.87 | 5.53 | 0.7 | 0.3 | 0.749 | 0.413 | Valid |
| 44. | 38 | 43.87 | 5.53 | 0.1 | 0.9 | -0.350 | 0.413 | Invalid |
| 45. | 49.5 | 43.87 | 5.53 | 0.1 | 0.9 | 0.259 | 0.413 | Invalid |
| 46. | 46.29 | 43.87 | 5.53 | 0.7 | 0.3 | 0.664 | 0.413 | Valid |
| 47. | 46.62 | 43.87 | 5.53 | 0.7 | 0.3 | 0.195 | 0.413 | Invalid |
| 48. | 44.23 | 43.87 | 5.53 | 0.9 | 0.1 | 0.708 | 0.413 | Valid |
| 49. | 47 | 43.87 | 5.53 | 0.7 | 0.3 | 0.709 | 0.413 | Valid |
| 50. | 46.33 | 43.87 | 5.53 | 0.8 | 0.2 | 0.688 | 0.413 | Valid |
| 51. | 49.5 | 43.87 | 5.53 | 0.1 | 0.9 | 0.142 | 0.413 | Valid |
| 52. | 46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.585 | 0.413 | Valid |
| 53. | 47.26 | 43.87 | 5.53 | 0.7 | 0.3 | 0.495 | 0.413 | Valid |
| 54. | 46.4 | 43.87 | 5.53 | 0.7 | 0.3 | 0.694 | 0.413 | Valid |
| 55. | 46.31 | 43.87 | 5.53 | 0.7 | 0.3 | 0.670 | 0.413 | Valid |
| 56. | 48.33 | 43.87 | 5.53 | 0.1 | 0.9 | 0.265 | 0.413 | Invalid |
| 57. | 45.83 | 43.87 | 5.53 | 0.8 | 0.2 | 0.708 | 0.413 | Valid |
| 58. | 47 | 43.87 | 5.53 | 0.7 | 0.3 | 0.660 | 0.413 | Valid |
| 59. | 46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.77 | 0.413 | Valid |
| 60. | 46.4 | 43.87 | 5.53 | 0.7 | 0.3 | 0.694 | 0.413 | Valid |
| 61. | 45.93 | 43.87 | 5.53 | 0.7 | 0.3 | 0.565 | 0.413 | Valid |
| 62. | 46.6 | 43.87 | 5.53 | 0.2 | 0.8 | 0.246 | 0.413 | Invalid |
| 63. | 46.56 | 43.87 | 5.53 | 0.7 | 0.3 | 0.700 | 0.413 | Valid |
| 64. | 46.46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.711 | 0.413 | Valid |
| 65. | 45.62 | 43.87 | 5.53 | 0.7 | 0.3 | 0.487 | 0.413 | Valid |
| 66. | 46.42 | 43.87 | 5.53 | 0.6 | 0.4 | 0.700 | 0.413 | Valid |
| 67. | 45.55 | 43.87 | 5.53 | 0.8 | 0.2 | 0.606 | 0.413 | Valid |
| 68. | 46 | 43.87 | 5.53 | 0.7 | 0.3 | 0.585 | 0.413 | Valid |
| 69. | 41.66 | 43.87 | 5.53 | 0.1 | 0.9 | -0.131 | 0.413 | Invalid |
| 70. | 45 | 43.87 | 5.53 | 0.1 | 0.9 | 0.102 | 0.413 | Invalid |

From the table above, it can be seen that 16 items was invalid and 54 items was valid. So, the researcher took 50 items for test.

Appendix 11

Calculation Reliability Test

$$R_{11} = \frac{k}{k-1} \frac{S_t^2 - \sum pq}{S_t^2}$$
$$S_t^2 = \frac{\sum X^2}{N}$$

$$N = 23$$

$$\sum X_t = 1009$$

$$\sum X_t^2 = 44970$$

$$\sum pq = 8.41$$

$$\begin{aligned} \sum X^2 &= \sum X_t^2 - \frac{(\sum X_t)^2}{N} \\ &= 44970 - \frac{1009^2}{23} = 44970 - \frac{1018081}{23} = 44970 - 44264.39 = 705.61 \end{aligned}$$

$$S_t^2 = \frac{\sum X^2}{N} = \frac{705.61}{23}$$

$$S_t^2 = 30.67$$

$$R_{11} = \frac{k}{k-1} \frac{S_t^2 - \sum pq}{S_t^2}$$

$$R_{11} = \frac{70}{70-1} \frac{30.67-8.41}{30.67} = \frac{70}{69} \frac{22.26}{30.67}$$

$$= (1.014) (0.72)$$

$$= 0.74 \text{ (} r_{11} > 0.70 \text{ = reliable)}$$

Test is reliable if $r_{\text{count}} > r_{\text{tabel}}$. Based on calculation above, the test have very high reliable.

Appendix 14

THE SCORE OF RESPONDENT READING COMPREHENSION MASTERY OF INTROVERSION

| No | The Initial Name of Students(n) | Score of Students |
|--------------|---------------------------------|-------------------|
| 1 | MYN | 62 |
| 2 | MSN | 86 |
| 3 | MSD | 86 |
| 4 | NKH | 70 |
| 5 | VPS | 96 |
| 6 | SLN | 76 |
| 7 | FRI | 88 |
| 8 | JAP | 62 |
| 9 | AKP | 88 |
| 10 | MGN | 72 |
| 11 | SPS | 84 |
| 12 | NRN | 74 |
| 13 | MAP | 92 |
| 14 | SYL | 70 |
| 15 | AAD | 86 |
| 16 | YAA | 76 |
| 17 | ULF | 80 |
| 18 | MDI | 70 |
| 19 | HSS | 80 |
| 20 | SMI | 82 |
| 21 | MUL | 76 |
| 22 | RHI | 84 |
| 23 | NBI | 80 |
| 24 | MDI | 80 |
| 25 | AHN | 76 |
| 26 | LNR | 80 |
| 27 | DSN | 82 |
| 28 | ESY | 76 |
| 29 | NKH | 86 |
| 30 | MSI | 80 |
| Total | | 2380 |

