THE STUDENTS' PERSONALITY BASED ON THEIR READING ATTITUDE

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ABSTRACT

This research aimed to know and analyze students' personalities based on their reading attitudes and identify the reading strategies frequently used by students. The research was conducted at SMP PGRI 1 Palembang using a qualitative method. The data were collected through observation, surveying using two questionnaires (a personality questionnaire and a reading strategy questionnaire), interviews, and documentation. The research sample consisted of 30 students from class VIII.1 at SMP PGRI 1 Palembang in the academic year 2022–2023, even semester. Based on this research, it was found that 24% of students in class VIII.1 have a conscientiousness personality characterized by being organized, responsible, and disciplined. Furthermore, 43% of students use a global reading strategy that focuses on overall text comprehension. These findings indicate a relationship between reading attitude and students' personalities, with conscientiousness and global reading strategy dominating. The implication is that this research provides important insights for the development of effective learning strategies to enhance students' reading skills at SMP PGRI 1 Palembang.

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Keywords: Students' Personality, Reading Attitude, Reading Strategy

1. INTRODUCTION

Reading is a critical skill for everyone, inclusive of students. Beatrice S. Mikulecky & Jeffries (1996) say that reading is very important because it can improve students' general language proficiency in English. As stated by Jaya & Mortini (2020), English serves as a tool of communication that is utilized in various cultural and linguistic contexts, transcending barriers and enabling effective interaction among people from different backgrounds. It can also help students think more clearly in English, expand their vocabulary, improve their writing, and be a great way to learn new information, ideas, and facts. Teachers frequently discover students' psychological problems as they teach and learn, especially when it comes to reading. Personality is one of these problems (Hogan, 2019; Shiner, 2018), because many teachers in schools do not comprehend the personalities of their students. Personality refers to an individual's unique patterns of thought, emotion, and behavior (Pervin et al., 2018). For educators to effectively address students' needs and offer the right support, they must

have a thorough understanding of their personalities (McAdams, 2019).

Teachers can modify their ways to teach and develop a positive learning environment by taking into account the unique personality qualities of their students (Lounsbury et al., 2019). It's critical for teachers to stay relevant on personality research studies and how it affects learning (Halverson et al., 2019; Roberts & DelVecchio, 2000). This information can enable teachers to more effectively attend to the various requirements of their students and improve their overall development.

The research on personality is concentrated on two main categories, one of which is character variations between certain personality traits because, by knowing the student's personality, it will be able to predict the behavior that the student will show in handling a certain state of affairs, which can have an effect on the way students learn (Hogan, 2019; Shiner, 2018). Based on the researcher's experience when she was still a high school student, some teachers were more comfortable employing specific reading strategies, while others tended to utilize ineffective strategies but continued to do so since it was their habitual behaviour. In contrast, due to a variety of common assumptions about their incapacity and difficulty learning English, students had a lack of confidence in their abilities to do so, and this might affect the strategies they utilized. Many studies have focused on broad strategies rather than specific findings. Thus, English teachers can mirror on and consider their

students' choices of reading strategies (Zhang, 2009) as reading strategies would possibly have an effect on the achievement of students' reading performance. In other words, understanding will now not just occur without the use of any strategy because in reality the use of strategies in reading will help students to understand texts and overcome problems or knowledge gaps while doing reading activities, so that their understanding increases. According to Paris, Wasik & Turner 1991 in (Kurnia Kusumastuti & Wacana, 2013) argued that readers who do not use reading strategies frequently experience problems in reading.

The development of students' literacy abilities and understanding depends greatly on their reading attitudes. Agustiani (2017) defines a person's reading attitude as their personal evaluation of their reading activities, including their interest in, propensity for, and feelings towards reading. It contains affective as well as cognitive aspects that affect how students behave when participating in reading activities. In order to improve students' literacy skills, it is important for teachers to have a thorough awareness of the reading attitudes of their students. However, during observations conducted in the 8th grade at SMP PGRI 1 Palembang, several identified problems needed to be addressed in order for students to cultivate a positive reading attitude.

