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Students' Personality Type and Learning Style on Their Reading Comprehension

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Abstract

An investigation of the effect of students' personality type and learning style on their reading comprehension. The instruments were involved the data collection. The instrument consists of two instruments, they were two questionnaires and reading comprehension test. In this study, the main instrument is reading comprehension test. To conduct reading comprehension score, the researcher used multiple-choice test. Second, the questionnaire divided two kinds of questionnaires that are personality type questionnaire and learning style questionnaire. Then, the questionnaire of personality type was determined by using Eysenck's personality questionnaire and for learning style questionnaire using by Cohen's learning style questionnaire. The participants consisted of 70 (29 males and 41 females) students. To measure these variables the researcher used Independent sample t-test. The researcher concluded among personality type and learning style have not significant effect toward students' reading comprehension.

Keywords: Personality Type, Learning Style, Reading Comprehension

In reading skill does not only apply in interpreting a passage of the text but rather in reading comprehension. The reading comprehension can be affected by several things, namely the personality type and learning style. D.P. McAdams & B.D. Olson, (2010) states that personality as individual characteristic of a person influenced by some factor (values, relationship, attitude, skill). Some teachers in second language feel that the students with a personality can be more success in language academic than his sociable classmate. The most research have attempted to examine the effect of personality in foreign and second language learning. Many factors are responsible for success in language learning, one of them is personality type. Personality type is one important factor that influences to students' success in

academic achievement. It is a reason why so many issues about personality type and was conducted research about that.

Learning style is one of language learning success way which associated with a range of factors including age, gender, intelligence, and anxiety level. Gregorc (1979) mentions that learning style as special behavior that showing how someone learn and common in learning environment. Meanwhile, Kocinski (1984) says learning style is a selection way to someone learns best. It means that learning style is the way to help individuals getting the best knowledge in environment.

To get the best knowledge about the personality type and learning style, the researcher provides some previous studies related of this study. Brown (1996) says that strategies which used by someone in learning do not work themselves, but it's done with basic learn who have someone in learning style. Ehrman (2003) he finds that in several years was found there is influence of personality toward learning style. It means that between learning style and personality type has related to each other especially of the students' academic achievement.

In this case, the topic of learning styles and personality type cannot be apart because they are affected each other. According to De Raad (1996) he argues that personality type and learning style is something that reflected in combination of learning strategies whereas that is a manifest in learning tactics, and then on learning outcomes.

Based on the issues above, the researcher concludes that this worth it to examine this topic. In this research, the writer investigating the significantly differences among personality type and learning style in reading comprehension.

METHOD

In this research, researcher used quantitative approach. To investigate some variables, researcher to use ex-post facto design. The participants were 70 learners. They were divided into two class; they are social and science classes. All student was adult. Participants consisted of students studying on first-grade senior high school. The target of this study of the research was the students of SMA Muhammadiyah Kediri at first-grade, so that only they could answer multiple-choice reading comprehension test. Another instrument in this research are Eysenck's personality questionnaire (1985) and Cohen's learning style (2006).

RESULT

In this research the descriptive statistic was divided into two groups, they are personality type and learning style groups. The researcher affords the simple sum-ups about the sample and measure. See the following tables:

Table 4.1 Descriptive Statistic: Students' Personality

Personality	N	Min.	Max.	Mean	Std. Error	Std. Deviation
Extrovert	42	32	84	67.38	1.960	12.699
Introvert	28	52	90	68.93	1.920	10.161

Table 4.1 shows that there are 70 students in which they consisted of 42 extrovert students and 28 introvert students. Although the students tend to be extrovert, the introvert has a little higher mean score than extrovert, in which introvert 68.93 and extrovert 67.38. In standard error and standard deviation, introvert has lower score than extrovert in which standard error and standard deviation of introvert

are 1.920 and 10.161, while standard error and standard deviation of extrovert are 1.960 and 12.699. Table 4.1 also shows that introvert has higher score than extrovert; it can be seen from the minimum and maximum score.

Table 4.2 Descriptive Statistic: Students' Learning Style

Learning Style	N	Min.	Max.	Mean	Std. Error	Std. Deviation
Visual	44	32	90	68.86	1.775	11.776
Auditory	26	36	84	66.54	2.283	11.642

Table 4.2 shows that there are 70 students who consisted of 44 visual learners and 26 auditory learners. It can be seen from the mean that visual learners has higher reading comprehension score than auditory learners, in which visual students has 68.86 mean score higher than 66.54 which belongs to auditory students. In standard deviation, it is indicated that auditory students have lower score, although the differences just a little bit, in which they have 11.642 while visual students have 11.776. More detail, auditory students did higher error which can be seen in their standard error 2.283, while visual students only 1.775.