Appendix 15

**THE SCORE OF RESPONDENT READING COMPREHENSION MASTERY OF
EXTROVERSION**

| No | The Initial Name Of Students(N) | Score of Students |
|--------------|--|--------------------------|
| 1 | NEY | 70 |
| 2 | LLH | 80 |
| 3 | AML | 80 |
| 4 | JFO | 70 |
| 5 | IRL | 80 |
| 6 | DYF | 68 |
| 7 | HSL | 74 |
| 8 | HDI | 70 |
| 9 | HAL | 68 |
| 10 | HLF | 68 |
| 11 | JHT | 74 |
| 12 | LNR | 74 |
| 13 | MHI | 66 |
| 14 | MRB | 66 |
| 15 | MDD | 74 |
| 16 | NAD | 72 |
| 17 | NKI | 70 |
| 18 | NBI | 72 |
| 19 | NLA | 70 |
| 20 | RMP | 62 |
| 21 | RNR | 70 |
| 22 | SKH | 54 |
| 23 | SFN | 75 |
| 24 | YAH | 62 |
| 25 | FEA | 88 |
| 26 | OAD | 62 |
| 27 | MIH | 60 |
| 28 | RAS | 84 |
| 29 | HSH | 80 |
| 30 | TFB | 80 |
| Total | | 2143 |

Appendix 16

READING MASTERY OF INTROVERSION

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

| | | | | | | |
|----|----|----|----|----|----|----|
| 62 | 62 | 70 | 70 | 70 | 72 | 74 |
| 76 | 76 | 76 | 76 | 76 | 80 | 80 |
| 80 | 80 | 80 | 80 | 82 | 82 | 84 |
| 84 | 86 | 86 | 86 | 86 | 88 | 88 |
| 92 | 96 | | | | | |

2. High score = 96

Low score = 62

Range

R = High score – low score

$$= 96 - 62 = 34$$

$$\begin{aligned} \text{The total of the class (BK)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log (30) \\ &= 1 + 3.3 (1.47) \\ &= 1 + 4.85 \\ &= 5.85 \\ &= 5 \end{aligned}$$

3. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{34}{5} = 6.8 = 7$$

4. Mean score

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-------|----------------|----|----|------|-----------------|-----------------|
| 1. | 62 – 68 | 2 | 65 | 130 | 30= N | 2 |
| 2. | 69 – 75 | 5 | 72 | 360 | 28 | 10 |
| 3. | 76 – 82 | 13 | 79 | 1027 | 20 | 23 |
| 4. | 83– 89 | 8 | 86 | 688 | 7 | 28 |
| 5. | 90 – 96 | 2 | 93 | 186 | 2 | 30= N |
| Total | | 30 | | 2391 | | |

Mean (X)

$$\begin{aligned} X &= \frac{FX}{N} \\ &= \frac{2391}{30} \\ &= 79.7 \end{aligned}$$

5. Median

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-----------|----------------|-----------|-----------|-------------|-----------------|-----------------|
| 1. | 62 – 68 | 2 | 65 | 130 | 30= N | 2 |
| 2. | 69 – 75 | 5 | 72 | 360 | 28 | 10 |
| 3. | 76 – 82 | 13 | 79 | 1027 | 20 | 23 |
| 4. | 83– 89 | 8 | 86 | 688 | 7 | 28 |
| 5. | 90 – 96 | 2 | 93 | 186 | 2 | 30= N |
| Total | | 30 | | 2391 | | |

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 75.5 \qquad i = 7$$

$$f_i = 13 \qquad F_{kb} = 7$$

$$\frac{1}{2} n = 15$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 75.5 + \frac{15-7}{13} \times 7$$

$$= 75.5 + \left(\frac{8}{13}\right) \times 7$$

$$= 75.5 + 4.3$$

$$= 79.8$$

6. Modus

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-----------|----------------|-----------|-----------|-------------|-----------------|-----------------|
| 1. | 62 – 68 | 2 | 65 | 130 | 30= N | 2 |
| 2. | 69 – 75 | 5 | 72 | 360 | 28 | 10 |
| 3. | 76 – 82 | 13 | 79 | 1027 | 20 | 23 |
| 4. | 83– 89 | 8 | 86 | 688 | 7 | 28 |
| 5. | 90 – 96 | 2 | 93 | 186 | 2 | 30= N |
| Total | | 30 | | 2391 | | |

$$Mo = \ell + \frac{fa}{fa+fb} \times i$$

$$1 = 75.5 \quad i = 7$$

$$fa = 5 \quad fb = 8$$

$$\begin{aligned} Mo &= \ell + \frac{fa}{fa+fb} \times i \\ &= 75.5 + \frac{5}{5+8} \times 7 \\ &= 75.5 + 2.70 \\ &= 78.2 \end{aligned}$$

7. Standard Deviation

| No | Class Interval | F | X | x' | fx' | x' ² | fx' ² |
|-----------|----------------|-----------|-----------|----------|----------|-----------------|------------------|
| 1. | 62 – 68 | 2 | 65 | +2 | 4 | 4 | 8 |
| 2. | 69 – 75 | 5 | 72 | +1 | 5 | 1 | 5 |
| 3. | 76 – 82 | 13 | 79 | 0 | 0 | 0 | 0 |
| 4. | 83– 89 | 8 | 86 | -1 | -8 | 1 | 8 |
| 5. | 90 – 96 | 2 | 93 | -2 | -4 | 4 | 8 |
| i= 7 | | 30 | - | - | -3 | - | 29 |

$$\begin{aligned} SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\ &= 7 \sqrt{\frac{29}{30} - \frac{-3}{30}^2} \\ &= 7 \sqrt{0.967 - 0.01} \\ &= 7 \sqrt{0.957} \\ &= 7 \times 0.978 \\ &= 6.84 \end{aligned}$$

Appendix 17

READING MASTERY OF EXTROVERSION

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

| | | | | | | |
|----|----|----|----|----|----|----|
| 54 | 60 | 62 | 62 | 62 | 66 | 66 |
| 68 | 68 | 68 | 70 | 70 | 70 | 70 |
| 70 | 70 | 72 | 72 | 74 | 74 | 74 |
| 74 | 75 | 80 | 80 | 80 | 80 | 80 |
| 84 | 88 | | | | | |

2. High = 88

Low = 54

Range = High – Low

$$= 88 - 54$$

$$= 34$$

$$\begin{aligned} \text{The total of the class (BK)} &= 1 + 3.3 \log n \\ &= 1 + 3.3 \log (30) \\ &= 1 + 3.3 (1.47) \\ &= 1 + 4.85 \\ &= 5.85 \\ &= 5 \end{aligned}$$

3. Interval (i)

$$I = \frac{\text{Range}}{\text{Many Class}} = \frac{34}{5} = 6.8 = 7$$

4. Mean score

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-------|----------------|----|----|------|-----------------|-----------------|
| 1. | 54 – 60 | 2 | 57 | 114 | 30= N | 2 |
| 2. | 61 – 67 | 5 | 64 | 320 | 28 | 8 |
| 3. | 68 – 74 | 15 | 71 | 1065 | 22 | 23 |
| 4. | 75 – 81 | 6 | 78 | 468 | 7 | 28 |
| 5. | 82 – 88 | 2 | 85 | 170 | 2 | 30= N |
| Total | | 30 | - | 2137 | | |