These problems include a lack of interest in reading, which is evident in the students' disinterest during reading sessions, their infrequent use of books in class, and their minimal participation in reading activities outside of scheduled lessons. Lack of

confidence in reading is another difficulty; some students are hesitant to participate in reading discussions and to read aloud in front of the class because they are unsure of their reading skills. The growth of a favourable reading attitude is additionally restricted by limited access to reading resources. This restriction may be brought on by a lack of books available that suit students' interests, a lack of resources, or restricted access to libraries. Additionally, since students frequently feel overburdened with other responsibilities and activities, reading is given less time and attention, which creates barriers. Last but not least, unfavourable contextual factors contribute, with pupils' surroundings lacking strong reading role models from peers and family members at home.

After analyzing the existing problems, the researcher discovered that students' personalities were an important factor in learning, as they could help teachers consider appropriate reading strategies based on students' reading attitudes. This is the reason why the researcher wanted to conduct research on this topic. The use of personality questionnaires, reading strategy questionnaires, and interviews in this research could serve as a starting point for teachers to pay attention to appropriate reading strategies that can be applied to help students in their reading activities. In addition to students' personalities and reading strategies, the students' reading attitude also becomes a focus in this research because reading attitude encompasses an individual's subjective evaluation of reading activities, including interest, inclination, and

emotions related to reading. By gaining a deep understanding of students' reading attitudes, this study aims to help students identify reading strategies that align with their personalities. Moreover, teachers can utilize these techniques to enhance students' learning outcomes through their teaching and learning methods. So it is hoped that this research will significantly advance student literacy. Thus, this research needs to do with the title "**The Students' Personalities Based on Their Reading Attitudes**."

2. LITERATURE REVIEW

Concept of Personality

Personality is the most one-of-a-kind thing about human beings. Everybody has specific personality traits inclusive of thoughts, traits, emotions, and behavior. Many psychologists have defined personality in various ways. For instance, the American Psychological Association (2020) describes personality as our eternal and wonderful mind, emotions, and behaviors that define how we have interacted with the world. Personality is about a human's attitude, behavior, and reactions in different situations and interactions with others. It defines the way people interact with and present themselves in various circumstances (Putri et al., 2023). As a result, personality traits can be described as characters and attitudes that manifest through conduct. According to Ghazi et al. (2013) A number of significant traits, as well as how people interact with others, are determined by personality. As mentioned by Feist, Jess &

Feist (2008), personality is a psychophysical system that is owned by each person in a dynamic organizational form and determines particular adjustments to the surroundings. This is, personality is a representation of the traits of each character based on their environment.

The researcher reaches the conclusion that, in light of the definitions provided by some of the experts above, each person's personality differs from those of others and can be used to distinguish one person from another. Everyone's actions when placed in a given situation reflect their individual attitudes, feelings, expressions, and temperaments. Because of this, personality is often used as a factor in a research.

Concept of Students' Personality

For pedagogists and educational psychologists, personality has always been a crucial area of research in the field of education. A lot of attention has been paid to the link between a student's personality and how they learn (Boekaerts, M., Pintrich, P. R., & Zeidner (2000)), making personality an important factor influencing learning, particularly in the learning of foreign languages. The individual needs of each student must be taken into consideration when designing and teaching foreign language lessons. Because different personalities can influence how students learn, teachers need to be more aware of the personalities of their students in order to best support their learning (Hogan, 2019; Shiner, 2018; Datu, 2018). Based on the explanation provided, a student's

personality can be described as their individual nature and behaviors, which they acquire from their surroundings and utilize to adapt to them (Nettle, 2009).

Type of the Personality

In language learning, teachers need to gain a better understanding of their students' personalities and help them become more aware of their differences from others. This will help the teacher give the students the guidance they need to learn the language. A measuring tool known as the "Big Five personality types", also known as the "Five Factor Personality Inventory" (Five Factor Model: FFM) and using factor analysis based on adjective-driven questions, has been developed by personality psychologists as a result of increased personality research. According to Ozer and Benet-Martinez, the Big Five personality types are neuroticism, conscientiousness, extraversion, openness, and agreeableness have been linked to a range of behaviors, including academic success and job performance (as cited in Ali, D. A., & Bano (2012), p. 256). Ibrahimoglu et al. (2013) defined and identified five main components of the Big Five construct as the Big Five personality types:

1) Openness to Experience (Intellect/Imagination) If you are this type, you will be creative, curious, flexible, inspired by art, open to new experiences, unique, and not like other people. People with low openness scores, on the other hand, are traditional, modest, not very creative, and realistic.

