THE STUDENTS PERSONALITY BASED ON THE READING STRATEGY USED

Nurteteng
Universitas Pendidikan Muhammadiyah Sorong, Indonesia
teteng.syaid72@gmail.com

ABSTRACT

The study attempts to analyse the students' personality, the reading strategy that the students used in reading, and the correlation between the students' personality and reading strategy used. The study took place at SMAN 6 Wajo where 3 classes were participated to represent their classes. The study employed descriptive method, where the data obtained through personality inventory questionnaire, reading strategy questionnaire and reading test. There are three points were found from this research. First, regarding with the students personality, mostly students in SMAN 6 Wajo are extrovert persons. The rest of students is dominated with introvert personality. Second, the reading strategy that the student most frequently used is Global Reading Strategy. It is followed with Problem Solving Strategy and Support Reading Strategy. Last, related with the relationship between reading strategy used and the students' personality, there are three points we got from this study. First, extrovert students commonly use Global Reading Strategy. Second, introvert students use Problem Solving Strategy. Third, Support Reading Strategy is used by thinking students.

Keywords: *Reciprocal Teaching Method, Reading Comprehension, Interest.*

INTRODUCTION

Reading is a receptive skill, which involved the reader to transfer the knowledge from what they have read. According to Grellet (1987), understanding a written text means extracting the required information from it as accurately and efficiently as possible. People usually read because they want to obtain information about a specific subject. People read variety of texts such as signs, timetables, directories, maps, letters, tables, application forms, stories, textbooks, instructional, leaflets and the like in order to get facts, exchange ideas, enjoy their leisure time, express feelings, etc. From a technical perspective, reading comprehension is a dynamic mental activity in which the reader interacts with the text to extract meaning (Farhadi, 2005).

Reading comprehension is one of the most important ways for learning English and it has a close relationship with an effective writing style. Belets in Kirmizi (2009) argues that reading comprehension enables students to become

lifelong literates. Besides, Allen, *et.al* in Kirmizi (2009) state that effective reading process is based on using reading comprehension strategies effectively. Furthermore, reading is a vital aptitude that assists students in teaching and learning process, national examination, even in proficiencies test (TOEFL and IELTS). Pintrich *et.al*. (1999) state that reading is a crucial skill for professional successful and academic learning. In some academic subject areas, school success is dependent on knowing how to read, understand what has been read, and apply the content to future learning.

Moving away from a passive, instruction-dependent learner to a more active, creative, and autonomous one is seen as an important goal of strategy learning. Language learners are expected to continue their progress in learning the second language after the end of their educational career, and learning strategies can significantly contribute to this objective. Language learning strategies are related to many factors such as attitude and belief, cultural background, age, gender, learning style, and personality trait (Oxford, 1994).

Richards and Schmidt (2002) define personality as "those aspects of an individual's behaviour, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others" (p. 275). Based on this definition, each person has a type of personality, which is exclusive to him/her. Another, perhaps a more comprehensible definition of personality is that personality is a stable set of characteristics and tendencies that determine those common abilities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment (Berens, 1999). It is clear that Berens (1999) in her definition of personality has insisted on two factors: stability and continuity of personality types.

LITERATURE REVIEW

Previous Related Studies

Safdarian *et. al.* (2014) sought to uncover the reading strategies utilized by Iranian undergraduate English Foreign Language (EFL) learners and their relationship with personality types. Results obtained indicate that the participants are moderate reading strategy users. Among the four bipolar personality types, introversion did show a significant positive relationship with reading strategies suggesting that the learners' extraversion and introversion dichotomy should be taken into consideration to shed light on their reading strategy use.

Sadhegi (2012) review the relationship between learning styles, personality and reading comprehension performance. The reviewed studies substantiate that there is a relationship between personality types and/or traits of the learners, the way they establish their learning styles and their academic success in school and university both at an undergraduate and postgraduate level. Therefore, learners depending on the type of their personality resort to different learning styles or preferences which-in turn- affect their learning performance. However, there are no studies – either theoretical or empirical – examining exclusively the role of personality and learning styles on reading comprehension performance.

