

CHAPTER II

THEORETICAL REVIEW

2.1 Review of Related Study

2.1.1 Personality

2.1.1.1 The Definition of Personality

Many experts have attempted to describe “personality” and to find what word for an individual. Generally, the whole persona about several things: cognition and memory, neurons and brain circuitry, and attention and perception which the people attempt to comprehend individual and construct a credible account of human individuality scientifically is the scientific study of personality in the world of psychology (Mc Adams, 2006:2). Thus, personality is shaped from the personal’s act consider by the people who can appreciate, be impressed, memorize, and establish an incident. Based on the Latin word, personality is persona which meant a mask that is describing the behavior, character, or temperament of the actors in a play. Therefore, personality may be the mask what people wear when facing onto the outside world, as personality impresses others. As argued by Schultz (2009:8), enduring and picturesque group of traits that may change in perception to diverse condition. It is clarified by Sharp (2008:18), everyone characterized differently by an unchanging and picturesque pattern of merits, dispositions or temperaments basically. In brief, personality is a unique mask of an individual which has the component of traits, including attitude, behavior, character, temperament, feeling, action, and response an interaction with another.

2.1.2 The Theoretical History of Personality Dimensions

2.1.2.1 The Pre-Psychological Era

According to Nodoushan (2011:2) stated that temperament theories are theories that a function of nature (heredity) is a definition of the human personality. Temperament is the part of individual's personality which is genetically based innate, in which from birth or even before (Kassachau in Nodoushan, 2011:35). The notion of "temperament" of the individuals can be traced back to the ancient times and mainly to the custom of ancient Egypt and Mesopotamia where the health of the human body was considered to be correlated with the four basic aspect of nature: water, fire, air, and soil (Cited in Montgomery, 2002).

2.1.2.1.1 Hippocrates (460-370 B.C.E)

The book of Ezekiel which is in the *Old Testament*, the origin of the four humors or four temperaments could be discovered. In ancient Greek, the people's prominent body fluids or humor can be characterized in which Hippocrates was the first one who classified them (Nodushan, 2011:3). Hippocrates categorized people as "jolly", "enthusiastic", "somber", or "calm". Ezekiel and Hippocrates' temperaments are compared in table 1.

Table1 Temperament as Perceived by Ezekiel and Hippocrates

Temperaments as Perceived by Hippocrates and Ezekiel			
Hippocrates c. 370		BC Ezekiel c.590 BC	
Blood	Cheerful	Lion	Bold
Black bile	Somber	Ox	Sturdy
Yellow bile	Enthusiastic	Man	Humane
Phlegm	calm	eagle	Far-seeing

Nodushan (2011:3) stated that Hippocrates had claimed the density of fluids within individual to determine individual's personality. In short, as argued by Kagan (in Nodoushan, 2011:35), for the Greeks, the kind of fluids which the individual possessed could determine the individual's personality.

2.1.2.1.2 Galen (130-200 C.E)

Nodushan (2011:3) states Hippocrates' classification of individual behavior was mapped onto a matrix of cold/wet and hot/dry based on the four primary elements of nature. It is clarified by Kagan as quoted by Nodoushan (2011:36), personality types were categorized by Galen into four major personality types: sanguine, choleric, phlegmatic, and melancholic. Galen's conception of temperament is illustrated in table 2.

Table2 Galen's Conception of Temperament

Galen's Conception of Temperament		
	Dry	Moist
Cold	Melancholic	Phlegmatic
Hot	Choleric	Sanguine

In accord with Boeree as quoted by Nodoushan, 2011:36), the term of sanguine was led to the Latin word "Sanguins" which means blood. Sanguine people are claimed to be optimistic, cheerful, snug to be with, and comfy with their work. In accord with ancient Greek idea, the sanguine individual had an abundant blood in his body. According to Boeree as quoted by Nodoushan (2011:36) defined that a healthful look and has rosy cheeks is categorized for the people who have an excess supply of blood. People who have an abundant of bile are the type of choleric. Quick, hot-tempered, and often aggressive are the characteristics of choleric type. In addition, a yellowish complexion and tense muscles are possessed (Boeree in Nodoushan, 2011:36). Furthermore, the phlegmatic individual is most often dull, slow, and lazy when person has a cold or

lung infection (Boeree in Nodoushan, 2011:36). People who are sad, depressed and pessimistic are the type of melancholic in which the name comes from the Greek word for black bile.

