

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In this current status quo, learning English has ended up a big concern towards around the world, in which English is the most prevalent language in the world. In addition, predominating of the four language skills; reading, writing, speaking, and listening are demanded in learning English. As argued by Kusriani (2012:1), English comes into of the primary course in Indonesia for junior students up to college student. Furthermore, kindergarten and elementary students have also taken up the four English skills. It should be broaden either inside or outside classroom. Moreover, it is one of the most prominent means in acquiring information. Hence, it can underlie that reading is one of necessary competence.

Urquhart and Weir (1998:22) defines that the mode of reading is taking in and deciphering the output through the means of printing. As stated by Judd (2001:17), pupils should master the competence to read ordinary texts in an additional language in which it is an important skill. Moreover, having pleasure in reading can be possessed by the number of readers. They can take enjoyment in reading they are good at comprehending and acquiring the information from the content of the reading as they read. In despite of this imperative of role of reading, the elements of school in which the pupils who take up the course still have puzzles regarding reading. It turns up true even the learners have a major amount of linguistic knowledge. Hence, some non-linguistic constituents can be prompted in the mode of reading comprehension. As defined by Anders (2002:2), the major emotional side of human behavior and the mental can affect the language learning.

The reader variable and the text variable are the most two prevalent elements that influence the mode of reading. Personality, motivation, self-esteem, and background knowledge are the device of reader's variables which utilized by the readers. Nowadays, the significant of these factors has been of concern in the field of language due to their advanced impact on acquiring a second or a foreign language (Anders, 2002:2). In the other words, personality is one of the significant reader's variable.

According to Ferguson (2000:707), the diversity of people and their variety of behavior which is comparatively appropriate across time and place is the major supposition behind personality types. Many psychologists have suggested several definitions of personality. In accordance with Funder as quoted by Boroujeni et al. (2015:212) defines that the individual's trait patterns of behavior, emotion, and thought, together with the psychological mechanism, hidden or not, behind those pattern are referred to the personality. It is emphasized as the organized, evolving system within the individual that reflects the action of the individuals' primary psychological subsystem (Mayer in Boroujeni et al., 2015:212). It is summed up that personality types of persons are particular stabilized upwards time in which each of aspect of their lives including taking up common and language learning in specific could be affected.

In this study, a preliminary research was conducted by observing not only some pupils, but also one English teacher at SMA Muhammadiyah 2 Surabaya which is the most favorable of Surabaya Islamic schools applying in the curriculum 2013 that collaborates with the Cambridge curriculum, especially for international class. Generally, most of the pupils did not know pertaining to the four major temperament types which are Sanguine, Choleric, Phlegmatic or Melancholic. According to Kassachau as quoted by Nodoushan (2011:35) defined that temperament is the part of individual's personality which is genetically based innate, in which from birth or even before. In accord with Booree as quoted by Nodoushan (2011:36) stated that the type sanguine people are claimed to be optimistic, cheerful, snug to be with, and comfy with their work. In addition, hot-

tempered, quick, and often an aggressive is the type of the choleric. Furthermore, the phlegmatic individual is most often dull, slow, and lazy. People who are sad, depressed and pessimistic are the type of melancholic. Indeed, the pupils did not recognize what their own temperament types truly on their life, especially in academic achievement. Moreover, the students seemed interested in reading the literature. Some students loved reading the biography of person's life. They read regarding their K-POP idols' life through social media. In addition, a few students looked enjoying reading a fiction book, which was novel. They tended to read the genres of romance and mystery. Most of the pupils enjoyed reading their reading preference in the break time. They had 30 minutes to read their delighted reading. Indeed, after conducting the observation towards some pupils at the school, the researcher inferred that some pupils at SMA Muhammadiyah 2 Surabaya enjoyed reading on the genres of literature which were fiction and non-fiction. The genres of fiction can be illustrated as narrative literary works whose text is generated by fantasy and is not certainly based on the circumstance. Generally, something in fiction is fantasy, illusive, and a made-up narration, for instance; a novel, short story, myths, legends, and fables (<https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>). In addition, non-fiction is an informational text which dealing with a real-life and substantive matter. This genre of literature provides idea and presumption on the circumstance. This includes narrative non-fiction, history, speech, essay, and biographies (<https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>). Even though most the pupils loved reading, but sometimes they got puzzled and the problem of one of the prominent English skills which is reading. Some factors had related to their achievement in the learning activities. In reading skill, some pupils had diverse arguments that were complicated either to find the main idea, to predict the continuation of the paragraph, to make the inference, classifying information or to identify the author's purpose. Furthermore, at the end of the year, the pupils are going to conduct an IELTS test as an annual school program. The English teacher agreed regarding the pupils' arguments. In addition, the teacher emphasized that reading was a difficult skill in English for the pupils. However, a few pupils got a good score, but frequently some were not. Furthermore, the English teacher tended to focus on the learning strategies without knowing what factor were,