Vahdat (2016) investigated the relationship between personality traits (extroverts vs. introverts), cognitive/metacognitive strategies and reading comprehension of Iranian EFL students.   The results can have implications for EFL teachers to determine which reading strategies are more appropriate for students with different personality traits of introversion and extroversion.

Some Pertinent Ideas

Reading Strategy

Comprehension processes that readers employ in order to make sense of what they read are defined as reading strategies (Brantmeier, 2002). Examples of reading strategies are: making connections (connecting reading content to past experiences or prior knowledge); visualization (creating pictures in mind); asking questions (asking questions before, during, and after reading to better understand

the author and the meaning of the text); inferencing (drawing conclusions based on background knowledge); determining importance (looking for things that help readers identify big ideas and why they are important); and synthesizing (combining new information from the text with existing knowledge in order to form new ideas or interpretations).

The reading strategies assessed in this study are based on Mokhtari and Reichard's (2002) classification labeled as cognitive, metacognitive, and support strategies. Cognitive strategies are direct strategies used to orchestrate the mental processing of a target language. They are classified as local (data-driven), global (reader-driven), or interactive in nature 123 (Blachowicz & Ogle, 2008). Metacognitive strategies function to monitor or regulate cognitive strategies (Flavell, 1981; Devine, 1993) by pre-planning reading, monitoring one's attempts, revising, etc. Skimming a text for key information by readers is a cognitive strategy, whereas assessing the effectiveness of their skimming strategy for gathering textual information is a metacognitive strategy (Devine, 1993). Support strategies are basic support mechanisms (using dictionaries, taking notes, and underlining) that are employed to aid readers in having better reading comprehension (Mokhtari & Sheorey, 2002).

Basically, there are two kinds of reading strategy, they are:

1. Cognitive Strategies

According to Chamot and Kupper (1989), cognitive strategies are approaches "in which learners work with and manipulate the task materials themselves, moving towards task completion" (p. 14). Winstead (2004) defined the cognitive strategy as "learner-centered approach that takes into consideration the environment or situational context in which the learner learns, the learner's knowledge base, intrinsic motivation, in addition to improving the learner's ability to process information via cognitive and metacognitive approaches" (p. 30). Examples of cognitive strategies include the skills of predicting based on prior knowledge, analyzing text organization by looking for specific patterns, self-questioning, making a summary, taking notes by writing down the main idea or

specific points, translating, inferencing, and transferring (Chamot & Kupper, 1989; Oxford, 1990).

2. Metacognitive Strategies

The basic concept of metacognition is the notion of thinking about thinking. Thinking can be of what the person knows and what the person is currently doing. Metacognition is deliberate, planned, intentional, goal-directed and future-oriented mental processing that can be used to accomplish cognitive tasks (Flavell, 1981). Metacognitive strategies are the test-takers' deliberate mental behaviors for directing and controlling their cognitive strategy processing for successful performance. According to Carrell, Gajdusek & Wise (1998), the first dimension of metacognition is knowledge of cognition and the second dimension in metacognition is regulation of cognition. In the field of reading, regulation of cognition includes planning, monitoring, testing, revising, and evaluating strategies (Baker & Brown, 1984).In summary, metacognitive reading strategies are classified into three groups of planning (pre-reading), monitoring (during reading), and evaluating (post-reading) strategies, and each group has a variety of strategies that require readers' metacognitive processing.

Personality

Personality can be defined as those characteristics of a person that account for consistent patterns of feeling, thinking, and behaving (Pervin & John, 2001). It is generally conceived of as composed of a series of traits such as extraversion/introversion, neuroticism/stability, and it si typically measured by means of some kind of self report questionnaire (Eysenck & Eysenck, 1964). These have been used to measure certain dimensions of personality such as risk-taking, tolerance of ambiguity, etc. among L2 learners. Each dimension of personality types represents a continuum; that is, individuals can be screened on the spectrum to be less or more, say, extroverted, but it is also possible to identify their idealized personality type.