2.1.2.1.3 Avicenna (980-1037)

The Persian doctor, Avicenna expanded the theory of the temperaments in his *Canon of Medicine*. Lutz (2002:60) stated that self-awareness, mental capacity, moral attitudes, and emotional aspects were extended by Avicenna.

2.1.2.1.4 Immanuel Kant (1724-1804)

Kant was known as one of the most prominent philosopher. Nevertheless, Kant released his understanding of temperament in his book, *Anthropology from a Pragmatic Point of View*. The significant diversity in Kant's approach from the personality-based approach of the previous medical theorists was an obvious divergence between individual's physical temperament and individual's psychological temperament. In Kant's point, these two had different sources. It was defined by Campbell (2015) that it was in the area of psychological temperament that Kant developed his view of the four temperaments, which referred to as Sanguine, Choleric, Phlegmatic, and Melancholic. Kant categorized the four temperaments into 2 groups, those of feeling and those of activity. Having strong, but short-lasting feelings is the characteristics of Sanguine. Choleric was described as intense, but not persistent, activity. The Phlegmatic was characterized by inactive, but enduring. Finally, Melancholic had weak but enduring feeling (Campbell, 2015).

2.1.2.2 Late 19th to Mid-20th Century Theorists

2.1.2.2.1 Eric Adickes (1866-1928)

Adickes was a German Philosopher that his works were reflections on the idea of Immanuel Kant. In 1901, he stated that several philosophical systems could only be comprehended by paying attention to the one's personality promoting a particular philosophical point of view (Cited in Montgomery, 2002). The concept that people could be characterized by their dominant world view was introduced in 1905. The four world view that he set out were Innovative, who liked to change things and seek new ways; Traditional, who preferred the world to stay stabilized and predictable; Doctrinaire, who seek doctrines that were of worth to mankind; and Skeptical, who required understanding the reason or rationale behind things (Cited in Montgomery, 2002).

2.1.2.2.2 William James (1842-1910)

James was one of North America's most prominent psychologists. James distinguished between two different temperaments, the rationalist and the empiricist. The empiricist, James argued, love facts plain and simple and were prone towards naturalism and a more pessimistic outlook. In the contrary, rationalists were partial towards abstract and eternal principles and tended to be idealistic and optimistic (Cited in Montgomery, 2002). Indeed, James summarized the diversity in traits between two basic temperaments is by characterizing rationalists as "tender-minded" and empiricists as "tough-minded"

2.1.2.2.3 Eduard Spranger (1882-1963)

Categorizing the personality types by each type's dominant values were classified by Spranger, a German Psychologist. As Spranger utilized the term, values were described as the astrology of likes, dislikes, attitudes, inner inclinations, rational and irrational judgments, and biases which determine a person's idea of the world. He clarified six major value-based types in the "Types of Men" in 1914 (Cited in Montgomery, 2002).

2.1.2.2.4 Ernst Kretschmer (1888-1964)

Kretschmer, a German psychiatrist, enhanced a type scheme that found out to categorize individual by the sort of psychological disorders they were prone to develop (Cited in Montgomery, 2002). In Kretschmer's words, "psychoses are nothing but exaggerated forms of temperament." Two basic types were classified into Cycloids (those who want and need social involvement) and Schizoids (those who prefer to set out asocial) (Cited in Montgomery, 2002). The Cycloid types he described as Melancholics (depressive) and Hypomanics (excitable). In contrast, the Schizoids he categorized as Hyperesthetic (oversensitive) and Anesthetic (insensitive) (Cited in Montgomery, 2002).

2.1.2.2.5 Carl Jung (1875-1961)

Jung's theory of personality types was entirely distinct from the temperament stream. It was described in his book, *Psychological Types* in 1921. It focused on mental processes, rather than on values, world view, or physiology (as temperament does) (Cited in Montgomery, 2002). In Jung's scheme, individual was distinguished into two categories, which were Extraversion and Introversion were referred to. In Jung's terms, Extraverts were people who were oriented outward on "the object". In contrast, Introverts are oriented inward, away from the object. This imperative diversity in orientation constructed two recognizably different groups of individuals (Cited in Montgomery, 2002).