Mean (X)

$$\begin{aligned} X &= \frac{FX}{N} \\ &= \frac{2137}{30} \\ &= 71.23 \end{aligned}$$

5. Median

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-----------|----------------|-----------|-----------|-------------|-----------------|-----------------|
| 1. | 54 – 60 | 2 | 57 | 114 | 30= N | 2 |
| 2. | 61 – 67 | 5 | 64 | 320 | 28 | 8 |
| 3. | 68 – 74 | 15 | 71 | 1065 | 22 | 23 |
| 4. | 75 – 81 | 6 | 78 | 468 | 7 | 28 |
| 5. | 82 – 88 | 2 | 85 | 170 | 2 | 30= N |
| Total | | 30 | - | 2137 | | |

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$\ell = 67.5 \qquad i = 7$$

$$f_i = 15 \qquad F_{kb} = 7$$

$$\frac{1}{2}n = 15$$

$$Me = \ell + \frac{\frac{1}{2}n - f_{kb}}{f_i} \times i$$

$$Me = 67.5 + \frac{15-7}{15} \times 7$$

$$= 67.5 + \left(\frac{8}{15}\right) \times 7$$

$$= 67.5 + 3.73$$

$$= 71.23$$

6. Modus

| No | Class Interval | F | X | FX | F _{kb} | F _{ka} |
|-----------|----------------|-----------|-----------|-------------|-----------------|-----------------|
| 1. | 54 – 60 | 2 | 57 | 114 | 30= N | 2 |
| 2. | 61 – 67 | 5 | 64 | 320 | 28 | 8 |
| 3. | 68 – 74 | 15 | 71 | 1065 | 22 | 23 |
| 4. | 75 – 81 | 6 | 78 | 468 | 7 | 28 |
| 5. | 82 – 88 | 2 | 85 | 170 | 2 | 30= N |
| Total | | 30 | - | 2137 | | |

$$Mo = \ell + \frac{fa}{fa+fb} \times i$$

$$l = 67.5 \quad i = 7$$

$$fa = 5 \quad fb = 6$$

$$Mo = \ell + \frac{fa}{fa+fb} \times i$$

$$= 67.5 + \frac{5}{5+6} \times 7$$

$$= 67.5 + 3.18$$

$$= 70.68$$

7. Standard Deviation

| No | Class Interval | F | X | x' | fx' | x' ² | fx' ² |
|-----------|----------------|-----------|-----------|----------|----------|-----------------|------------------|
| 1. | 54 – 60 | 2 | 57 | +2 | 4 | 4 | 8 |
| 2. | 61 – 67 | 5 | 64 | +1 | 5 | 1 | 5 |
| 3. | 68 – 74 | 15 | 71 | 0 | 0 | 0 | 0 |
| 4. | 75 – 81 | 6 | 78 | -1 | -6 | 1 | 6 |
| 5. | 82 – 88 | 2 | 85 | -2 | -2 | 4 | 8 |
| $i = 7$ | | 30 | - | - | 1 | - | 27 |

$$SD_t = i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2}$$

$$= 7 \sqrt{\frac{27}{30} - \frac{1}{30}^2}$$

$$= 7 \sqrt{0.9 - 0.03^2}$$

$$= 7 \sqrt{0.9 - 0.0009}$$

$$= 7 \sqrt{0.8991}$$

$$= 7 \times 0.948$$

$$= 6.63$$

Appendix 18

NORMALITY TEST

RESULT OF NORMALITY DATA READING MASTERY OF INTROVERSION

| No | Class Interval | F | X | x' | fx' | x' ² | fx' ² |
|--------------|----------------|-----------|-----------|----------|----------|-----------------|------------------|
| 1. | 62 – 68 | 2 | 65 | +2 | 4 | 4 | 8 |
| 2. | 69 – 75 | 5 | 72 | +1 | 5 | 1 | 5 |
| 3. | 76 – 82 | 13 | 79 | 0 | 0 | 0 | 0 |
| 4. | 83– 89 | 8 | 86 | -1 | -8 | 1 | 8 |
| 5. | 90 – 96 | 2 | 93 | -2 | -4 | 4 | 8 |
| <i>i</i> = 7 | | 30 | - | - | -3 | - | 29 |

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'}{n}^2} \\
 &= 7 \sqrt{\frac{29}{30} - \frac{-3}{30}^2} \\
 &= 7 \sqrt{0.967 - -0.1^2} \\
 &= 7 \sqrt{0.967 - 0.01} \\
 &= 7 \sqrt{0.957} \\
 &= 7 \times 0.978 \\
 &= 6.84
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

| Interval of Score | Real Upper Limit | Z – Score | Limit of Large of the Area | Large of area | f _h | f ₀ | $\frac{(f_0-f_h)^2}{f_h}$ |
|-------------------|------------------|-----------|----------------------------|---------------|----------------|----------------|---------------------------|
| 90 - 96 | 96.5 | 2.45 | 0.4929 | 0.0693 | 2.07 | 2 | 0.02 |
| 83- 89 | 89.5 | 1.43 | 0.4236 | 0.27206 | 8.16 | 8 | 0.31 |
| 76 - 82 | 82.5 | 0.40 | 0.1554 | 1.28307 | 3.84 | 13 | 2.30 |
| 69 - 75 | 75.5 | -0.61 | 0.27093 | 0.00658 | 0.18 | 5 | 2.90 |
| 62 - 68 | 68.5 | -1.63 | 0.26435 | 0.26044 | 7.81 | 2 | 4.32 |
| | 61.5 | -2.66 | 0.00391 | | | | |
| X ² | | | | | | | 9.85 |

Based on the table above, the researcher found that $\chi^2_{\text{count}} = 9.85$ while $\chi^2_{\text{table}} = 9.488$. Because $\chi^2_{\text{count}} > \chi^2_{\text{table}}$ ($9.85 > 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X (Introversion) is not normal.

