

**THE CORRELATION BETWEEN THE PERSONALITY TYPES AND  
READING COMPREHENSION OF THE SIXTH SEMESTER STUDENTS  
OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA  
UNIVERSITY**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**INDERALAYA**

**2016**

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the Sixth Semester of English Education Study Program of Sriwijaya University  
A Thesis**

By

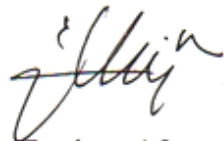
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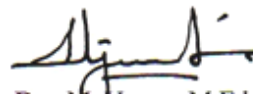
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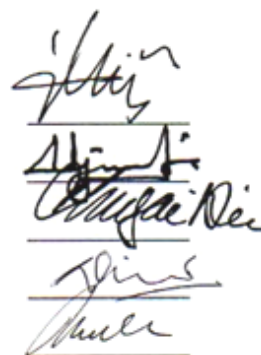
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Certify that this thesis entitled "The Correlation between the Personality Types and Reading Comprehension of the Sixth Semester Students of English Education Study Program of Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court if I found to have plagiarized this work.

Indralaya, 16<sup>th</sup> June 2016



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## **DEDICATIONS AND MOTTO**

This thesis dedicated to:

- My angel in my life, my mom and my dad. Thank you for your great support and love.
- My best bro in the world, Den and Deb.
- My nice sis in my life, Vivin.
- My niece and nephew, Nayla and Cello.
- My whole family.
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- My best friends.
- Everyone ever come to my life. Sorry guys, I can mentions your name one by one.

My motto is doing anything because of Allah swt.

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The writer,  
Destri Prianti

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## ABSTRACT

The objectives of this study were to find out whether or not there was a significant correlation between the personality types and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University. The sample of this study was all sixth semester students of English Education Study Program of Sriwijaya University from both Indralaya and Palembang campuses. There were two kinds of technique used to collect the data, questionnaire and reading comprehension test. The questionnaire was used to find out the students' personality type while the TOEFL was used to find out their reading comprehension achievement. The data were analyzed by using Pearson Product Moment Correlation Coefficient analysis. The results of this study showed that (1) there was significant correlation between sanguine personality type and reading comprehension. The correlation value was 0.272 and p-value was 0.002. (2) There was significant correlation between choleric personality type and reading comprehension. The correlation value was 0.643 and p-value was 0.000. (3) There was significant correlation between melancholy personality type and reading comprehension. The correlation value was 0.706 and p-value was 0.000. (4) There was significant correlation between phlegmatic personality type and reading comprehension. The correlation value was 0.312 and p-value is 0.000. The correlation analysis showed that there was a significant correlation between personality types and reading achievement. There was a weak correlation between sanguine and phlegmatic personality types and reading achievement and there was a strong correlation between choleric and melancholy personality types and reading achievement.

**Keywords:** *Personality types, Reading Comprehension*

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) the background, (2) the problem, (3) the objective, and (4) the significance of the study.

### **1.1 Background**

English, as an international language that is commonly taught in Indonesia, is not easy to be mastered. According to Lamb (2002, p. 35), "In EFL setting, an unfortunate but commonly found paradox is this: Where English language competence is potentially most valuable to individuals and their families, it is also most difficult to attain." Holesinska (2006, p. 6) states that those who start to have difficulties with the foreign language can be either children who have a learning disability or those who do not have any disability but still show learning difficulties in the foreign language. According to Alsayed (2003, p. 22), "Some people learn language very quickly. They are said to have the ear for languages, others spend a long time trying to learn English language without good progress." English is taught in Indonesia from elementary school until college. It is very important but difficult to be mastered because English and Indonesian are different in terms of spelling, pronunciations, grammar and vocabulary.

All people have at least one language. Language plays the main role in human's life to communicate. In this case, English language takes an important part in the world because it is one of the international languages. English, as an international language, is used in international activities by many people. According to O'Grady, Archibald, Aronoff, and Rens-Miller, (2010, p. 1), "Language is at the heart of all things human. We use it when we are talking, thinking, reading, writing and listening." Cook (2003, p. 3) states that language is at the heart of human life. Without it, many of our most important activities are inconceivable. Therefore, in Indonesia, English has been taught from elementary school until university levels. The students are hoped to have mastery in four English language skills: listening, speaking, reading, and writing.

The students should learn language components, such as grammar, pronunciation, vocabulary, and spelling in order to support the four English skills.

One of the skills in English is reading skill. Reading skill is needed in studying speaking, listening, and writing. It is because when the students learn the three skills, they need background knowledge. Furthermore, one of the important ways to have background knowledge is reading. As Karbalaee and Amoli (2011, p. 230) state "...as students step into higher level in education, reading comprehension plays a more important role as a primary source of knowledge." It means that reading is a very important skill in role of human especially to college students. McDonough and Shaw (1993, p. 101) cited in Pan (2009, p. 112) comment "As a skill, reading is clearly one of the most important skills". According to Karbalaee and Amoli (2011, p. 230) "there is good evidence indicating that reading comprehension is a challenging concept for most students, especially in a college level."