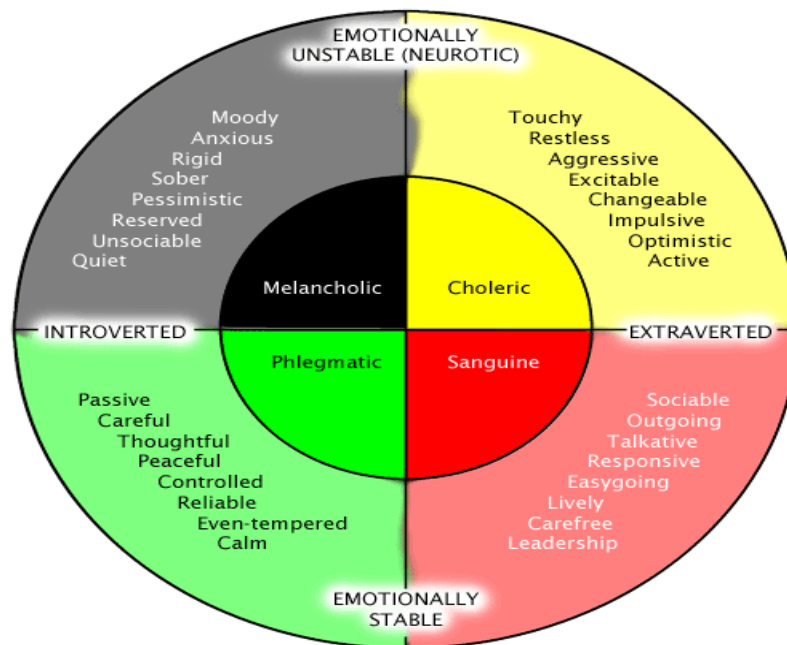
2.1.2.2.6 Eric Fromm (1900-1980)

Fromm was an American psychologist who constructed the distinction between temperament and character. As argued by Fromm, temperament focused on emotional disposition. Meanwhile, character was concerned with individual's ethics and morals (Cited in Montgomery, 2002). He defined that temperament was innate; character was developed. It stated in his book, *Man for Himself*. For classifying people into four types Fromm agreed with pre-psychological era as defined since the time of Avicenna and even utilized the term sanguine, choleric, phlegmatic, and melancholic as label for them (Cited in Montgomery, 2002). Furthermore, in his book stated "Quick change of interest and easy excitability are

the modes of reaction which are possessed by the sanguine and choleric” (Cited in Montgomery, 2002). On the contrary, the melancholic and phlegmatic are characterized by persistent but slow excitability of interest, being feeble is in the phlegmatic, and in the melancholic, intense (Cited in Montgomery, 2002).

2.1.2.2.7 Hans Eysenck (1916-1997)

The first psychologist, Eysenck used a psychological-statistical method to analyze the diversity of personality. The research led him to convince that temperament was biologically based (Cited in Montgomery, 2002). It was written in his book, *Dimensions of Personality* which revealed that human behavior could be reflected onto two dimensions: Introversion/Extroversion (E) and Neuroticism/Stability (N) (Cited in Montgomery, 2002). Here is the representation of Eysenck’s personality types:



Eysenck, H.J and Eysenck, M.W. *Personality and Individual Differences*. Plenum Publishing, 1958.

Figure 1. Eysenck’s Personality Types

2.1.3 The Four Major Temperaments

2.1.3.1 Sanguine

2.1.3.1.1 The Characteristics of Sanguine

As stated by Cantrell (2001:10), the people who have the characteristics of Sanguine as follow:

1. Warm, buoyant, lively, open, extrovert.
2. Receptive by nature, easily impressed.
3. Emotionally identifies with people's joys and sorrows.
4. Decision based more on feelings than facts. Usually quick decision.
5. They enjoy life and help others to enjoy life by their action.
6. Good conversationalist and excellent story teller.
7. They always have friends everywhere.
8. They like to be with people and are often the life of the party or the group.
9. Never at a loss for words, but often speaks before thinks.
10. Their open friendly ways make them seem more confident than they really are.
11. They bluff their way through at times.
12. People usually excuse their weakness because their strengths.

2.1.3.1.2 Some Strengths of the "Sanguine" Temperament

The following some strengths of the "Sanguine" are described by Cantrell (2001:11):

1. **They enjoy life.** They do not seem to worry about the past nor the future. They are easy going, carefree, laugh loudly and usually are seen whistling and singing through life.
2. **They are optimistic.** They live for today, but they are optimistic about what the future holds. When things become unpleasant, a change of environment will fix the problem.
3. **They are friendly.** They are sociable, friendly, warm and responsive to people.

4. **They are an extrovert.** They are out going, talkative, lively and very enthusiastic about the things they talk about and those things in which they involve themselves. Their emphasis is on the external. They tend to dominate the conversation, love the limelight and usually excel at public speaking.