Psychologists have always been concerned about the most reliable tool assessing personality types of individuals. Jung (1971) in his personality theory asserted that people's behavior is not a random phenomenon; rather, it can be

measured and classified. He initially differentiated between people of two types (introversion and extroversion) based upon a person's general attitude. The functional types of thinking and feeling, as well as sensing and intuition, were added later on. In 1942, Isabel and her mother, Katherine, developed the MBTI questionnaire based on Jung's psychological type theory. Today, their questionnaire serves as one of the most widely used personality inventories in the world. What follows is a brief elaboration on the four scales of the MBTI:

1. Extraversion/Introversion. Extraversion is the tendency to socialize with other people, to be outgoing and to receive affirmation and self-esteem from others. Extraverted 124 individuals obtain information by being more oriented toward the outer world of people, events, or things. Conversely, introversion is the tendency to stay away from other people and avoid getting very involved in social activities. Introverts process their thoughts internally before speaking; they have very few close friends and often seek conversations that are deeper in nature (MacIntyre, Babin, & Clément, 1999).

2. Sensing/Intuition. Sensing individuals usually have full consciousness of their senses in relation to their surrounding situations. Acting based on facts, they often focus on practical concrete problems and use their five senses in a sequential fact-oriented manner. Intuitives look forward to what happens in the future and live in a world of conjecture, percepts, patterns, and possibilities. They see the big picture, sometimes at the expense of details, and tend to concentrate on complicated problems (Hirsh & Kummerow, 1997).

3. Thinking/Feeling: Thinking individuals make logical, objective, and impersonal decisions and adopt a cause-effect approach in most situations. They prefer to be just, determined, and competent. Feeling type individuals treat things subjectively and base their decisions on interpersonal factors. They act well and easily to peoples' values and are adept at assessing the human impact of decisions (Rushton, Morgan, & Jackson, 2007).

4. Judging/Perceiving: Judging people always structure the situations and take an organized approach toward life. They are usually self-disciplined, have a well-developed value system, which they strictly adhere to, and prefer to have order

in their lives. Perceiving people are flexible, open individuals toward new ideas and situations. They like to act based on spontaneity, prefer to leave things open, do not make decision instantly, and get things done at the last minute (Sprague, 1997).

METHODS

Design and Samples

This research employed descriptive design in particular. This research used questionnaire study in taking the data. There was two kinds of questionnaire, which would be distributed to the students; they are reading strategy inventory and personality inventory questionnaire. Those questionnaires were used to know the strategy that the students used in reading and their personality. The participants of this research are the students in SMAN 6 Wajo. This research involved the first, second, and third grade students of SMAN 6 Wajo. Each grade consists of seven classes. Therefore, there were twenty classes as the population of this research. The sample of this research was only three classes of this school. Therefore, one class represents one grade. The researcher used random sampling technique in taking sample.

Instrument and Procedure

Three kinds of instruments-personality test, reading strategy test and reading test were applied in this research. Personality test was used to know the students' personaliy, reading strategy questionnaire was used to know reading strategy that the students' used in reading and reading test was used to make sure whether they use their reading strategy in answering test or not. All the test distributed at the same time.

Data Analysis

The collected data from questionnaire has analyzed through several stages. The researcher analyzed the data based on Miles and Huberman (1994) data analysis. They are data reduction, data display and conclusion drawing and verification.

RESULT AND DISUSSION

The Students' Personality

In order to find out the students personality, the researcher has given the personal style inventory questionnaire to each students. There are three class which have been given the questionnaire. Each class consisted of 25 students, so the total of the sample is 75 students.

Table 1. The Students Personality

Types of Personality	Number of Students	Percentage
Extrovert	30	40 %
Introvert	18	24%
Sensing	7	9%
Intuitive	2	3%
Thinking	5	7%
Feeling	4	5%
Perceiving	2	3%
Judging	7	9%
Total	75	100%

Table 1 shows that there are 30 students or 40% of them are categorized extrovert. There are 18 students or 24% of them are categorized extrovert. There 7 students or 9 % of them are categorized sensing. There are 2 students or 3 % of them are intuitive. There are 5 students or 7% of them are categorized thinking. There are 4 students or 5% of them are categorized feeling. There are 2 students or 3% of them are categorized perceiving and there are 7 students or 9 % of them are judging. Therefore, based on the data above we can conclude that most of the students in SMAN 6 Wajo are categorized extrovert students. It is proved from 75 students, there are 30 students or 40 % of them are extrovert students.