2) Conscientiousness if you are structured, conscientious, effective, purposeful, trustworthy, responsible, hardworking, diligent and self-controlled. Whereas individuals with low awareness lack commitment, have no goals, are thoughtless, disorganized, slow, sluggish, inattentive, and weak-willed.

3) Extraversions are talkative, friendly, outgoing, active, enthusiastic, and engaged in social settings. Low-extroversion people are not active, silent, nervous, preferring to be alone, shy, isolated, and constrained.

4) Agreeableness: An individual's personality is composed of various traits that contribute to their character, such as being amicable, affable, approachable, kind-hearted, forgiving, trusting, cooperative, humble, and generous. Conversely, individuals with low levels of agreeableness tend to exhibit traits such as aloofness, cynicism, rudeness, unpleasantness, criticality, antagonism, suspicion, vengefulness, irritability, and uncooperativeness.

5) Neuroticism is characterized by negative effects and emotions such as worry, anxiety, insecurity, depression, self-consciousness, moodiness, and being emotionally unstable. On the other hand, individuals with low levels of neuroticism tend to exhibit traits such as being calm, relaxed, emotionally stable, resilient, comfortable, content, even-tempered, and self-assured.

Concept of Reading

Reading can be defined in a variety of ways. Many experts provide reading definitions. As indicated by Fadilah et al. (2023), reading is a fundamental English skill that students must acquire to achieve proficiency in the language. It plays a vital role in the academic progress of students who aspire to advance to higher levels of comprehension. As stated by Brown (cited in Yulianti, 2014), reading is a cycle in which one discovers meaning through discussion with other readers, which ultimately results in an understanding of the importance of content.

In addition, as shown by Anderson and Nunan (cited in Delfi, S., & Yamat (2017), p. 102), reading is a process in which the reader constructs meaning by fusing information from the reading text with prior knowledge. As stated by Mardiana et al. (2023), reading is a crucial competency that individuals need to develop in order to gain knowledge and access information. The goal of reading is to comprehend the meaning of the text. As mentioned by Jaya and Marleni (2018), reading is a crucial skill that allows individuals to derive meaning from written material. By engaging in reading, people can enhance their comprehension and gather valuable information from the text they are exposed to, enabling them to share this knowledge with others. Additionally, reading serves as an indicator of the reader's ability to understand and grasp information and knowledge.

In summary, reading not only enriches a person's understanding of various subjects,

including grammar and vocabulary, but it also plays a fundamental role in achieving success in all educational contexts. Furthermore, reading is considered the key to continuous learning and growth in all aspects of life.

Concept of Reading Strategy

As mentioned by Webster (2023), The art of creating or using plans or stratagems to achieve a goal is known as strategy. According to Aarnoutse and Schellings (2003, cited in Pinninti (2016), p. 179), a "reading strategy" is a technique used by readers before, during, and after reading a text to comprehend the text or resolve concerns that may arise during the reading process. Afflerbach & Paris (cited in Anastasiou, D., & Griva (2009), p. 284) assert that reading strategies are described as readers' attempts to comprehend texts and make meaning from reading texts.

As a conclusion, it can be said that effective readers employ reading techniques to decipher texts and handle issues that may come up while reading, like not understanding certain words or details. Reading strategies also demonstrate how readers comprehend assignments, interpret what they read, and proceed in cases where they are unable to do so. Studies on reading have already shown numerous times how crucial reading strategies are to reading activities. Ikeda & Takeuchi (cited in Chen (2015), p. 157) stated that one of the best strategies for creating successful language learners is the use of reading strategies. Additionally, according to Richards and Renandya (cited in Chen (2015), p. 157), reading strategies help high school English

learners learn how to write well, give them chances to introduce new topics and spark conversation, and enable them to pick up linguistic components like vocabulary and grammar.