RESULT OF NORMALITY DATA READING MASTERY OF EXTROVERSION

| No | Class Interval | F | X | x' | fx' | x' ² | fx' ² |
|--------------|----------------|-----------|-----------|----------|----------|-----------------|------------------|
| 1. | 54 – 60 | 2 | 57 | +2 | 4 | 4 | 8 |
| 2. | 61 – 67 | 5 | 64 | +1 | 5 | 1 | 5 |
| 3. | 68 – 74 | 15 | 71 | 0 | 0 | 0 | 0 |
| 4. | 75 – 81 | 6 | 78 | -1 | -6 | 1 | 6 |
| 5. | 82 – 88 | 2 | 85 | -2 | -2 | 4 | 8 |
| <i>i</i> = 7 | | 30 | - | - | 1 | - | 27 |

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{fx'^2}{n} - \frac{fx'^2}{n^2}} \\
 &= 7 \sqrt{\frac{27}{30} - \frac{1}{30}} \\
 &= 7 \sqrt{0.9 - 0.03} \\
 &= 7 \sqrt{0.9 - 0.0009} \\
 &= 7 \sqrt{0.8991} \\
 &= 7 \times 0.948 \\
 &= 6.63
 \end{aligned}$$

Table of Normality Data Test with Chi Kuadrat Formula

| Interval of Score | Real Upper Limit | Z – Score | Limit of Large of the Area | Large of area | f_h | f_0 | $\frac{(f_0-f_h)^2}{f_h}$ | |
|-------------------|------------------|-----------|----------------------------|---------------|-------|-------|---------------------------|------|
| 82 – 88 | 88.5 | 2.60 | 0.4953 | 0.0571 | 1.71 | 2 | 2.08 | |
| 75 – 81 | 81.5 | 1.54 | 0.4382 | 0.2503 | 7.50 | 6 | 1.32 | |
| 68 – 74 | 74.5 | 0.49 | 0.1879 | -0.0895 | -2.68 | 15 | -1.05 | |
| 61 – 67 | 67.5 | -0.56 | 0.28774 | 0.23404 | 7.02 | 5 | 0.58 | |
| 54 - 60 | 60.5 | -1.61 | 0.05370 | 0.04991 | 1.49 | 2 | 4.17 | |
| | 53.5 | -2.67 | 0.00379 | | | | | |
| X^2 | | | | | | | | 7.10 |

Based on the table above, the researcher found that $x^2_{count} = 7.10$ while $x^2_{table} = 9.488$. Because $x^2_{count} < x^2_{table}$ ($7.10 < 9.488$) with degree of freedom (dk) = $5 - 1 = 4$ and significant level $\alpha = 5\%$, distribution of data X (Extroversion) is normal.

Appendix 19

HOMOGENEITY TEST

A. Variant Data of Introversion

| No | Xi | Xi ² |
|--------------|------|-----------------|
| 1 | 62 | 3844 |
| 2 | 62 | 3844 |
| 3 | 70 | 4900 |
| 4 | 70 | 4900 |
| 5 | 70 | 4900 |
| 6 | 72 | 5184 |
| 7 | 74 | 5476 |
| 8 | 76 | 5776 |
| 9 | 76 | 5776 |
| 10 | 76 | 5776 |
| 11 | 76 | 5776 |
| 12 | 76 | 5776 |
| 13 | 80 | 6400 |
| 14 | 80 | 6400 |
| 15 | 80 | 6400 |
| 16 | 80 | 6400 |
| 17 | 80 | 6400 |
| 18 | 80 | 6400 |
| 19 | 82 | 6724 |
| 20 | 82 | 6724 |
| 21 | 84 | 7056 |
| 22 | 84 | 7056 |
| 23 | 86 | 7396 |
| 24 | 86 | 7396 |
| 25 | 86 | 7396 |
| 26 | 86 | 7396 |
| 27 | 88 | 7744 |
| 28 | 88 | 7744 |
| 29 | 92 | 8464 |
| 30 | 96 | 9216 |
| Total | 2380 | 190920 |

$$S1^2 = \frac{n \sum Xi^2 - \sum xi^2}{n(n-1)}$$

$$S1 = \frac{30 \times 190920 - 5664400}{30(30 - 1)}$$

$$S1^2 = \frac{5727600 - 5664400}{870}$$

$$S1^2 = 72.64367$$

$$S1^2 = 72.64$$

B. Variant Data of Extroversion

| No | Yi | Yi ² |
|--------------|------|-----------------|
| 1 | 54 | 2916 |
| 2 | 60 | 3600 |
| 3 | 62 | 3844 |
| 4 | 62 | 3844 |
| 5 | 62 | 3844 |
| 6 | 66 | 4356 |
| 7 | 66 | 4356 |
| 8 | 68 | 4624 |
| 9 | 68 | 4624 |
| 10 | 68 | 4624 |
| 11 | 70 | 4900 |
| 12 | 70 | 4900 |
| 13 | 70 | 4900 |
| 14 | 70 | 4900 |
| 15 | 70 | 4900 |
| 16 | 70 | 4900 |
| 17 | 72 | 5184 |
| 18 | 72 | 5184 |
| 19 | 74 | 5476 |
| 20 | 74 | 5476 |
| 21 | 74 | 5476 |
| 22 | 74 | 5476 |
| 23 | 75 | 5625 |
| 24 | 80 | 6400 |
| 25 | 80 | 6400 |
| 26 | 80 | 6400 |
| 27 | 80 | 6400 |
| 28 | 80 | 6400 |
| 29 | 84 | 7056 |
| 30 | 88 | 7744 |
| Total | 2143 | 154729 |

$$S^2 = \frac{n \sum X^2 - (\sum x)^2}{n(n-1)}$$

$$S^2 = \frac{30 \times 154729 - 4592449}{30(30-1)}$$

$$S^2 = \frac{49421}{870}$$

$$S^2 = 56.80574$$

$$S^2 = 56.80$$

The formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$F = \frac{72.64}{56.80}$$

$$= 1.278$$

After doing the calculation, researcher found that $F_{\text{count}} = 1.278$ with $\alpha 5\%$ and $dk = 60$ from the distribution list F, researcher found that $F_{\text{table}} = 2000$ cause $F_{\text{count}} < F_{\text{table}}$ ($1.278 < 2000$). It means that the variant is homogenous.

Appendix 20

The Comparison of Result Variable X₁ (Introversion) and Variable X₂ (Extroversion)

| No | Initial of Students | Variable X ₁ | Variable X ₂ |
|--------------|---------------------|-------------------------|-------------------------|
| 1 | MYN | 62 | 70 |
| 2. | MSN | 86 | 80 |
| 3. | MSD | 86 | 80 |
| 4. | NKH | 70 | 70 |
| 5. | VPS | 96 | 80 |
| 6. | SLN | 76 | 68 |
| 7. | FRI | 88 | 74 |
| 8. | JAP | 62 | 70 |
| 9. | AKP | 88 | 68 |
| 10. | MGN | 72 | 68 |
| 11. | SPS | 84 | 74 |
| 12. | NRN | 74 | 74 |
| 13. | MAP | 92 | 66 |
| 14. | SYL | 70 | 66 |
| 15. | AAD | 86 | 74 |
| 16. | YAA | 76 | 72 |
| 17. | ULF | 80 | 70 |
| 18. | MDI | 70 | 72 |
| 19. | HSS | 80 | 70 |
| 20. | SMI | 82 | 62 |
| 21. | MUL | 76 | 70 |
| 22. | RHI | 84 | 54 |
| 23. | NBI | 80 | 75 |
| 24. | MDI | 80 | 62 |
| 25. | AHN | 76 | 88 |
| 26. | LNR | 80 | 62 |
| 27. | DSN | 82 | 60 |
| 28. | ESY | 76 | 84 |
| 29. | NKH | 86 | 80 |
| 30. | MSI | 80 | 80 |
| TOTAL | | 2380 | 2143 |