The Students' Reading Strategy Used

In order to find out the reading strategy that the students used in reading , the researcher has given the reading strategy questionnaire for each students. There are threee class which had been given the questionniare. Each class consist of 25 students, so the total of the sample is 75 students. The reading strategy that the students were used can be seen in table 2 as follows:

Table 2. The Students' Reading Strategy Used

Types of Reading Strategy	Number of Students	Percentage
Global Reading	56	75 %
Problem Solving	15	20 %
Support Reading	4	5 %
Total	**75**	**100**

Referred to the students' reading strategy used in table 2 that there are 56 students or 75 % of them use Global Reading Strategy. There are 15 students or 20% of them use Problem Solving Strategy. Only 4 students or 5 % of them use Support Reading. Therefore, based on the data above we can conclude that almost all of the students in SMAN 6 wajo use Global Reading Strategy in reading. It is proved with more than a half students or 75 % of them use Global Reading Strategy. In conclusion, based on the data above the reading strategy that the students most frequent use is Global Reading Strategy. Basically, Global Reading strategy involves visualizing, using dictionary, reciting, note taking, viewing picture, thinking while pacing and rereading.

The Relationship between Reading Strategy Used and Personality

The researcher show the relationship the reading strategy that the students used with their personality. Based on the all data above, the researcher has drown a conclusion related with this cases. The following table will explain it clearly:

Table 3. Reading Strategy Used and Personality

Types of Personality	Reading Strategy Used		
	Global Reading	**Problem Solving**	**Support Reading**
Extrovert	24	5	1
Introvert	12	6	0
Sensing	6	1	0
Intuitive	2	0	0
Thinking	2	0	3
Feeling	3	1	0
Judging	5	2	0
Perceiving	2	0	0
Total	**56**	**15**	**4**

Based on table 3, it can be seen that for extrovert students, there are 24 students use global reading strategy, 5 students use problem solving, and only 1 of them use support reading strategy. For introvert students, there are 12 of them use global reading strategy, 6 students use problem solving strategy and none of them use support reading strategy. For sensing students, there are 6 of them use global reading strategy, 1 students use problem solving strategy and none of them use support reading strategy. For intutive students, there are 2 of them use global reading strategy and none of them use problem solving strategy and support reading strategy. For thinking students, there are 2 of them use global reading strategy and none of them use problem solving strategy and 3 of them use support reading strategy. For feeling students, there are 3 of them use global reading strategy and 1 of them use problem solving strategy and none of them use support reading strategy. For judging students, there are 5 of them use global reading strategy and 2 of them use problem solving strategy and none of them use support reading strategy. For perceiving students,both of them use global reading strategy and none of them use problem solving strategy and support reading strategy.

To make sure that the students used their strategies in reading, the researcher gave a literal reading test to them. The reading test consist of 30 items multiple choice. The result of the test can be seen in the following table.

Table 4. Reading Test Result

Reading Strategy Used	Types of Personality							
	E	**I**	**S**	**N**	**T**	**F**	**J**	**P**
Global reading	82	80	79	80	78	80	78	78
Problem solving	80	85	80	0	0	82	80	0
Support reading	78	0	0	0	81	0	0	0

Based on table 4, it can be seen that all types of personality used global reading, but the highest frequency only used by extrovert student. The mean score of the extrovert students is 82, the introvert students is 80, the sensing students is 79, the intuitive students is 80, the thinking students is 78, the feeling students is 80, the judging students is 78 and the perceiving students is 78. From the data above, it can be concluded that the extrovert students is proven using global

reading as their reading strategy because the mean score of them is higher than another personality.

CONCLUSION AND SUGGESTIONS

Finally, the researcher concluded three important points of this research. First, regarding with the students personality, mostly students in SMAN 6 Wajo are extrovert persons. The rest of students is dominated with introvert personality. Second, the reading strategy that the student most frequently used is Global Reading Strategy. It is followed with Problem Solving Strategy and Support Reading Strategy. Third, Related with the relationship between reading strategy used and the students personality, there are three points we got from this study. First, Global Reading Strategy is commonly used by extrovert students. Second, Problem Solving Strategy is used by introvert students. Last, Support Reading Strategy is used by thinking students.