Reading strategies are critical for successful reading activities, as can be inferred from the above explanation. In summary, the categories are established by Mokhtari, Kouider & Sheorey (2002), with cognitive strategies denoting problem-solving reading strategies and metacognitive strategies denoting global reading strategies. Following are explanations of each category:

1) The term "Global Reading Strategies" (GLOB) refers to intentional and well-thought-out methods that help students control or direct their reading, such as having a reading objective in mind, examining the structure of lengthy texts, or using typographic aids, tables, and figures. Activities at the pre-reading level are included in this activity.

2) Readers use Problem-Solving Strategies (PROB) when interacting directly with text. When issues with understanding textual information arise, it is a localized, targeted technique. Examples include changing the speed at which you read depending on how challenging or simple the material is, assuming the meaning of words you don't know, and going over passages again to make sure you understand them.

3) Support Strategies (SUP) are basic instruments that readers can use to help them comprehend texts. Examples of SUP include using a dictionary, taking notes,

underlining, and highlighting text information.

Concept of Reading Attitude

As shown by Agustiani (2017), reading attitude refers to an individual's views, feelings, beliefs, attitudes, and opinions towards reading. It encompasses their overall perception of reading as an enjoyable activity. This perception includes how individuals perceive reading, whether they see it as a source of pleasure, entertainment, or personal enrichment. Additionally, reading attitude includes an individual's motivation to engage in reading. This motivation may be extrinsic, involving rewards or recognition from outside sources, or intrinsic, driven by personal interest and curiosity. Strong motivation for reading influences the extent to which individuals are willing to invest time and effort in reading.

Furthermore, interest in reading is also part of a reading attitude. This interest reflects the extent to which individuals seek out reading materials, explore different topics, and engage with various types of texts. High interest in reading is fueled by a strong sense of curiosity and a desire to acquire knowledge, broaden horizons, and deepen understanding of the world. Lastly, reading attitude includes an individual's self-confidence in their reading abilities. This confidence involves the belief that they are capable of comprehending and interpreting texts effectively. As explained by Rafi (2021), self-confidence impacts one's approach to reading and influences their effectiveness in tackling challenging materials, extracting information, and critically analyzing

content. Thus, reading attitude encompasses an individual's overall views, feelings, beliefs, attitudes, and opinions about reading.

3. METHODS

In this research, researcher used descriptive qualitative research techniques. Sugiyono (2021, p. 16) states that the qualitative research method is a research approach based on the philosophy of postpositivism that is used to research the conditions of phenomena (and experiments as opposed to them), where the researcher serves as the primary object, data collection techniques are carried out through triangulation (combined), data analysis is qualitative and inductive, and the findings of qualitative research place a strong emphasis on the meaning of generalizations. As shown by Jaya & Mortini (2023), qualitative data, which includes critiques, recommendations, and remarks written on model files or assessment sheets, is verbally communicated during discussion sessions. This research was done to identify students' personalities using directed reading strategies. In this research, data was collected while conducting research at SMP PGRI 1 in Palembang with a sample of 30 students in class VIII.1. The researcher used observation, interviews, questionnaires, and documentation as steps in conducting research.

4. RESULTS AND DISCUSSION

Table 1. Research Object

No.	Participants	Total
1.	Second Grade of VIII.1 Students	30
	Total	30

As shown in the Table 1, data for this research were gathered from SMP PGRI 1 Palembang with a sample of 30 students in class VIII.1. All 30 students in class VIII were given two different types of questionnaires as part of the data gathering technique, which also included conducting interviews. The researcher additionally meticulously documented every stage of the research up until its conclusion as a measure to ensure the research's accuracy. This research aims to gain an understanding of the relationship between students' personalities and their reading attitudes in learning contexts, especially in reading activities. To achieve this goal, the researcher gave two questionnaires to class VIII.1 students, namely a personality questionnaire and a reading strategy questionnaire.

The personality questionnaire aims to obtain information about the five dimensions of student personality. In addition, a reading strategy questionnaire was used to identify reading strategies used by students in the learning process. Furthermore, the researcher also conducted interviews with the aim of gaining a deeper understanding of the student's personality. The data obtained from the interviews and questionnaires will be combined and analyzed in detail.