2.1.3.1.3 Some Weakness of the “Sanguine” Temperament

Cantrell (2001:11) classified some weakness of the “Sanguine” as follow:

1. **They are restless.** They are notoriously disorganized. Most of their activities are out of a need to stay busy; thus, most of such effort will be impractical and disorganized. They react too quickly without proper forethought. They are not a good student because of their restlessness. Without discipline in their life, most of their activities will be unproductive. They seldom live up to his potential. They lack of concentration and direction.
2. **They are weak-willed.** A lack of discipline is their great weakness. They have difficulty with appointment; either forgetting them or just do not feel obligated to be there. Time schedule and deadlines are not their most desired things. They tend to modify their moral principles to fit into surrounding and to be accepted by their contemporaries. It is easy for them to drift into being dishonest, deceitful, and undependable. They are not considered a person of resolution nor loyalty.
3. **They are egoistical.** Their early popularity tends to enlarge their ego, thus making it easy to overboard and becoming obnoxious and dominating. Unless checked, they will talk more and more about self and self-interests.
4. **They are emotionally unstable.** They discourage easily and tend to feel sorry for themselves. Anger can come quickly, but so can their forgetting just as quickly what they have done. They are also quick to apologize. Spiritually, they are found repenting over and over again for the same thing. They may be voted “the most likely to succeed” in school, but often fail on their life. Their insecurity reflects their emotional instability.

2.1.3.2 Choleric

2.1.3.2.1 The Characteristics of Choleric

As presented by Cantrell (2001:13), the people who have the characteristics of Choleric as follow:

1. Hot, quick, active, practical.
2. A strong-willed person, self-sufficient, and independent.
3. Decisive, opinionated.
4. Thrives on activity.
5. They have endless plans, ideas, and ambitions for long-range projects.
6. They are keen mind, sound judgment, make decision and stay with them.
7. A crusader against social injustice.
8. Not easily frightened.
9. They often succeed where others fail because they stick with the job to the end.
10. Their emotional nature is the least developed or usually do not show it if it is developed.
11. They have problem sympathizing with others.
12. They do not show their feeling easily.
13. They can be embarrassed by tears.
14. They have little appreciation for the fine arts.
15. Quick to recognize opportunities and how the best to use them.
16. Well organized mind, but details can bore them.
17. Not given to analysis, too much detail work.
18. They tend to be a domineering person and bossy.
19. They use people to accomplish their goals.
20. Considered an opportunity.

2.1.3.2.3 Some Strengths of the “Rocky Choleric” Temperament

Some strengths of the “Sanguine” are classified by Cantrell (2001:14) as below:

1. **They have a strong will.** This is usually reflected in their self-disciplined life. They are determined, decisive, and aggressive in their singleness of purpose or plans. Their actions are well-planned and meaningful.
2. **They are practical.** What they do must be useful, purposeful and a worthwhile project. They plan and organize their activities well. They are goal-oriented. They are able to quickly offer practical solutions to problems presented to him.
3. **They are a leader.** They have strong tendencies toward leadership. They will volunteer for leadership. Their forceful will can dominate a group. If they do not become too arrogant or bossy, people respond well to him. They are usually a good judge of people.
4. **They are optimistic.** Because of their self-confidence, their outlook is optimistic. Also because of their strong will, they feel that the job can be accomplished.
5. **They are an extrovert.** They are not as much as the sanguine. Rather, they are more reserved and less bubbly as a person.

2.1.3.2.4 Some Weakness of the “Rocky Choleric” Temperament

The following some weaknesses of the “Choleric” are described by Cantrell (2001:11):

1. **They are hot-tempered.** They can be hostile, violent, wrathful, and vengeful. Their anger is shown to those who do not measure up to their concepts. They are thick-skinned and unsympathetic toward people, their dreams, their accomplishments, and their needs. Choleric usually wind up with ulcers. Emotionalism in any form is unacceptable to him.
2. **They are cruel.** Some of the worst criminals and dictators come from Choleric. They are proud, stubborn, and hard to admit that they are wrong. They can be cruel, blunt, and sarcastic. It is hard for them to show

approval of others. Once they start something they will see it through to the end, even if it kills them.

3. **They are self-sufficient.** Their strong self-confidence and independence help them to be self-sufficient. Success can make them proud, haughty, and domineering to the point of being obnoxious. They become very opinionated and bullheaded. They tend to be cold and unemotional.
4. **They are impetuous.** They make rash decisions. They tend to be argumentative. Their tendency is to be overly strict with their children.

