



## Critical Thinking of Extrovert and Introvert Students in English Reading Course

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### ABSTRACT

The purpose of this research was to identify the types of critical thinking mostly used by extrovert and introvert students at the third semester students of English Department of Halu Oleo University. The samples of this research were 81 students who enrolled in academic year 2019/2020. The data of this research was collected through two questionnaires, the first was questionnaire of personality types (Jung type indicator), and the last was questionnaire of critical thinking of English reading. The data obtained was analyzed quantitatively in the form of percentages. The result showed that the majority of students in the fourth semester of English Department of Halu Oleo University were extrovert students. It was proven by 48 of students included in extrovert personality and the remaining 33 included in introvert personality. Regarding to the types of critical thinking mostly used by the extrovert and introvert students, it shows that interpretation skill is the critical thinking skill mostly used by extrovert and introvert students with 26,7 % and 21,2 % in English Reading. Meanwhile, the type of critical thinking that they tend to useless respectively are inference skill for extrovert students and explanation skill for introvert students with, 7,1 % and 8,1 % in English Reading. In conclusion, extrovert and introvert students mostly use their interpretation skill in English reading and respectively of them tend to useless in inference skill and explanation skill in English Reading. For recommendation, understanding the background of the student's personality types may help the teacher to achieve the learning objective.

### **Keywords:**

*extrovert students, introvert students, critical thinking, English reading*

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### 1. Introduction

Education is one of the most important things in human life. It is not difficult for us to find many children study in the school, even in informal education there are children add their study time to get the maximal performance. The ability to think critically is very helpful in determining valuable decisions. The essence of critical thinking is not to rely on emotions to support decisions or solve problems; however, critical thinking puts facts first. The purpose of critical thinking is to achieve rational and logical thinking. Critical thinking habits will develop into abilities so that it can increase one's intelligence. In today's era where information can be obtained easily, the ability to think is very important to deal with world changes that are increasingly fast, and critical thinking is one way out to deal with it. According to Garside (1996) the initial definition of critical thinking is the propensity and the capability to systematically and rationally verify the indication encourages several assumptions,

they systematically and rationally verify the reason to see the relationship connect evidence and conclusions, by both evidence and reasoning.

In addition, critical thinking also greatly contributes to learning foreign languages, for example, English. Students will quickly and easily learn foreign languages when they have good critical thinking (Fitriah, 2022). According to Paul (2002) the development of critical thinking is a process that really requires strong determination, and being an extraordinary thinker is impossible to obtain at the beginning of learning. Furthermore, one of the supporting factors for enhancing critical thinking in the educational aspect is through reading. Reading is an activity carried out by someone to understand the written language conveyed by the author. It is a composite action that contains points of view and idea, (Usman, 2017).

Therefore, reading is a complex activity consisting of providing perceptions regarding what has been obtained from reading, whether in the form of written text or through electronic media. There are many things may be gathered by reading a text, particularly information on the text being read, Schultz in (Muslem, 2017) Through reading, the students can generate their thinking critically, this talent is essential for students since it may help to deepen and refresh their knowledge, particularly in English, as well as their critical thinking. Then students with high critical thinking abilities have better performance at reading text with unfamiliar words.

According to (Tarigan, 2015) reading is a process through which a reader obtains the writer's intention through the written word. Reading involves an interactive process in which active readers produce meaning through mental processes that lead to interaction between the reader and the text. Reading without thinking is impossible. Reading text can also activate memory about previously stored knowledge. Students read books or other resources for a variety of reasons, and some experts give specific reading goals depending on their expertise. Linse in (Savita, 2015) stated that, there are two types of reading purposes: reading for pleasure and reading for information. Reading for pleasure entails following a story and enjoying the sound or rhyme of the literary text. Reading for enjoyment can help kids improve their vocabulary, reading speed, comprehension, and writing abilities.

The relationship between critical thinking and English reading has close links. As found by (Albeckay, 2013) that critical thinking has a close relationship with EFL students competence in reading comprehension. Students should be as often as possible and regularly trained with critical thinking skills through various types of texts. That is appropriate with Kamali and Fahim in (Golpour, 2014) concluded that critical thinking is very important for responding reading comprehension questions, particularly those correlated to principal notion. Then students with high critical thinking abilities have better performance at reading text with unfamiliar words.