certainly did not recognize each pupil's temperament types. As a result, lots of the pupils never recognized their temperament types which were guidance for their psychology and education. In accordance with Kaur (2014:117), one's personality is as a grip to extend the success of an individual achievement in which it depends on his attitude, behavior and thought. It is significant to have a definite viewpoint towards life that will make one's life secure, prosperous, and happy. From the statement, it obviously can be inferred that temperament which is a part of personality is one of the factors of the learner. Hence, temperament types and the genres preference of literature are supposed to have a good impact on the general and language learning.

Some researchers in previous related this study are like Yahya, and Mohamed and Ismail (2012) found that there was some negative significant correlation between reading proficiency score and personality types. In addition, Ali and Bano (2012), Margareta (2012), and Aprianis (2008) found that Reading skills are not totally independent of personality types. On the contrary, Bagheri and Faghih (2012) found that there was a positive relationship between overall self-esteem and personality type, and overall self-esteem and reading comprehension. Furthermore, Boroujeni, Roohani, and Hasanimanesh (2015) found out that the findings revealed that introverts significantly outperformed extroverts in all matter except organization. Moreover, other previous related studies revealed the inconsistent results of each personality types.

Based on the explanation above, the researcher was interested in conducting the study entitled: The Effect of the Four Major Temperament Types and the Preference of the Genres of Literature toward the Achievement of Reading as a Foreign Language, in which the subject of the study was the second year students at SMA Muhammadiyah 2 Surabaya in the academic year of 2017/2018.

1.2 Research Question

As stated in the background, the researcher would like to state the problem of the study:

1.2.1 How are the effect of the four major temperament types and the preference of the genres of literature toward the achievement of reading as a foreign language?

1.2.2 Which variable is more influential between the four major temperament types and the preference of the genres of literature toward the achievement of reading as a foreign language?

1.3 Objective if the Study

The objective of the study is to answer the question above. In this research, the researcher has some aims based on the statement of the problem.

1.3.1 To find out the effect of the four major temperament types and the preference of the genres of literature toward the achievement of reading as a foreign language

1.3.2 To seek which variable is more influential between the four major temperament types and the preference of the genres of literature toward the achievement of reading as a foreign language

1.4 Significant of the Study

It is intended that the study provides some outputs and contributions to the researcher, pupils, parents, teachers and other researchers in the progression of language teaching and learning, mainly understanding the temperament types and the impact of the students' preference on the genres of literature which deal with the pupils' academic achievement, particularly reading as one of the prominent English skills.

1.4.1 For the pupils, they are supposed to find out their strengths and look up their weakness in acquiring their learning achievement, mainly in reading achievement. In addition, they will achieve the goals of language by reading in several of genres that they prefer based on the field that they interested. Moreover, the students also get a new atmosphere to acquire the language more to reach their achievement by reading several genres of literature a lot.

1.4.2 The educators of English are expected to enhance the pupils' potentials by finding out the primary factors in temperament types as outcome affecting the pupils' learning process and involved into the outcome of teaching. Furthermore, by finding out the students' preference of the genres of literature which deal with the pupils' academic achievement, hopefully can enhance the students' achievement of language, particularly in reading achievement by giving any several genres of literature in teaching activities or making reading club at school by providing several genres of literature to be read or to be criticized.

1.4.3 The role of parents is quite important in this case in which the parents can provide the motivation to their children to be successful in their study.

1.4.4 Next, other researchers will have an alternative source and directive when conducting similar research and evolve for a better outcome. Moreover, it is intended that the researcher obtained some valuable experiences in educational research.