2.1.3.3 Phlegmatic

2.1.3.3.1 The Characteristics of Phlegmatic

As argued by Cantrell (2001:21), the people who have the characteristics of Phlegmatic as below:

1. Calm, cool, slow, easy-going, well-balanced.
2. Life is happy, unexcited, and pleasant.
3. Keep emotion under control
4. Consistent every time people see them.
5. Appreciate the fine arts and the better things in life.
6. They have a natural dry sense of humor.
7. They can have a crowd “in stitches” and never crack a smile.
8. They have a good retentive mind.
9. They enjoy needling and poking fun at others.
10. They like to be a spectator, and do not get too involved in activities and programs.
11. When finally moved to action, they are very capable.
12. They will not take leadership on their own, but when given to them, they are a good leader.
13. They are natural peace-maker
14. They make a good diplomat, accountant, teacher, leader, and scientist.

2.1.3.3.2 Some Strengths of the “Flip Phlegmatic” Temperament

Some strengths of the “Phlegmatic” are classified by Cantrell (2001:22) as below:

1. **They are witty.** They have a sense of humor. They tease a lot, but usually have a good sense of timing their humor. They usually have a dry sense of humor.
2. **They are easy going.** They usually calm and quiet and not aggressive which qualify by nature to be a good counselor. Their easy going manner make it easy to listen to them. They give thoughtful counsel, but do not get involved with the people they counsel.
3. **They are dependable.** They can be counted on to the job. They will fulfill their obligations. They are very faithful friend and also diplomat.
4. **They are very practical and efficient.** By thinking through they conserve their energy for the real effort. They will find practical solutions.
5. **They are neat.** They are not perfectionist, but they have high standard of accuracy and precision. They do not like confrontations, but like to negotiate. Being an introvert and much reserved, they do not push themselves forward. They make a good leader, when “discovered”. They get people to work together productively and well.

2.1.3.3.3 Some Weakness of the “Flip Phlegmatic” Temperament

The following some weaknesses of the “Phlegmatic” are described by Cantrell (2001:22):

1. **They are slow and lazy.** They lack motivation, which tend to make them more of a spectator than a participant. Project that they are capable of doing are not done because it is too much work. They also tend to be fearful.
2. **They are a tease.** They tease those who annoy them or try to motivate them. They can use their wit to stir up and anger people so they will lose their composure, while they do not. They can be very hurtful to people with their wit.

3. **They are stubborn.** They oppose change of any kind, good or bad, because it requires effort. They want to conserve their energy. They tend to be stingy and selfish. They are self-protective. They may not argue, but they can sure drag their feet when they want their thoughts gotten over.
4. **They are indecisive.** They procrastinate and worry. They are also pessimist. They almost have to be pushed into doing what they should, and then, they may not really produce to their full effort.

2.1.3.4 Melancholic

2.1.3.4.1. The Characteristics of Melancholic

As argued by Cantrell (2001:10), the people who have the characteristics of Melancholic as follow:

1. The richest of all temperaments.
2. Analytical, self-sacrificing, gifted, a perfectionist.
3. They have a sensitive emotional nature.
4. They enjoy the fine arts.
5. They are usually an introvert, given to moods, and vary in their moods.
6. When they are up, they seem to be an extrovert.
7. When they are down. They seem to be an introvert, depressed, withdrawn, and can even be antagonistic.
8. They are faithful friend, but make friends slowly.
9. They do not usually go to people, but let them come to them.
10. They are the most dependable of all temperaments.
11. They like others, have a strong desire to be loved, but do not put themselves on others.
12. They find it hard to take people at face value because of past experiences.
13. They are good at analyzing and diagnosing problems.
14. When they are on an emotional high, they may produce a work of art or genius.
15. They find their greatest meaning in sacrificing, choosing a vocation that is demanding and sacrificing.

2.1.3.4.2 Some Strengths of the “Melancholic” Temperament

Some strengths of the “Melancholic” are classified by Cantrell (2001:17) as below:

1. **They are very sensitive.** Their feelings run deep. They are usually emotional, but make their decisions after reflective thinking.
2. **They are a perfectionist.** Their standard of excellence exceeds all others. Their analytical mind causes them to stress details. They are introspective and self-disciplined. They relive the past in order to evaluate his life. They are an industrious person. They like mathematics, science, diagnostic medicine, architecture, philosophy and writing.
3. **They are a faithful friend.** Friendship is natural with them, but since they are reserved, they do not make any friends. But those they make, they keep. They are very dependable person.
4. **They are self-sacrificing.** They have a good advice it is thought through. They are idealistic. They will choose a vocation, especially if it is a sacrificial one.
5. **They are an introvert.** Not as much as the Phlegmatic, but still reserved. They usually do not volunteer their ideas.