Blackburn in (Golpour, 2014) stated that critical thinking is a process to determine the logical structure displayed according to the previously formed components. So that in the critical thinking process, the ability to analyze the information that has been obtained from various sources is needed and then reshapes the points in the information so that it becomes a logical conclusion. Critical thinking is also inseparable from the components in it, in line with that the components contained in critical thinking, Facione in (Muslem, 2017) stated that

there are six components in critical thinking. The first component is interpretation, it is considered as expressing and understanding the meaning of various data, events, experiences, situations, judgments, conventions, beliefs, rules, procedures or criteria. The second component is analysis as the desired inferential relationship to be identified and the actual between statements, questions, concepts, descriptions, or parts of other representations whose purpose is to express beliefs, judgments, experiences, reasons, information, or opinions. The third component is evaluation as a statement regarding the perception, experience, judgment, belief or opinion of the person whose credibility is assessed. The fourth component is inference as a critical thinking component. Inference is drawing reasonable conclusion as a form of ability to identify, form assumptions and hypotheses, and consider relevant information. The next component is explanation skill, namely presenting the results of one's reasoning in a strong and coherent way. The last, self-regulation is defined as the ability to monitoring self-understanding involves using cognitive skills in critical thinking as an effort to control one's own thinking and correct mistakes that have been made.

Personality is the character of each individual that is not owned by others so that everyone has a different character. According to Gazzaniga and Heatherton in Travolta (2018) defined personality is somebody's typical through moods, opinions, and actions which are designed by the phase and the experiences of the individual. Therefore, many experts classify personality types into 2 types, namely extrovert and introvert. Extrovert is the individual which are socially skilled and have a preference for interaction because of those students with extrovert types have been shown to be beneficial for social relationships (Doeven-Eggens, 2008). Introvert is the person's attitude gets its own comfort without involving other people, Brown in (Zainuddin, 2016). In addition, Richards and Schmidt in (Zainuddin, 2016) claimed that introvert people are people who try to stay away from social relationships with many people; they are more interested in their experiences, thoughts, and feelings.

Extrovert and introvert students certainly have differences in their way of thinking. Meanwhile, some specialists believe that psychological issues have the most negative effect on students. Psychological issues can affect students' understanding of English, Haidara in (Tockary, 2020) Therefore, psychological factors in this case personality types will affect individual performance in terms of reading ability.

A research of Moeslim (2017) about Critical Thinking Skills Used Among University Students in Reading Comprehension demonstrates that second-year students in the department do not apply all critical thinking abilities in reading comprehension III. With a proportion of 54 percent, the majority of students employed inference level critical thinking skill in reading comprehension. Another study (Jie, 2015) have conducted a research in EFL reading context shows that the critical thinking ability of university non-English majors in English reading is weak, namely, most students lack critical thinking ability in English as a Foreign Language reading class, which requires relevant training urgently.

From several previous studies above that have explained the relationship between critical thinking and English reading, in this study the difference from previous study is associated with personality types where personality types are an

inherent aspect of each individual and this is also one of the factors to success in learning. So, the existence of these personality types will give different research results. So, thus this research is important to do because the results in this study can provide reference material in teaching or for further research. This research conduct to find out what are the types of critical thinking mostly use for both extrovert and introvert students at the third semester students of English Department of Halu Oleo University.

## **2. Methods**

The design of the research was quantitative research and analyzed descriptively. The population and sample of this study were the third semester students of English Department of Halu Oleo University who have joined in Intensive Reading Class and Critical Reading Class. The total numbers of students were 81 students. Questionnaires were administered to collect the data, it consisted of two kinds of questionnaires, and they are questionnaire of personality types and questionnaire on critical thinking ability of English reading. To find out the score obtained on the personality questionnaire, it was calculated using the Microsoft Excel Application. To determine the types of critical thinking mostly used by extrovert and introvert students was used Likert scale, and each answer has a score. To find out the score obtained on the critical thinking questionnaire, it was calculated using the Microsoft Excel application and the result served in the percent form.