Based on the conclusion above the researchers gives suggestions that for English teachers, they should pay attention on appropriate strategies that can be applied to help students in reading activity. Implementing such programs call for the need to consider learners' personality as a probable contributing factor in their use of strategies. Some learners may feel more confident in the use of specific reading strategies, while others may tend to use a type of strategy that is not effective but, due to their general tendency, they keep applying it. Conversely, students may not feel very confident in learning another language due to some preconceived factors about their inability in language learning and this, in turn, may influence their use of strategies.

REFERENCES

Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. D. Pearson, M. Kamil, R. Barr, & P. Mosenthal (Ed.)*, Handbook of reading research* (Vol. 1, pp. 353-394). New York: Longman.

Berens, L.V. (1999). *Dynamics of personality type: Understanding and Applying Jung's Cognitive Process*. Huntington Beach. CA: Telos Publications.

Blachowicz, C., & Ogle, D. (2008). *Reading comprehension: Strategies for independen learners* (2nd ed.). New York, NY: The Guilford Press.

Brantmeier, C. (2002). The effects of passage content on second language reading comprehension by gender across instruction levels. In J. Hammadou Sullivan (Ed.), Research in second language learning: Literacy and the second language learner. (pp. 149–176). *Greenwich, CT: Information Age Publishing.*

Chamot, A.U., & Kupper. L. (1989): Learning strategies in foreign language instruction. *Foreign Language Annals, 22, 13-24.*

Devine, J. (1993). The role of metacognitive in second language reading and writing. In J. S. Carson & L. Leki (Eds), *Reading in composition classroom: Second languageperspective* (pp. 105-127). Boston, MA: Heinle & Heinle.

Farhadi, H. (2005). *Techniques for Effective Reading*. Iran: Iran University of Science and Technology.

Flavell, J. H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills*. New York: Academic PressGrellet, F. (1987). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Grellet, F. (1987). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Hirsh, S., & Kummerow, J. (1997). *Life types: Understanding yourself and make the most of who you are.* New York, NY: Warner Books.

Jung, C. G. (1971). Psychological types. In H. Read, M. Fordham, G. Adler, & W. McGuire (Eds.), *The collected works of C. G. Jung*. (Vol. 6) (pp. 231-311). Princeton, NJ: Princeton University Press.

MacIntyre, P. D., Babin, P. A., & Clément, R. (1999). Willingness to communicate: Antecedents and consequences. *Communication Quarterly*, *47*, 215-229.

Mokhtari, K., & Reichard, C. (2002). Assessing students,, metacognitive awareness of reading strategies. *Journal of Educational Psychology, 94(2), 249–259.*

Mokhtari, K., & Richard, C. (2004). Investigating the strategic reading process of first and second language readers in two different cultural context. *System, 32 (4), 379-394.*

Oxford, R. (1990). *Language learning strategies: What every teacher should know.* Boston, MA: Heinle & Heinle.

Oxford, L. (1994, October). *Language learning strategies: An update.* Retrieved from www.cal.org/resources/digest/oxford01.html.

Pervin, L., & John. O. (2001). *Personality: Theory and research* (8th ed.). New York: John Wiley and Sons.

Richards, Jack C and Richard Schmidt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics, 3rd Ed.*, London: Pearson Education Limited.

Rushton, S., Morgan, J., & Jackson, M. (2007). Teacher's Myers-Briggs personality profiles: Identifying effective teacher personality traits. *Teaching and Teacher Education, 23*, 432-441.

Safdarian, Z., Ghasyi, M., Farzani, A.M. (2014). How Reading Strategy Use and Personality Types are Related?. *Reading Matrix, 14 (1), 121-135.*

Sadhegi, N. (2012). Learning Styles, Personality Style, and Reading Perfomance. *Journal of English Language Teaching, 5 (4).*

Sprague, M. M. (1997). Personality type matching and student teacher evaluation. *Contemporary Education, 69*, 54–57.

Vahdat, S. (2016). The Relationshiop between Personality Traits and Metacognitive Strategies in Reading Comprehension. *International Journal of Language Learning and Applied Linguistic World, 11 (2).*

Winstead, L. (2004). Increasing academic motivation and cognition in reading, writing, andmathematics: Meaning-making strategies. *Educational Research Quarterly, 28*(2), 30-49.