Appendix 21

U_{test} OF THE BOTH AVERAGES INTROVERT AND EXTROVERT

HELP TABLE FOR TESTING WITH U-TEST

| No | Score of Student | Averages | No | Score of Student | Averages |
|--------------|------------------|----------|----|------------------|-----------|
| 1 | 62 | 1.5 | 1 | 54 | 31.0 |
| 2 | 62 | 1.5 | 2 | 60 | 32.0 |
| 3 | 70 | 4.0 | 3 | 62 | 34.0 |
| 4 | 70 | 4.0 | 4 | 62 | 34.0 |
| 5 | 70 | 4.0 | 5 | 62 | 34.0 |
| 6 | 72 | 6.0 | 6 | 66 | 35.5 |
| 7 | 74 | 7.0 | 7 | 66 | 35.5 |
| 8 | 76 | 10.0 | 8 | 68 | 38.0 |
| 9 | 76 | 10.0 | 9 | 68 | 38.0 |
| 10 | 76 | 10.0 | 10 | 68 | 38.0 |
| 11 | 76 | 10.0 | 11 | 70 | 43.5 |
| 12 | 76 | 10.0 | 12 | 70 | 43.5 |
| 13 | 80 | 15.5 | 13 | 70 | 43.5 |
| 14 | 80 | 15.5 | 14 | 70 | 43.5 |
| 15 | 80 | 15.5 | 15 | 70 | 43.5 |
| 16 | 80 | 15.5 | 16 | 70 | 43.5 |
| 17 | 80 | 15.5 | 17 | 72 | 47.5 |
| 18 | 80 | 15.5 | 18 | 72 | 47.5 |
| 19 | 82 | 19.5 | 19 | 74 | 50.5 |
| 20 | 82 | 19.5 | 20 | 74 | 50.5 |
| 21 | 84 | 21.5 | 21 | 74 | 50.5 |
| 22 | 84 | 21.5 | 22 | 74 | 50.5 |
| 23 | 86 | 24.5 | 23 | 75 | 51.0 |
| 24 | 86 | 24.5 | 24 | 80 | 56.0 |
| 25 | 86 | 24.5 | 25 | 80 | 56.0 |
| 26 | 86 | 24.5 | 26 | 80 | 56.0 |
| 27 | 88 | 27.5 | 27 | 80 | 56.0 |
| 28 | 88 | 27.5 | 28 | 80 | 56.0 |
| 29 | 92 | 28.0 | 29 | 81 | 57.0 |
| 30 | 96 | 29.0 | 30 | 88 | 58.0 |
| Total | 2380 | R1 = 463 | | 2140 | R2 = 1254 |

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

$$U_1 = 30.30 + \frac{30(30+1)}{2} - 463$$

$$= 900 + 465 - 463$$

$$= 902$$

$$U_2 = 30.30 + \frac{30(30+1)}{2} - 1254$$

$$= 900 + 465 - 1254$$

$$= 111$$

Based on calculation above, $U_2 < U_1$ ($111 < 902$), Because U_2 smaller than U_1 so to compare with U table used U_2 . Based on table with α 0.025 became 0.05, $n_1 = 30$, $n_2 = 30$ that U table = 317. It was found that $U_{\text{count}} = 111$ reseacher found that $U_{\text{table}} = 317$, cause $U_{\text{count}} < U_{\text{table}}$ ($111 < 317$). It means that H_a was accepted, it means that there was a significant difference average between introversion and extroversion. It can be concluded that there was a significant differencess between the ability of the grade XI students of SMK Negeri 1 Padangsidimpuan in reading comprehension mastery by introversion and extroversion.

Appendix 22

Chi-Square Table

| dk | Significant level | | | | | |
|-----------|--------------------------|------------|------------|------------|-----------|-----------|
| | 50% | 30% | 20% | 10% | 5% | 1% |
| 1 | 0,455 | 1,074 | 1,642 | 2,706 | 3,841 | 6,635 |
| 2 | 1,386 | 2,408 | 3,219 | 4,605 | 5,991 | 9,210 |
| 3 | 2,366 | 3,665 | 4,642 | 6,251 | 7,815 | 11,341 |
| 4 | 3,357 | 4,878 | 5,989 | 7,779 | 9,488 | 13,277 |
| 5 | 4,351 | 6,064 | 7,289 | 9,236 | 11,070 | 15,086 |
| 6 | 5,348 | 7,231 | 8,558 | 10,645 | 12,592 | 16,812 |
| 7 | 6,346 | 8,383 | 9,803 | 12,017 | 14,067 | 18,475 |
| 8 | 7,344 | 9,524 | 11,030 | 13,362 | 15,507 | 20,090 |
| 9 | 8,343 | 10,656 | 12,242 | 14,684 | 16,919 | 21,666 |
| 10 | 9,342 | 11,781 | 13,442 | 15,987 | 18,307 | 23,209 |
| 11 | 10,341 | 12,899 | 14,631 | 17,275 | 19,675 | 24,725 |
| 12 | 11,340 | 14,011 | 15,812 | 18,549 | 21,026 | 26,217 |
| 13 | 12,340 | 15,119 | 16,985 | 19,812 | 22,362 | 27,688 |
| 14 | 13,339 | 16,222 | 18,151 | 21,064 | 23,685 | 29,141 |
| 15 | 14,339 | 17,222 | 19,311 | 22,307 | 24,996 | 30,578 |
| 16 | 15,338 | 18,418 | 20,465 | 23,542 | 26,296 | 32,000 |
| 17 | 16,338 | 19,511 | 21,615 | 24,769 | 27,587 | 33,409 |
| 18 | 17,338 | 20,601 | 22,760 | 25,989 | 28,869 | 34,805 |
| 19 | 18,338 | 21,689 | 23,900 | 27,204 | 30,144 | 36,191 |
| 20 | 19,337 | 22,775 | 25,038 | 28,412 | 31,410 | 37,566 |
| 21 | 20,337 | 23,858 | 26,171 | 29,615 | 32,671 | 38,932 |
| 22 | 21,337 | 24,939 | 27,301 | 30,813 | 33,924 | 40,289 |
| 23 | 22,337 | 26,018 | 28,429 | 32,007 | 35,172 | 41,638 |
| 24 | 23,337 | 27,096 | 29,553 | 33,196 | 35,415 | 42,980 |
| 25 | 24,337 | 28,172 | 30,675 | 34,382 | 37,652 | 44,314 |
| 26 | 25,336 | 29,246 | 31,795 | 35,563 | 38,885 | 45,642 |
| 27 | 26,336 | 30,319 | 32,912 | 36,741 | 40,113 | 46,963 |
| 28 | 27,336 | 31,391 | 34,027 | 37,916 | 41,337 | 48,278 |
| 29 | 28,336 | 32,461 | 35,139 | 39,087 | 42,557 | 49,588 |
| 30 | 29,336 | 33,530 | 36,250 | 40,256 | 43,773 | 50,892 |