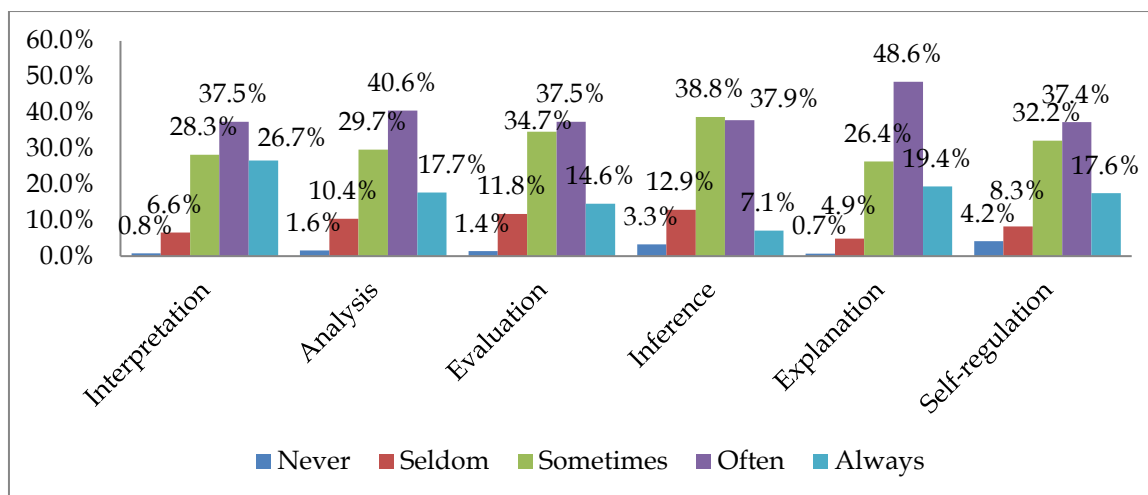
## **3. Result**

### **1. Student Personality Types**

Based on the calculation result, it can be found that 81 students have different types of personalities. Most of the respondents in this study are categorized as individuals with extrovert rather than introvert personality types. It shows 48 students included in extrovert personality while the remaining 33 students included in introvert personality.

### **2. Critical Thinking of Extrovert Students**

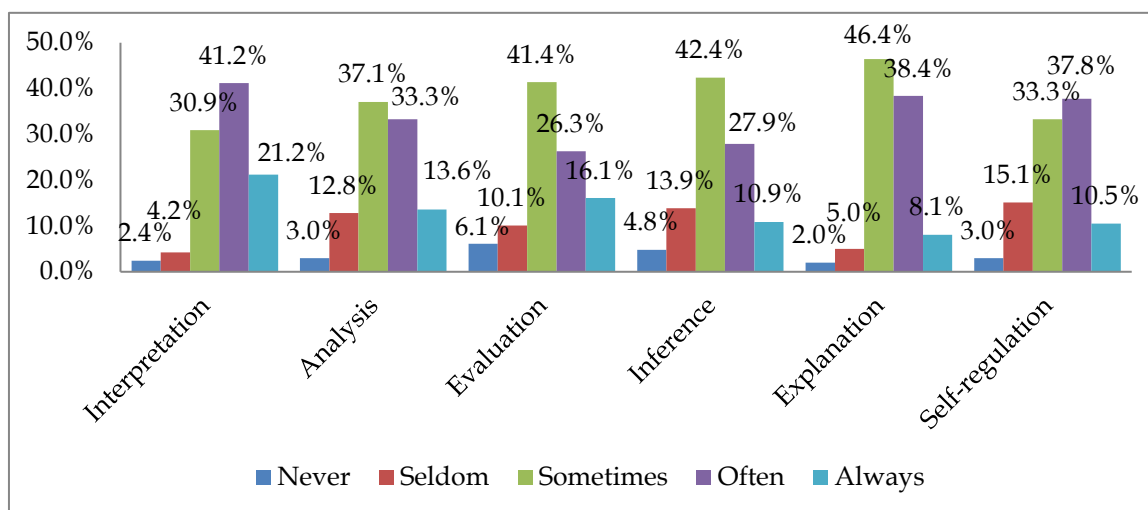
Figure 1. Presentation of critical thinking of extrovert students



Based on the results above, it can be seen that extrovert students tend to use interpretation skills with a value of 26.7% compared to other skills, and tends to lack in inference skill with a value of 7.1%.

### 3. Critical Thinking of Introvert Students

Figure 2. Presentation of critical thinking of introverted students



Based on the results above, it can be seen that extrovert students tend to use interpretation skills with a value of 21.2% compared to other skills, and tends to lack in the ability of explanation skills with a value of 8.1%.

### 4. Discussion

Based on the results of the questionnaire personality types distributed, there were 33 respondents included in the introvert category and the remaining 48 included in the extrovert category, and then from the results of the questionnaire critical thinking of English reading showed that for the extrovert and introvert students they tend to interpret in English reading. The following explanation is

about the types of critical thinking mostly use and rarely use by extrovert and introvert students in Reading course.