2.1.3.4.3 Some Weakness of the “Melancholic” Temperament

The following some weaknesses of the “Melancholic” are described by Cantrell (2001:17):

1. **They are self-centered.** They do the kind of self-examination and self-contemplation that paralyze their will and energy, and also destroy their self-confidence and self-esteem. They are sensitive and easily offended. They carry feeling on their shoulders. They tend to be suspicious of others. They are loner, not a good team-player because others do not measure up.
2. **They are a pessimist.** Because they are analytical and a perfectionist, they are prone to pessimism and critical outlook. They can see all kinds of problems in a project and gravely doubts that the good will be enough to justify the program. They are indecisive and fearful. They are critical and unyielding in their expectations of others.

3. **They are moody.** They have more mood swings than the other three. Their moodiness tends to come from their self-centeredness and pessimism.
4. **They are revenge.** They may appear calm, but inside may be strong feelings of hate and revenge.

2.1.4 Reading

2.1.4.1 The Definition of Reading

When readers go into something from what they read something from and implicate it in an academic context as a part of edification is a process of reading (Grabe, 2009: 5). Texts or book are generally utilized by some educators as media to present material of a course in the classroom. Furthermore, the educator inquires the pupils to read the text and acquire output in order that they can conceive the matter. The readers conduct the activity by reading as they want to seek knowledge and information from the text meanwhile they have their own background knowledge. Associating their knowledge with a new learning from what are they reading mostly develop automatically. Sometimes, the readers will obtain a new inference as a new knowledge for them.

Moreover, the amount of readers can take enjoyment in reading they are good at comprehending and acquiring the information from the content of the reading as they read. It cannot be detached that an interest is also has a significant role in enhancing student's achievement, mainly in reading. According to Homby (1984:65) interest is statement of desire to take up and to find out about somebody/something. Hence, interest comes about because of pleasure toward something. Basically, pupils cannot be separated from interest of reading genres that bring to their learning process.

According to Moeller as quoted by Bouchama et al. (2013:485), the boys are generally preferred to read the informative texts, for instance; text pertaining to video games, cars, sports, magazines, and newspaper articles. They also enjoy reading jokes, books, and comic (Davila and Patrick in Bouchama et al 2013:485). In addition, learning something concrete by the end of activity is the point of view

of the boys. On the other hand, books in series, cook-books, poetry, song lyrics, and also catalogues are regularly read by girls (Davila and Patrick in Bouchama et al., 2013:485).

Based on the definition above, it can be implied that reading can be a device of integrating and expanding someone's knowledge of the language. By conducting it, the readers can achieve any pleasure and output regarding to the course of the language. Some benefits are obtained by doing this activity for the readers. Hence, reading a text without the teacher's help as they can define by themselves is one of the profits to enhance their knowledge (River, 1981:260).

2.1.4.2 The Genres of Literature

Genres of literature are significant to acquire about. Fiction and non-fiction are the two primary categories separating the diversity genres of literature. 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 (<https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>). Generally, something in fiction is fantasy, illusive, and a made-up narration, for instance; a novel, short story, myths, drama, fairy tales, folklore, short story, mythology, legends, and fables. 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 (<https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>). Autobiography, biography, essay, diaries and journals, and narrative non-fiction are the primary sub-genres of non –fiction. Indeed, it is written based on true events, people, places, and facts that have intent to inform and sometimes to entertain the readers (<https://www.cde.ca.gov/ci/cr/rl/litrlgenres.asp>).

2.1.5 Reading Achievement

Derewianka (1990:44) describes accomplishing on a test of knowledge or skill is a firm objective of achievement. Consequently, achievement is the outcome of students' venture in learning or conducting something successfully which is really depends upon their interests which can enhance their learning activities.

Achievement is efficacious motivation to settle something. Ability do not refers to what they have conducted, but it refers to something that they can do. For determining the pupils' achievement in reading, a teacher should give the pupils a test in order to find out the score of the pupils in answering the questions of reading. Moreover, reading is one of a test utilized in national examination in which English is as one of prominent subject.

Based on the English Curriculum for senior High School Class in Fitri (2012:4) states that Standard competency of reading that the pupils should comprehend is the meaning of short functional written texts (e.g., announcement, advertisement, invitation, etc.). In addition, steps of rhetorical written text in form of recount, narrative, and procedure should be mastered by the pupils as well.