Appendix 23

Z-Table

| Z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| -3.9 | 0.00005 | 0.00005 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00004 | 0.00003 | 0.00003 |
| -3.8 | 0.00007 | 0.00007 | 0.00007 | 0.00006 | 0.00006 | 0.00006 | 0.00006 | 0.00005 | 0.00005 | 0.00005 |
| -3.7 | 0.00011 | 0.00010 | 0.00010 | 0.00010 | 0.00009 | 0.00009 | 0.00008 | 0.00008 | 0.00008 | 0.00008 |
| -3.6 | 0.00016 | 0.00015 | 0.00015 | 0.00014 | 0.00014 | 0.00013 | 0.00013 | 0.00012 | 0.00012 | 0.00011 |
| -3.5 | 0.00023 | 0.00022 | 0.00022 | 0.00021 | 0.00020 | 0.00019 | 0.00019 | 0.00018 | 0.00017 | 0.00017 |
| -3.4 | 0.00034 | 0.00032 | 0.00031 | 0.00030 | 0.00029 | 0.00028 | 0.00027 | 0.00026 | 0.00025 | 0.00024 |
| -3.3 | 0.00048 | 0.00047 | 0.00045 | 0.00043 | 0.00042 | 0.00040 | 0.00039 | 0.00038 | 0.00036 | 0.00035 |
| -3.2 | 0.00069 | 0.00066 | 0.00064 | 0.00062 | 0.00060 | 0.00058 | 0.00056 | 0.00054 | 0.00052 | 0.00050 |
| -3.1 | 0.00097 | 0.00094 | 0.00090 | 0.00087 | 0.00084 | 0.00082 | 0.00079 | 0.00076 | 0.00074 | 0.00071 |
| -3.0 | 0.00135 | 0.00131 | 0.00126 | 0.00122 | 0.00118 | 0.00114 | 0.00111 | 0.00107 | 0.00104 | 0.00100 |
| -2.9 | 0.00187 | 0.00181 | 0.00175 | 0.00169 | 0.00164 | 0.00159 | 0.00154 | 0.00149 | 0.00144 | 0.00139 |
| -2.8 | 0.00256 | 0.00248 | 0.00240 | 0.00233 | 0.00226 | 0.00219 | 0.00212 | 0.00205 | 0.00199 | 0.00193 |
| -2.7 | 0.00347 | 0.00336 | 0.00326 | 0.00317 | 0.00307 | 0.00298 | 0.00289 | 0.00280 | 0.00272 | 0.00264 |
| -2.6 | 0.00466 | 0.00453 | 0.00440 | 0.00427 | 0.00415 | 0.00402 | 0.00391 | 0.00379 | 0.03680 | 0.00357 |
| -2.5 | 0.00621 | 0.00604 | 0.00587 | 0.00570 | 0.00554 | 0.00539 | 0.00523 | 0.00508 | 0.00494 | 0.00480 |
| -2.4 | 0.00820 | 0.00798 | 0.00776 | 0.00755 | 0.00734 | 0.00714 | 0.00695 | 0.00676 | 0.00657 | 0.00639 |
| -2.3 | 0.01072 | 0.01044 | 0.01017 | 0.00990 | 0.00964 | 0.00939 | 0.00914 | 0.00889 | 0.00866 | 0.00842 |
| -2.2 | 0.01390 | 0.01355 | 0.01321 | 0.01287 | 0.01255 | 0.01222 | 0.01191 | 0.01160 | 0.01130 | 0.01101 |
| -2.1 | 0.01786 | 0.01743 | 0.01700 | 0.01659 | 0.01618 | 0.01578 | 0.01539 | 0.01500 | 0.01463 | 0.01426 |
| -2.0 | 0.02275 | 0.02222 | 0.02169 | 0.02118 | 0.02068 | 0.02018 | 0.01970 | 0.01923 | 0.01876 | 0.01831 |
| -1.9 | 0.02872 | 0.02807 | 0.02743 | 0.02680 | 0.02619 | 0.02559 | 0.02500 | 0.02442 | 0.02385 | 0.02330 |
| -1.8 | 0.03593 | 0.03515 | 0.03438 | 0.03362 | 0.03288 | 0.03216 | 0.03144 | 0.03074 | 0.03005 | 0.02938 |
| -1.7 | 0.04457 | 0.04363 | 0.04272 | 0.04182 | 0.04093 | 0.04006 | 0.03920 | 0.03836 | 0.03754 | 0.03673 |
| -1.6 | 0.05480 | 0.05370 | 0.05262 | 0.05155 | 0.05050 | 0.04947 | 0.04846 | 0.04746 | 0.04648 | 0.04551 |