Table 4.3 Independent Sample T-Test: Students' Personality

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.508	.478	-.540	68	.591	-1.548	2.868	-7.272	4.176
Equal variances not assumed			-.564	65.637	.575	-1.548	2.744	-7.026	3.931

In detail, there was a mean difference -1.548 based on the table 4.3 above. In a glance, it appeared a pattern showing that introvert tend to have higher score than extrovert, while the analysis between extrovert and introvert that showed t-values -.564 with significant value .575 which was more than 0.05 ($p > 0.05$). It means, although having slight difference, in fact it is not significant difference in this case in reading comprehension.

Table 4.4 Independent Sample T-Test: Students' Learning Style

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.121	.729	.802	68	.426	2.325	2.901	-3.463	8.114
Equal variances not assumed			.804	53.086	.425	2.325	2.892	-3.476	8.126

In detail, there was a mean difference 2.325 based on the table of independent t-test between visual and auditory students average score above. In a glance, it appeared a pattern implying that visual students tend to have higher score than auditory students, yet the analysis between the two means of visual and auditory students showed t-values .804 with significant value .425 which was more than 0.05 ($p > 0.05$). It means, although having slight difference, in fact that is not significant difference in students' reading comprehension.

DISCUSSION

Research finding in this research support the earlier studies theories about personality type and learning style on students' reading comprehension.

There is some support of personality type study. The research of personality by Pazhuhesh (1994, as cited in Soleimani H. et al. ,2013) supports this finding. The result of the study showed that introverts better performed than extroverts. Zahar, S. and Meenakshi, K., (2011) the result proven that most introverted personality is better in reading and writing skill. As such, the results are consistent with the findings of other studies (Suliman, F.H.A., 2015) according to the findings that extroversion and introversion have a major influence on second language acquisition.

On contrary research, Khan, A. et al. (2018) they found that there is no significant effect of personality traits towards the predictions of the academic successbetween school learners. Soleimani, H., et al. (2013), the result finding that t-test revealed there is no significant effect between personality types of the participants in the study and their performance on reading comprehension test.

In learning style research, there is support related of previous study. Jafarpanah, Z., (2016) he found that there was significant effect of visual, here, the researcher used metacognitive strategy to closure-oriented and synthesizing styles. They concluded that Iranian EFL learners have three style which use many metacognitive reading strategy. In another study, Marcela, V., (2015), he found that

there was not significant connection of all strategies with academic success and best relative in personality traits Openness. Rezaeinejad, M., et al., (2015) found that there was significant association among learners who use Active-Reflective and Visual-Verbal learning style and their score mean. It means, there was significant effect in educational achievement

On the contrary, there are findings that no similarity with the research. Here, the previous studies conducted by Khan, A. et al. (2018); Gurses, M.O., and Bouvet, E., (2016); Asrifan, A., (2015). In this case, all of them found no significant effect on students' reading performance.

CONCLUSION

Based on this research, after phase finding and discussion the researcher ultimately concluded that personality type and learning style, as follows:

Personality Type

The analysis differences between the means both of extrovert and introvert reflected t-values $-.564$ with significant value $.575$ which was more than 0.05 ($p > 0.05$), it means that was not significant effect of personality type toward reading comprehension. Furthermore, the researcher found that significant differences between extrovert and introvert in reading comprehension test. It was found that the mean score of extroverts was 67.38 , meanwhile introverts got 68.93 . It means that introvert have higher score than extrovert.

Learning style

Based on the data, the analysis differences between two scores both of visual and auditory students showed t-values .804 with significant value .425 which was more than 0.05 ($p > 0.05$). It matters that there was not significant variance between visual and auditory style in reading comprehension. Furthermore, the researcher found there are significant difference between visual and auditory students whereas the mean score both of them, they are visual students was 68.86, meanwhile auditory students obtained 66.54. It means that visual students have higher score than auditory students.

All of the research objective and research question as well as the hypotheses null has been successfully answered. The impact in this research has been identified. The research revealed that personality type and learning styles has not significant influence on students performed. The research also found that visual and introvert students have outperformed than auditory and extrovert students in reading comprehension.

In other words, there are other factors maybe give more dominant effect through it. So, the researcher argues that still many potentials can be improved from the variables.

SUGGESTIONS

Regarding too the conclusion above, some suggestion is proposed for English teacher in particular and the future researcher in general. For the

teacher, the researcher hopes in order to the teachers aware of EFL students' individual differences. Giving attention towards students' personality type and learning styles, because this case helping the progress of teaching or instructions and applied in teaching. With some knowledge about that, we hope the teachers can be setting some activities that can be improve students' skill base on their characteristics. The next researcher, hopefully they can conduct this kind of study with the larger participants acceptable to get a more dependable result.

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