The subject of the research was conducted at the second year students in even semester of 2017/2018 academic year at SMA Muhammadiyah 2 Surabaya in which they were demanded to conduct an IELTS test as an annual school program in the end of the academic year. Reading is one of the significant skills in conducting an IELTS test. The pupils are required to master in finding the main idea, predicting the continuation of the paragraph, making the inference, classifying information, or to identifying the author's purpose. According to Liz defined that there are 14 variant types of questions in IELTS reading that that can be provided (<http://ieltsliz.com/ielts-reading-question-types/>). Here are the following types of questions in IELTS reading:

1. Matching Headings Questions

In conducting the IELTS test, the test takers should understand the objective of paragraph and section. In addition, they should be able to identify the diversity between a main idea and supporting points, and understand the general content of paragraph and section.

2. True, False, and Not Given

The test takers should have capable of scanning and understanding information (T/F/NG questions). Furthermore, they also should be able to identify the specific information in the passage.

3. Matching Paragraph Information Questions

In conducting the IELTS test, the test takers are supposed to identify the specific information. In addition, scanning for information is should be conducted.

4. Summary Completion Question

In conducting the IELTS test, the capable of understanding the ideas is needed. Moreover, they not only should be able to scan for information, but also select appropriate words or phrase.

5. Sentence Completion Questions

The test takers should have the capable of understanding the information. Moreover, they not only should be able to scan for information, but also select appropriate words or phrase.

6. Multiple Choice Questions

They not only should be able to scan for specific information, but also understand the information that is provided in the passage.

7. List Selection

In conducting the IELTS test, the capable of understanding the information in the passage is needed. Moreover, they not only should be able to scan for information, but also identify ideas that associated to others.

8. Choosing a Title

They not only should be able to analyze the goal of the passage, but also distinguish between detail and the main goal of the passage.

9. Categorization Questions

The ability of classifying and locating the information in the passage are required in conducting the IELTS test.

10. Matching Sentence Endings

The capable of understanding and locating the information in the passage are required by the test takers in conducting the IELTS test.

11. Table Completion

The test takers should be able to understand the detail information in the passage. The ability of choosing the appropriate words and locating the specific information in the passage are the skills that should be possessed by the test takers.

12. Flow Chart Completion Questions

In this question type, the test takers should have the ability of understanding the detail and locating the specific information in the passage. Furthermore, they not only can choose the appropriate words or phrase, but also the order of the information in the passage.

13. Diagram Completion Questions

In conducting the IELTS test, the test takers have the ability of locating the information in the passage. In addition, they not only should obtain the output that related the information to diagram

14. Short Answer Question

In conducting this question type, the capable of comprehending the detail and specific information are require. Furthermore, locating the information in passage should be conducted.

Those are the diversity types of questions and skills that provided in conducting an IELTS reading test. The subject of this study which is the pupils, who are going to conduct an annual school program in the end of academic year, should master those skills in conducting the test. The academic reading test is 60 minutes long. In IELTS Reading, the test takers only have one hour to read 3 passages and answer 40 questions. These questions are always divided into variety types of question that must be completed. In addition, each of passage usually has about 3 or 4 variant types of questions to be answered (<http://ieltsliz.com/ielts-reading-question-types/>). Furthermore, 1 point will be received for each of the correct answer. Scores out of 40 are converted to the IELTS 9-band scale (<http://ieltsliz.com/ielts-reading-question-types/>).

For the *academic* reading test, the proximate band score can be calculated by utilizing this following table (<https://ielts.com.au/get-ielts-results/ban-score-calculation>):

Table 3 Band Score of IELTS

Band Score	9	8.5	8	7.5	7	6.5	6	5.5	5	4.5	4	3.5	3	2.5
Score/40	39-40	37-38	35-36	33-34	30-32	27-29	23-26	19-22	15-18	13-14	10-12	8-9	6-7	4-5

The table below rates each band score against an English skill level (<https://ielts.com.au/get-ielts-results/ban-score-calculation>).