| | | | | | | | | | | |
|-------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| -1.5 | 0.06681 | 0.06552 | 0.06426 | 0.06301 | 0.06178 | 0.06057 | 0.05938 | 0.05821 | 0.05705 | 0.05592 |
| -1.4 | 0.08076 | 0.07927 | 0.07780 | 0.07636 | 0.07493 | 0.07353 | 0.07215 | 0.07078 | 0.06944 | 0.06811 |
| -1.3 | 0.09680 | 0.09510 | 0.09342 | 0.09176 | 0.09012 | 0.08851 | 0.08691 | 0.08534 | 0.08379 | 0.08226 |
| -1.2 | 0.11507 | 0.11314 | 0.11123 | 0.10935 | 0.10749 | 0.10565 | 0.10383 | 0.10204 | 0.10027 | 0.09853 |
| -1.1 | 0.13567 | 0.13350 | 0.13136 | 0.12924 | 0.12714 | 0.12507 | 0.12302 | 0.12100 | 0.11900 | 0.11702 |
| -1.0 | 0.15866 | 0.15625 | 0.15386 | 0.15151 | 0.14917 | 0.14686 | 0.14457 | 0.14231 | 0.14007 | 0.13786 |
| -0.9 | 0.18406 | 0.18141 | 0.17879 | 0.17619 | 0.17361 | 0.17106 | 0.16853 | 0.16602 | 0.16354 | 0.16109 |
| -0.8 | 0.21186 | 0.20897 | 0.20611 | 0.20327 | 0.20045 | 0.19766 | 0.19489 | 0.19215 | 0.18943 | 0.18673 |
| -0.7 | 0.24196 | 0.23885 | 0.23576 | 0.23270 | 0.22965 | 0.22663 | 0.22363 | 0.22065 | 0.21770 | 0.21476 |
| -0.6 | 0.27425 | 0.27093 | 0.26763 | 0.26435 | 0.26109 | 0.25785 | 0.25463 | 0.25143 | 0.24825 | 0.24510 |
| -0.5 | 0.30854 | 0.30503 | 0.30153 | 0.29806 | 0.29460 | 0.29116 | 0.28774 | 0.28434 | 0.28096 | 0.27760 |
| -0.4 | 0.34458 | 0.34090 | 0.33724 | 0.33360 | 0.32997 | 0.32636 | 0.32276 | 0.31918 | 0.31561 | 0.31207 |
| -0.3 | 0.38209 | 0.37828 | 0.37448 | 0.37070 | 0.36693 | 0.36317 | 0.35942 | 0.35569 | 0.35197 | 0.34827 |
| -0.2 | 0.42074 | 0.41683 | 0.41294 | 0.40905 | 0.40517 | 0.40129 | 0.39743 | 0.39358 | 0.38974 | 0.38591 |
| -0.1 | 0.46017 | 0.45620 | 0.45224 | 0.44828 | 0.44433 | 0.44038 | 0.43644 | 0.43251 | 0.42858 | 0.42465 |
| -0.0 | 0.50000 | 0.49601 | 0.49202 | 0.48803 | 0.48405 | 0.48006 | 0.47608 | 0.47210 | 0.46812 | 0.46414 |

Z-Table

| z | 0.00 | 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 0.0 | 0.0000 | 0.0040 | 0.0080 | 0.0120 | 0.0160 | 0.0199 | 0.0239 | 0.0279 | 0.0319 | 0.0359 |
| 0.1 | 0.0398 | 0.0438 | 0.0478 | 0.0517 | 0.0557 | 0.0596 | 0.0636 | 0.0675 | 0.0714 | 0.0753 |

| | | | | | | | | | | |
|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 0.2 | 0.0793 | 0.0832 | 0.0871 | 0.0910 | 0.0948 | 0.0987 | 0.1026 | 0.1064 | 0.1103 | 0.1141 |
| 0.3 | 0.1179 | 0.1217 | 0.1255 | 0.1293 | 0.1331 | 0.1368 | 0.1406 | 0.1443 | 0.1480 | 0.1517 |
| 0.4 | 0.1554 | 0.1591 | 0.1628 | 0.1664 | 0.1700 | 0.1736 | 0.1772 | 0.1808 | 0.1844 | 0.1879 |
| 0.5 | 0.1915 | 0.1950 | 0.1985 | 0.2019 | 0.2054 | 0.2088 | 0.2123 | 0.2157 | 0.2190 | 0.2224 |
| 0.6 | 0.2257 | 0.2291 | 0.2324 | 0.2357 | 0.2389 | 0.2422 | 0.2454 | 0.2486 | 0.2517 | 0.2549 |
| 0.7 | 0.2580 | 0.2611 | 0.2642 | 0.2673 | 0.2704 | 0.2734 | 0.2764 | 0.2794 | 0.2823 | 0.2852 |
| 0.8 | 0.2881 | 0.2910 | 0.2939 | 0.2967 | 0.2995 | 0.3023 | 0.3051 | 0.3078 | 0.3106 | 0.3133 |
| 0.9 | 0.3159 | 0.3186 | 0.3212 | 0.3238 | 0.3264 | 0.3289 | 0.3315 | 0.3340 | 0.3365 | 0.3389 |
| 1.0 | 0.3413 | 0.3438 | 0.3461 | 0.3485 | 0.3508 | 0.3531 | 0.3554 | 0.3577 | 0.3599 | 0.3621 |
| 1.1 | 0.3643 | 0.3665 | 0.3686 | 0.3708 | 0.3729 | 0.3749 | 0.3770 | 0.3790 | 0.3810 | 0.3830 |
| 1.2 | 0.3849 | 0.3869 | 0.3888 | 0.3907 | 0.3925 | 0.3944 | 0.3962 | 0.3980 | 0.3997 | 0.4015 |
| 1.3 | 0.4032 | 0.4049 | 0.4066 | 0.4082 | 0.4099 | 0.4115 | 0.4131 | 0.4147 | 0.4162 | 0.4177 |
| 1.4 | 0.4192 | 0.4207 | 0.4222 | 0.4236 | 0.4251 | 0.4265 | 0.4279 | 0.4292 | 0.4306 | 0.4319 |
| 1.5 | 0.4332 | 0.4345 | 0.4357 | 0.4370 | 0.4382 | 0.4394 | 0.4406 | 0.4418 | 0.4429 | 0.4441 |
| 1.6 | 0.4452 | 0.4463 | 0.4474 | 0.4484 | 0.4495 | 0.4505 | 0.4515 | 0.4525 | 0.4535 | 0.4545 |
| 1.7 | 0.4554 | 0.4564 | 0.4573 | 0.4582 | 0.4591 | 0.4599 | 0.4608 | 0.4616 | 0.4625 | 0.4633 |
| 1.8 | 0.4641 | 0.4649 | 0.4656 | 0.4664 | 0.4671 | 0.4678 | 0.4686 | 0.4693 | 0.4699 | 0.4706 |
| 1.9 | 0.4713 | 0.4719 | 0.4726 | 0.4732 | 0.4738 | 0.4744 | 0.4750 | 0.4756 | 0.4761 | 0.4767 |
| 2.0 | 0.4772 | 0.4778 | 0.4783 | 0.4788 | 0.4793 | 0.4798 | 0.4803 | 0.4808 | 0.4812 | 0.4817 |
| 2.1 | 0.4821 | 0.4826 | 0.4830 | 0.4834 | 0.4838 | 0.4842 | 0.4846 | 0.4850 | 0.4854 | 0.4857 |
| 2.2 | 0.4861 | 0.4864 | 0.4868 | 0.4871 | 0.4875 | 0.4878 | 0.4881 | 0.4884 | 0.4887 | 0.4890 |
| 2.3 | 0.4893 | 0.4896 | 0.4898 | 0.4901 | 0.4904 | 0.4906 | 0.4909 | 0.4911 | 0.4913 | 0.4916 |
| 2.4 | 0.4918 | 0.4920 | 0.4922 | 0.4925 | 0.4927 | 0.4929 | 0.4931 | 0.4932 | 0.4934 | 0.4936 |
| 2.5 | 0.4938 | 0.4940 | 0.4941 | 0.4943 | 0.4945 | 0.4946 | 0.4948 | 0.4949 | 0.4951 | 0.4952 |
| 2.6 | 0.4953 | 0.4955 | 0.4956 | 0.4957 | 0.4959 | 0.4960 | 0.4961 | 0.4962 | 0.4963 | 0.4964 |
| 2.7 | 0.4965 | 0.4966 | 0.4967 | 0.4968 | 0.4969 | 0.4970 | 0.4971 | 0.4972 | 0.4973 | 0.4974 |
| 2.8 | 0.4974 | 0.4975 | 0.4976 | 0.4977 | 0.4977 | 0.4978 | 0.4979 | 0.4979 | 0.4980 | 0.4981 |
| 2.9 | 0.4981 | 0.4982 | 0.4982 | 0.4983 | 0.4984 | 0.4984 | 0.4985 | 0.4985 | 0.4986 | 0.4986 |