Based on the results, it can be seen that the number of individuals with type of personality extrovert is more than type of personality introvert from the total number of research subjects. The researcher may assume that this is influenced by their background behavior, environment, and moods. That is in accordance to the theory from Allport in (Utami, 2017), personality is a unique or distinctive way for an individual to adapt to the environment and this is a part of the psychophysical system is a dynamic organization's individual. Furthermore, related to the types of critical thinking of English reading questionnaire, the overall result is they are always using their critical thinking ability in the type "interpretation skill" toward English Reading, this is because based on the frequency score the most chosen is 26.7 percent for the extrovert type while for the introvert type as much as 21.2 percent compared to the value of the frequency score on the other skills, so it is mean that the introvert students tend to use their interpretation skill too. The majority of extrovert and introvert students said they have mostly used interpretation skills in English Reading. These results indicate the differences related to the research conducted by (Muslem, 2017) with the title *Critical Thinking Skills Used Among University Students in Reading Comprehension*.

In addition, the similarity types of critical thinking used by extrovert and introvert students in English reading refers to their habits and ways of thinking. Extrovert students mostly use their interpretation skills, which is related to the definition of interpretation skill according Facione in (Muslem, 2017) interpretation skill is considered as expressing and understanding the meaning of various data, events, experiences, situations, judgments, conventions, beliefs, rules, procedures or criteria. It means that extrovert and introvert students tend to be interpret might because in accordance to the definition of this skill and the sub-skills. Interpretation skill usually is a skill that is quite easy and does not require further knowledge because in accordance with the sub-skill interpretation skill, namely clarifying what a sign, chart or graph means. Then the sub-skill interpretation such as constructing a tentative categorization or way of organizing something you are studying; paraphrasing someone's ideas in your own words; or, clarifying what a sign, chart or graph means.

The result of the study shows that there are differences in the order of skills from the most used to the less used in English Reading among extrovert and introvert students. Extrovert students start with interpretation skills, explanation, analysis, self-regulation, evaluation, and inference skills, while introvert students start with interpretation skills, evaluation, analysis, inference, self-regulation, and the last, explanation skills. This difference may be caused by their way of thinking, experiences, and moods related to each character. Extrovert students tend to be more active in taking their actions, they have a habit of always being active so they tend to be attractive, while introvert students are personalities who tend to be more comfortable without involving many people, then introvert students are also more interested in their experiences, thoughts, and feelings. This is in accordance with Gazzaniga and Heatherton in Travolta (2018) defined personality as somebody's

typical through moods, opinions, and actions which are designed by the phase and the experiences of the individual.

The difference that can be seen between extrovert and introvert students based on the results of the study namely the type of critical thinking that they tend to useless. Extrovert students less in using inference skills in English reading. Inference skill is drawing a reasonable conclusion as a form of ability to identify, form assumptions and hypotheses, and consider relevant information. This is might because related to the definition inference is the ability to draw conclusions from what has been read, and this is the ability of the mind to process various information. So in generally it will make difficult for extrovert students and this is not in accordance with their character because extrovert students are someone who takes more action and he/she is not a good thinker. Introvert students are less in using explanation skills in English Reading. Explanation skill is presenting the results of one's reasoning strongly and coherently. This is might because related to the definition of explanation skill as the ability to explain from previously obtained information. This ability can be categorized in acting which explains, while it does not according to the introvert student's character. Introvert students are a character who is more withdrawn in a crowd, introvert students prefer to act with few people or their close friend then also introvert students are a thinker not as an active person.

Based on the explanation above, the results of this study, the researcher assumed that critical thinking types of English reading by the two types of personality, namely extrovert students, are mostly using their interpretation skill rather than others skill, meanwhile introvert personality types, they prefer to use their interpretation skill too in English reading rather than analysis skill, evaluation, inference, explanation, and self-regulation skill. Then, there is a difference in the skills that they less using is inference skill for extrovert students and explanation skill for introvert students. With the results obtained above, the researcher expected that extrovert and introvert students can improve their critical thinking skills not only in interpretation skill but also in other skills.

## **5. Conclusion**

From all respondents there are 48 extrovert students and 33 introvert students. The type of critical thinking of English reading is the majority of students choose interpretation skill seen based on the type of personality, where the students with extrovert personality majority choose interpretation skill then followed by explanation skill, analysis skill, self-regulation skill, evaluation skill, and inference skill. For introvert students, the majority choose interpretation skill then followed by evaluation skill, analysis skill, inference skill, self-regulation skill, and explanation skill, furthermore, they have similarities in skills with the most used, namely interpretation skill. Meanwhile, the skill that less using by extrovert students is inference skill, while for the introvert students less using explanation skill in English reading. Therefore, knowledge of the background of the student's character will facilitate the teacher in achieving his learning objectives. Knowing whether an individual is an extrovert or an introvert can help to determine the learning model that is considered the most appropriate for the individual's character.

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