Table 4 The Description of IELTS Band Score

Band Score	Skill Level	Description
9	Expert user	The test taker has fully operational command of the language: appropriate, accurate and fluent with complete understanding
8	Very good user	The test taker fully operational command of the language with only occasional unsystematic inaccuracies and inappropriate words. Misunderstanding may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	The test taker operational command of the language, though with occasional inaccuracies, inappropriate words and misunderstandings in some situations. Generally, Handles complex language well and understands detailed reasoning.
6	Competent user	The test taker generally effective command of the language despite some inaccuracies, inappropriate words and misunderstandings. Can use and understand fairly complex language particularly in familiar situations.
5	Modest user	The test taker partial command of the language, copying with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	The test taker's basic competence is limited to

		familiar situation. Has a frequent problem in understanding and expression. Is not able to use complex language.
3	Extremely limited user	The test taker conveys and understands only general meaning in very familiar situations. There are frequent breakdowns in communication.
2	Intermittent user	The test taker has great difficulty understanding spoken and written English.
1	Non user	The test taker has no ability to use the language except a few isolated words.
0	Did not attempt the test	The test taker did not answer the questions

2.2 Related Research Studies

There are some previous studies that have relation with this research in which it aims at finding out the effect of the four major temperaments and the preference of the genres of literature toward the achievement of reading as a foreign language. In this research of Yahya et al. (2012) entitled “The Relation between Personality Traits and Reading Proficiency”. Exploring the correlation between personality traits and reading proficiency score was the goal of the study. ANOVA was utilized to see whether certain personality traits could be associated to reading proficiency. The findings found that there were none of the personality traits indicate significant correlation to reading proficiency.

Another study conducted by Bagheri and Faghieh entitled “The Relationship between Self-Esteem, Personality Type and Reading Comprehension of Iranian EFL Students”. This research was conducted in 2012. The objective of the study was to investigate the relationship between self-esteem, personality type and reading comprehension of Iranian EFL students. In determining the relationship between variables, the study utilized Pearson Coefficient-Moment Product Correlation. Findings of the research found that there was a positive relationship between overall self-esteem and personality type, overall self-esteem

and reading comprehension. But, negative significant between global self-esteem and reading comprehension was revealed.

The third study is entitled “The Impact of extraversion and Introversion Personality Types on EFL Learners’ Writing Ability”. It was researched by Boroujeni, Roohani, and Hasanimanesh in 2015. The purpose of the study was to seek the possible impact of extrovert/introvert personality type of Iranian EFL learners on their writing ability. The study used a one-way multivariate analysis of variance. The findings showed that introvert significantly outperformed extrovert in all subjects except organization.

“Personality Types and Reading: A Correlational Study” was a study conducted by Ali and Bano in 2012. Seeking a correlation between each of personality traits and reading skill is the purpose of this study. The results revealed that there was slight significant correlation between extraversion and reading skill, and openness and reading skill. Furthermore, there were low correlation between agreeableness and reading skills and conscientiousness and reading skill. Neuroticism and reading skill showed a negative correlation.

The other study was conducted by Ghazi, Shahzada, and Ullah in 2013 entitled “Relationship between Students’ Personality Trait and Their Academic in Khyber Pakhtunkhwa, Pakistan. Finding out the correlation between each of personality traits and all academic achievement is the goal of the study. The results of the study revealed that conscientiousness and agreeableness and openness were high in secondary school students, while extroversion, neuroticism and openness to experience were low in secondary school students. Indeed, the students’ personality traits and their overall academic was not significant relationship.

Based on the previous related studies above, it can be inferred that there are some similarities and diversities between five previous studies and the present study. Personality type is the similarity between those previous studies with the present study. Meanwhile, the diversities are on the certain variables, population and sample, method, and findings.

2.3 Conceptual Framework

The variety characteristics of the pupils are obviously seen at the place of the study, which is in SMA Muhammadiyah 2 Surabaya. Some of pupils are seen to be cheerful and optimistic. A number of pupils looked aggressive, and even slow in conducting an activity. A few of them also seem depressed but enjoy the fine arts. Generally, most of pupils did not know pertaining to the four major personality types which are Sanguine, Choleric, Phlegmatic or Melancholic. Besides that, the pupils seemed interested in reading the literature. Some students love reading about biography of person's life. They read regarding their K-POP idols' life through social media. In addition, a few students looked enjoying in reading fiction books, which are comic and novel. Therefore, the study will find out the effect of the four temperament personality types and the preference of the genres of literature toward the achievement of reading as a foreign language. If the independent variables have positive effect on the academic achievement, it could be as an indicator of language achievement, particularly in reading achievement.

2.4 Hypotheses

Based on the background study and the theories above, it can be posed the research hypotheses as follow:

1. Ho: The four major temperament types and the preference of the genres of literature have no positive and insignificant effect toward the achievement of reading as a foreign language.
Ha: The four major temperament types and the preference of the genres of literature have positive and significant effect toward the achievement of reading as a foreign language.
2. Ho: There is no difference between 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.

Ha: There is difference between 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.