

The Effect of Reading Strategy and Personality Traits in Improving The Students' Reading Comprehension Achievement

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This paper investigated the effect of reading strategy and personality traits in improving students' reading comprehension achievement. This research was conducted at the grade 12 students of SMK Sasmita Jaya 2 Pamulang, Tangerang Selatan. The researcher administered quantitative research under quasi-experimental research through pre test and post test. The two reading strategies named QAR (Question and Answer Relationship) reading strategy and KWL (Know Want know and Learn) reading strategy were administered to the students. The pre test and post test were applied in order to know the effect of the reading strategy toward the students' reading comprehension achievement, meanwhile the questioner of MBTI (Myers-Briggs Type Indicator) was administered to the students to know their types of personality whether they are extrovert and introvert. After analysing the data, it was found that there is significant improvement of the students reading comprehension achievement after the strategy being applied. However the result also showed that there is no significant difference between QAR reading strategy and KWL reading strategy in improving students reading comprehension achievement. Meanwhile from the calculation of SPSS, the result showed that there is no significant interaction between personality toward the students' reading comprehension achievement.

Keywords: reading strategy, personality trait, reading comprehension, extrovert, introvert, achievement.

Makalah ini meneliti pengaruh strategi membaca dan jenis kepribadian dalam meningkatkan pencapaian pemahaman membaca siswa. Penelitian ini dilakukan pada siswa kelas 12 SMK Sasmita Jaya 2 Pamulang, Tangerang Selatan. Peneliti menggunakan penelitian kuantitatif melalui experimental semu dengan pre test dan post test. Dua strategi membaca yang digunakan yaitu QAR (Question and Answer Relationship) dan KWL (Know, Want to Know and Learn). Pre test dan post test diterapkan untuk mengetahui pengaruh strategi membaca terhadap pencapaian pemahaman membaca siswa, sementara itu questioner MBTI (Myers-Briggs Type Indicator) diterapkan kepada siswa untuk mengetahui jenis kepribadian mereka apakah mereka termasuk berkepribadian ekstrovert atau introvert. Setelah menganalisa data, ditemukan bahwa ada peningkatan yang signifikan dari pencapaian pemahaman membaca siswa setelah strategi tersebut diterapkan. Namun hasilnya juga menunjukkan bahwa tidak ada perbedaan yang signifikan antara strategi membaca QAR dan strategi pencitraan KWL dalam meningkatkan prestasi pemahaman membaca siswa. Sedangkan dari perhitungan SPSS, hasil

penelitian menunjukkan bahwa tidak ada interaksi yang signifikan antara jenis kepribadian terhadap prestasi belajar membaca siswa.

INTRODUCTION

Reading is one of the most important things in students' activity. Without reading, the students would not be able to acquire knowledge that is fundamental to their intellectual growth. Through reading they become experts in their fields.

In English lesson, reading is one of the language skills that must be taught besides the other skills namely: speaking, listening and writing. The target of reading lesson is comprehension. Harvey and Goudvis (2007:15) states that the meaning of comprehension is when the readers think not only about what they are reading but about what they are learning. They adds that when readers construct meaning, they are building their store of knowledge.

Moreover, according to Goodman (1988:11-12) states that reading is an active and creative process in which the reader interprets a message in the light of his/her previous knowledge, predicts and anticipates subsequent rhetorical strategy and information. He adds:

“In doing this, the reader uses the linguistic cues that the writer provides, selects information relevant to his reading purpose, matches information with his previous knowledge and experience, evaluates it in the light of that knowledge and then applies this information to new experiences.”

It means that in doing the active and creative process to get the comprehension the reader not only reads but also involves her/himself to the text.

Tomskin (2011:203) argues that reading comprehension is the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Furthermore, Pardo (2004) defines reading comprehension as a process in which readers constructed meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text.

To achieve comprehension there are some strategies which can be applied by a teacher in the class. Westwood (2001: 10) states that a strategy can be defined as a mental plan of action designed to achieve a specific purpose. On the other words strategy is a way to do something. Harvey and Goudvis (2007 :23) proposes the term strategic reading refers to thinking about reading in ways that enhance learning and understanding. When it is related reading, in can be meant the way to understand the text. They determined:

“Reading strategy means a certain way to comprehend reading texts. Teacher should make the students curious and interested in reading, motivate the students not only become better readers but thoughtful, critical and independent as well.”

According to Lundhere cited by Westwood (2001:51) that reading is something that has to be thought and learn. It means that teachers should find the best method and strategy that can be used flexibly in the class. Therefore teachers also need to encourage the students to read. In this case reading should emphasize on understanding.