| | | | | | | | | | | |
|------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 3,0 | 0,4987 | 0,4987 | 0,4987 | 0,4988 | 0,4988 | 0,4989 | 0,4989 | 0,4989 | 0,4990 | 0,4990 |
| 3,1 | 0,4990 | 0,4991 | 0,4991 | 0,4991 | 0,4992 | 0,4992 | 0,4992 | 0,4992 | 0,4993 | 0,4993 |
| 3,2 | 0,4993 | 0,4993 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4994 | 0,4995 | 0,4995 | 0,4995 |
| 3,3 | 0,4995 | 0,4995 | 0,4995 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4996 | 0,4997 | 0,4997 |
| 3,4 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4997 | 0,4998 |
| 3,5 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 | 0,4998 |
| 3,6 | 0,4998 | 0,4998 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| 3,7 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| 3,8 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 | 0,4999 |
| 3,9 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 | 0,5000 |

Appendix 24

Percentage Points of the t Distribution

| Two Tail Test | | | | | | |
|---------------|-------------|-------------|-------------|--------------|-------------|-------------|
| | 0,50 | 0,20 | 0,10 | 0,05 | 0,02 | 0,01 |
| One Tail Test | | | | | | |
| Dk | 0,25 | 0,10 | 0,05 | 0,025 | 0,01 | 0,05 |
| 1 | 1,000 | 3,078 | 6,314 | 12,706 | 31,821 | 63,657 |
| 2 | 0,816 | 1,886 | 2,920 | 4,303 | 6,965 | 9,925 |
| 3 | 0,765 | 1,638 | 2,353 | 3,182 | 4,541 | 5,841 |
| 4 | 0,741 | 1,533 | 2,132 | 2,776 | 3,747 | 4,604 |
| 5 | 0,721 | 1,486 | 2,015 | 2,571 | 3,365 | 4,032 |
| 6 | 0,718 | 1,440 | 1,943 | 2,447 | 3,143 | 3,707 |

| | | | | | | |
|------------|-------|-------|-------|-------|-------|-------|
| 7 | 0,711 | 1,415 | 1,895 | 2,365 | 2,998 | 3,499 |
| 8 | 0,706 | 1,397 | 1,860 | 2,306 | 2,896 | 3,355 |
| 9 | 0,703 | 1,383 | 1,833 | 2,262 | 2,821 | 3,250 |
| 10 | 0,700 | 1,372 | 1,812 | 2,228 | 2,764 | 3,165 |
| 11 | 0,697 | 1,363 | 1,796 | 2,201 | 2,718 | 3,106 |
| 12 | 0,695 | 1,356 | 1,782 | 2,178 | 2,681 | 3,055 |
| 13 | 0,692 | 1,350 | 1,771 | 2,160 | 2,650 | 3,012 |
| 14 | 0,691 | 1,345 | 1,761 | 2,145 | 2,624 | 2,977 |
| 15 | 0,690 | 1,341 | 1,753 | 2,132 | 2,623 | 2,947 |
| 16 | 0,689 | 1,337 | 1,746 | 2,120 | 2,583 | 2,921 |
| 17 | 0,688 | 1,333 | 1,743 | 2,110 | 2,567 | 2,898 |
| 18 | 0,688 | 1,330 | 1,740 | 2,101 | 2,552 | 2,878 |
| 19 | 0,687 | 1,328 | 1,729 | 2,093 | 2,539 | 2,861 |
| 20 | 0,687 | 1,325 | 1,725 | 2,086 | 2,528 | 2,845 |
| 21 | 0,686 | 1,323 | 1,721 | 2,080 | 2,518 | 2,831 |
| 22 | 0,686 | 1,321 | 1,717 | 2,074 | 2,508 | 2,819 |
| 23 | 0,685 | 1,319 | 1,714 | 2,069 | 2,500 | 2,807 |
| 24 | 0,685 | 1,318 | 1,711 | 2,064 | 2,492 | 2,797 |
| 25 | 0,684 | 1,316 | 1,708 | 2,060 | 2,485 | 2,787 |
| 26 | 0,684 | 1,315 | 1,706 | 2,056 | 2,479 | 2,779 |
| 27 | 0,684 | 1,314 | 1,703 | 2,052 | 2,473 | 2,771 |
| 28 | 0,683 | 1,313 | 1,701 | 2,048 | 2,467 | 2,763 |
| 29 | 0,683 | 1,311 | 1,699 | 2,045 | 2,462 | 2,756 |
| 30 | 0,683 | 1,310 | 1,697 | 2,042 | 2,457 | 2,750 |
| 40 | 0,681 | 1,303 | 1,684 | 2,021 | 2,423 | 2,704 |
| 60 | 0,679 | 1,296 | 1,671 | 2,000 | 2,390 | 2,660 |
| 120 | 0,677 | 1,289 | 1,658 | 1,980 | 2,358 | 2,617 |
| ∞ | 0,674 | 1,282 | 1,645 | 1,960 | 2,326 | 2,576 |

CURRICULUM VITAE

A. Identity

Name : TRI NILA SURYANI
NIM : 13 340 0071
Place and Birthday : Pekanbaru, January 08th 1995
Sex : Female
Religion : Moslem
Address : Hayuraja, Kec. Panyabungan Selatan Kab. Madina
(Mandailing Natal)

B. Parent

1. Father's name : Safri
2. Mother's name : Atikah Nur Wani

C. Educational Background

1. Elementary School : SD N 14451 (2007)
2. Junior High School : SMP Negeri 1 Kayulaut (2010)
3. Senior High School : SMK Negeri 1 Panyabungan (2013)
4. Institute : IAIN Padangsidempuan (2017)