Result of Data Analysis

The results of data analysis in this research were obtained through conducting interviews and administering questionnaires to 30 class VIII.1 students at SMP PGRI 1 Palembang. Based on the results of the analysis, the following findings were found:

Questionnaire Result of Students

A. The Results of Student's Personality Questionnaire

In order to obtain data regarding student personality, the researcher gave a personality questionnaire consisting of 25 statements to each student in class VIII.1 sample group, which consisted of 30 students.

Chart 1. The diagram of Big Five Personality
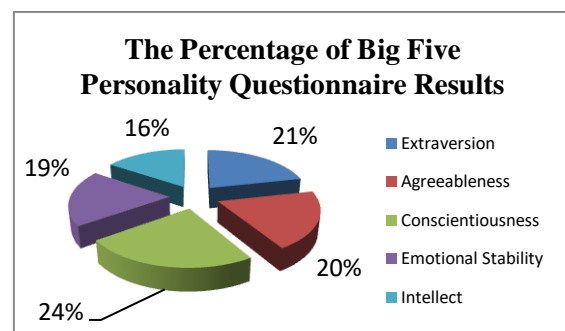
Based on the score results for each student's personality, it shows that 21% of them were in the extraversion category. There were 20% of them in the agreeableness category. There were 24% of them included in the conscientiousness ccategory. There were 19% of them with emotional stability. There were 16% of them who were categorized as intellect. Therefore, based on the data above,

it can be concluded that most of the students in class VIII.1 at SMP PGRI 1 Palembang were conscientiousness. This was proven by 30 students; 24% of them were conscientiousness students.

B. The Results of Reading Strategies' Questionnaire

In order to obtain data about the reading strategies used by students, the researcher involved VIII.1 class students in filling out a reading strategy questionnaire consisting of 30 statements.

Table 2. The Score Results of Reading Strategy

Reading Strategies	Total	Overall Average
GLOB	390	13
PROB	240	8
SUP	270	9

Based on the score results from the reading strategy questionnaire, the researcher made a description of the percentage using the following diagrams:

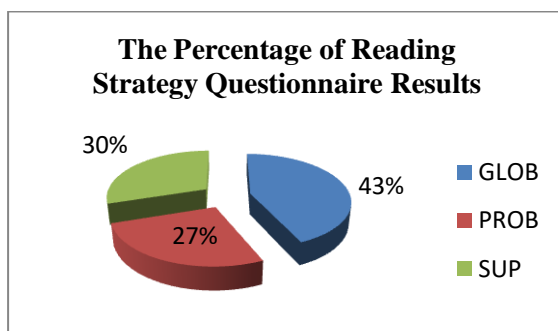**Chart 2.** The diagram of Reading Strategy

Table. 2 and Chart. 2, shows that 13 students, or 43% of them, used the Global

Reading Strategy. There were 8 students, or 27%, who used problem-solving strategies. And 9 students, or 30% of those who used support reading. As a result of the statistics shown above, it is possible to conclude that practically all students at SMP PGRI 1 Palembang utilized the Global Reading Strategy during reading. More than half of students, or 43%, utilize the Global Reading Strategy. In conclusion, based on the statistics shown above, the global reading strategy is the most frequently utilized by students. The global reading strategy entails visualizing, utilizing a dictionary, reading, taking-notes, looking at visuals, thinking while pacing, and re-reading.

5. CONCLUSION

Based on the findings from the previous chapter, it can be concluded that students' reading attitudes are closely related to their personalities. The research focused on class VIII.1 at SMP PGRI 1 Palembang and found that students with a dominant conscientiousness personality exhibit traits such as awareness, discipline, responsibility, and wisdom in action. Additionally, global reading strategies were prevalent, emphasizing overall text comprehension. The research also revealed that students' personalities are influenced not only by the factors measured in the personality questionnaire but also by their unique characteristics. These results provide valuable insights for the development of effective learning strategies to enhance students' reading skills by considering their

personalities and promoting positive and diligent reading attitudes.

6. ACKNOWLEDGEMENT

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