Willis (2008:126) states that strategy to build comprehension are variable to increase neutral efficiency each step of the comprehension. He adds that the skilled readers comprehend more successfully than less skilled reader. Thus good strategy in reading is very important teach and learn. Relate to reading comprehension, Dickson, Simmons, and Kame'enui, cited by Willis (2008: 126) argues that the skilled reader will use strategies such as background knowledge to comprehend, draw valid inference to what they have read. It means that when the reader read, their background knowledge will influence them in understanding the reading texts thus they need to inferencing to what they have read as well. Furthermore, Willis adds:

“In order to be successful at reading comprehension, students need to actively process to what they read. In this case students should not stop only when they have understood to what they read but they need to act it out or might give their opinion or argument or give respond.”

In this case Hammer (2001) argued that students should be encouraged to respond to the content of a reading text, not just to the language.

K-W-L abbreviated of Know, Want to know and Learn is one of the strategies designed by Dona Ogle (1986) for the first time . It is an instructional reading strategy used to guide students through a text. Students begin by activating their background knowledge for everything they **Know** about a topic. This information is noted in the K column of a K-W-L chart. Students then identify a list of questions about what they **Want to Know** about the topic. These questions are listed in the W column of the chart. During or after reading, students answer the questions that are in the W column. This new information that they have **Learned** is written in the L column of the K-W-L chart. A Meanwhile QAR stood for Question and Answer Relationship is strategy developed by T. E. Raphael (1986) It provides a basis for teaching three comprehension strategies: locating information; showing text structures and how the information is organized; and determining when an inference or reading between the lines is required. QAR shows students the relationship between questions and answers, how to categorize different types and levels of questions (*Right There, Think and Search; the Author and You and On My Own questions*), as well as how the text does not have all the answers.(Raphael, 1986)

In addition, Bouchard (2005) stated that QAR strategy taught students that there were two broad of information for answering question: the text and their background knowledge It means that QAR strategy asks the students to categorize the questions which will lead the students to answer. Then He also added that QAR divided question

and responses into two categories : in The text and in My heads. Furthermore, Antony & Raphael (2004 : 319) explained that QAR's question based on *text* and *knowledge*.

Furthermore the writer thinks there might be some other factors for example the characteristics of the students which need to pay attention in teaching reading. The characteristic of the students may be called as personality. In the classroom, there might be consist of some personalities of the students. Each student has his own personality. Some psychologists categorized the personality into three or four types such as proposed by Carl Jung who divided the characteristic of the students into three types namely : extraversion-introversion, sensing-intuiting, and thinking- feeling (Dorney: 2005 P.11) In this paper the researcher assumes that there was relationship between learning strategy and personality traits in determining the success of reading comprehension.

By applying the strategies the writer would like to see the difference between the two strategies and also considering about other aspect namely personality traits which might have influence toward the students reading comprehension.

Based on explanation above, the research problems are formulated as follows:

- (1) Is there any significant improvement in reading comprehension achievement to the students after being taught by using KWL reading strategy?
- (2) Is there any significant improvement in reading comprehension achievement for the students after being taught by using QAR reading strategy?
- (3) Is there any significant difference between KWL and QAR reading strategy in improving student's reading comprehension achievement?
- (4) Is there any significance difference between extrovert and introvert students in improving their reading comprehension achievement?
- (5) Is there any significant interaction between personality and reading strategy in improving their reading comprehension achievement?.

METHOD

This research applied the quantitative research approach under the quasi experimental research using pre-test and post test. Hatch and Farady (1992) stated that the concept of experimental design is an ideal abstraction. The goal of the investigation is to see the relationship between the variable that have been selected. In this study the researcher applied one dependent variable and two independent variables: reading comprehension achievement as the dependent variable meanwhile reading strategy and personality traits as independent variable. This research would see the relationship between the variables. In doing this research the writer did a treatment to investigate the effect of the different strategy between KWL reading strategy and QAR strategy. The researcher also investigated if the different personality showed the relationship with the strategy in determining the success of reading comprehension. The personality that were investigated were extraversion and introversion. The researcher applied treatment to two classes as samples. Although there are nine classes at the grade 12th but the researcher only took two classes as the sample of the research. The sample of the research

were taken by means of cluster random sampling. Then the first class was treated using KWL strategy and the other was treated using QAR strategy.

The reading test instrument is to collect the data about the students reading comprehension achievement before treatment. The test specification of the reading test was made based on syllabus. Then the test was used for try out.

The other instrument used in this research was the personality questioners. It was used to get the data about students' personality. The questionnaires were design based on the indicators of personality traits: extraversion and introversion proposed by MBTI (Myer Brigg Type Indicator) Then the result of the questionnaires was used as the reference to determine the students whether they were categorized as introvert students or extrovert students.

According to MBTI that each personality has their own traits. There were some special characteristic of extrovert which include some dimension: initiating, expressive, gregarious, active and enthusiastic, meanwhile the dimension of introvert includes : receiving, contained, intimate, reflective and quite. The writer chose two classes which consist of the balanced number of extrovert and introvert students. Then the result of the data was calculated using SPSS.

FINDING AND DISCUSSION

The researcher tested five hypothesis by analysing the data of pre test and post tet on reading comprehension for the both teartment classes. T- test statistical or Dependent T- test are used to answer the research question number one and two. It was to know the effect of KWL reading strategy and QAR reading stratey on reading comprehension achievement to the students of SMK Sasmita Jaya 2 Pamulang.