Reading comprehension has an important point in English skills. The students can learn many things through reading. For example, students add ideas for their writing through their books which they read, students increase their knowledge for their speaking and listening from their reading experience, and students can open their mind set through reading because students get many ideas from the other. But in real situation, students are lazy to read. According to Pang, et al (2003, p. 6),

Learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on.

Based on the statements above, it can be concluded that reading is crucial to be learned. In fact, many students do not like to read. Indonesians like playing games or gadget better than reading books. In According to Ali & Bano (2012, p. 254), "Statistical data show that adults spend 45% of their time in listening, 30% in speaking, 16% in reading and 9% in writing." college, students do not fell like reading. Reading is a boredom activity because students do not want to make their reading activity as their habit. They are not interested in reading. Therefore, students' reading skill is low. Based on the report from The Program for International Students Assessment (PISA) in 2012, there is an improvement of

reading performance of Indonesian students from the year 2000 up to 2012. It is stated in PISA 2012 Results: Executive Summary “Massachusetts and the partner countries; Indonesia, Albania and Peru showed improvements in reading performance among students at all proficiency levels.” On the contrary, compared to Organization for Economic Co-operation and Development (OECD) average in reading proficiency, the result of reading proficiency of students of Indonesia is still lower. The OECD average was 496 while Indonesia got 396. It means that Indonesia still needs extra effort to increase student’s reading performance and decrease any factors that will decrease it.

One of the efforts to increase reading skill is by knowing the external and internal factors that influence learning achievement especially reading skill. Suryabrata (1983, p. 26) cited in Syahril (1997, p. 1) states that learning achievement is influenced by external and internal factors. The external factors consist of environmental and instrumental factors whereas the internal factors consist of physiological and psychological factors. Haka (1994, p. 77) also adds that there are many variables involved in language learning, such as intelligence, verbal ability, study habits, attitudes, motivation, and personality factors. In this case, personality, as one of the internal factors that influence language learning, takes crucial part in reading skill too. According to Rafanany (2013, p. 5), “personality of the human can determine as long as they catch success. Personality plays important role in human life.” Florence Littauer and her husband held many seminars and conferences about psychology or personality plus in USA like in college, business, institute, organization and etc. It means that personality give effect at many sectors, such as in education. According to Ibrahimoglu, et al (2013, p. 94), “personality traits seem to have some effects on learning styles, and there seems to be significant relationship between some personality traits and learning styles.” Ali and Bano from NED University Karachi Pakistan are conducted research entitled, “Personality Types and Reading: a Correlation Study (2012)”. The findings of the study revealed that there was a slight significant relationship between personality types (extraversion, agreeableness, conscientiousness, neuroticism, and openness) and reading. Reading was not



totally independent of personality types. The writer suggested find out a significant correlation between personality types and reading.

Johnson (2000, p. 4) cited in Apriani (2006, p. 3) states that in terms of academic success, personality would appear to play a greater important role than intelligence. Therefore personality is a crucial thing in our teaching and learning. Every person has different personality with its strengths and weaknesses. It can influence student's achievement especially reading comprehension achievement. So, every student has different personality exactly they have different ability. It means the teacher must be aware about the student's skill or ability. If students know their personality, they can improve their learning style especially in reading comprehension achievement.

Based on the explanation above, the writer is interested in conducting a study entitled, "The Correlation between the Personality Types and Reading Comprehension of the Sixth Semester Students of English Education Study Program of Sriwijaya University" to find out whether there is a significant correlation between the personality types and reading comprehension of the sixth semester students of English education study program Sriwijaya University.

## **1.2 The Problem of the Study**

The problem of this study is formulated in the following question:

- Is there any significant correlation between the personality types and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University?
- Is there any significant correlation between the sanguine personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University?
- Is there any significant correlation between the choleric personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University?
- Is there any significant correlation between the melancholy personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University?

- Is there any significant correlation between the phlegmatic personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University?

### **1.3 The Objective of the Study**

Based on the problem above, the objectives of this study are to find out

- Whether or not there is a significant correlation between the personality types and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University.
- Whether or not there is a significant correlation between the sanguine personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University.
- Whether or not there is a significant correlation between the choleric personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University.
- Whether or not there is a significant correlation between the melancholy personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University.
- Whether or not there is a significant correlation between the phlegmatic personality type and reading comprehension of the sixth semester students of English Education Study Program of Sriwijaya University.

### **1.4 The Significance of the Study**

The writer hopes that this study will give some contributions to the teaching and learning of English, especially reading. For English students, by knowing their personalities, they can explore their ability and improve their comprehension, especially in reading. This study will give more information about the relationship between students' personality types and their reading comprehension to the teacher. By knowing more about students' personality and reading comprehension, it is hoped that she/he can be good educator by giving the best treatment.

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