Regarding with the effect of KWL reading strategy, the result of SPSS is as follow:

Table 3. Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest_kwl	66,42	26	6,789	1,331
	Pretest_kwl	50,77	26	9,171	1,799

Table 4. Paired sample test

Paired sample test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	post_test - pre_test	15,654	9,389	1,841	19,446	11,862	8,501	25	0,000

Based on Table 3 and 4 above, the mean score of pre test of the students before treatment is 50.77 and the mean score of the students after treatment is 66.15. The different mean score is about 15,654. Meanwhile the sig value is 0.000 which is under $\alpha = 0.05$. It means that H_0 is rejected and H_1 is accepted. From the critical value approach, the data shows that t-value is 8,501 which is higher than t table = 1.708. It emphasizes that assumption that H_0 is rejected and H_1 is accepted.

From the mean score, the p- value approach and critical value approach, it could be interpreted that there is significant improvement on reading comprehension achievement after the treatment of KWL reading strategy applied.

Regarding with the effect of QAR reading strategy on reading comprehension achievement table bellow showed the result as folow:

Table 5. Paired sample statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	post_test_qar	66,00	26	9,095	1,784
	pre_test_qar	55,31	26	7,662	1,503

Table 6. Paired sample test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	post_test_qar - pre_test_qar	10,69	1,48	0,29	9,92	10,18	34	0,000	

Pair 1	post_test_qa r - pre_test_qar	10,69 2	6,30 4	1,236	13,239	8,146	8,648	25	0,000
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Based on Table 5 and 6 above, the mean score of the pre test is 50.77 while the mean score of the post test is 66.42. The difference of mean score was 15.15. It means that there is significant difference of mean score before and after treatment. From p- value approach it can be seen that the sig value is 0.000 which is lower than $\alpha = 0.05$. The assumption is to reject H_0 or accept H_1 . Meanwhile from the critical value approach, Table 4.7 shows that t - value is 8,648 which is higher than t table : 1.708. It means that H_0 is rejected and or H_1 is accepted. From the mean score, p- value approach and critical value approach, it can be interpreted that the students' reading comprehension achievement is significantly improved after getting the treatment of QAR strategy.

Regarding with the next hypothesis about the the significant difference between KWL and QAR reading strategies in their effects on reading comprehension achievement. The result of the SPSS analysis of the effect of the both strategies shows that there is significant improvement of the students on their reading comprehension achievement, thus the researcher also investigates the significant difference between the two strategy in improving the student's reading comprehension achievement. The result of SPSS is as follow:

Table 7. Test of between subject

Tests of Between-Subjects Effects

Dependent Variable: Reading_Skill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	136,827 ^a	3	45,609	,709	,551
Intercept	227966,327	1	227966,327	3545,991	,000
Reading_strategy	58,173	1	58,173	,905	,346
Personality_traits	2,327	1	2,327	,036	,850
Reading_strategy * Personality_traits	76,327	1	76,327	1,187	,281
Error	3085,846	48	64,288		
Total	231189,000	52			
Corrected Total	3222,673	51			

R Squared = ,042 (Adjusted R Squared = -,017)

In P- value approach, **Sig- value** is compared to $\alpha = 0.05$. If Sig- value is higher than α , it means that H_0 is accepted and H_1 is rejected or vice versa. Meanwhile, critical value compares **F** statistic to **F α** to make sure that the result will be constant. If F statistic is lower than **F α** (F table), it means that H_0 is accepted and H_1 is rejected or vice versa. Table 7 shows that the Sig- value of reading strategy was 0.346. It is higher than $\alpha = 0.05$. It means that H_0 is accepted and H_1 rejected. From critical value approach, the data shows that **F statistic** is 0.905 which is lower than **F t** (F table) = 4.403. It means that H_0 is accepted and H_1 is rejected. The interpretation is that there is no significant difference between KWL reading strategy and QAR reading strategy on the effect on students' reading comprehension. Although there was a slight difference of mean between KWL and QAR. It shows that KWL is higher 2.115 points above QAR yet it still could be interpreted that there is no significant difference between KWL and QAR reading strategy on their effect on students' reading comprehension achievement.

In relation with the significant different between extroverted students and introverted students in reading comprehension achievement, it can be explained from table 7 above that shows the sig value for personality traits is 0.850, it is higher than $\alpha = 0.05$. It means that H_0 is accepted and H_1 is rejected. The interpretation is that there is no significant difference between extroverted students and introverted students in their reading comprehension achievement.

Meanwhile from the critical value approach, it can be seen from the F column. Table 7 shows that **F statistic** is 0.036 which is lower than **F α** = 4.403. It means that H_0 is accepted and H_1 is rejected. It can be interpreted that there is no significant different between extraverted students and introverted students in their reading comprehension achievement.

Table 7 also shows that the Sig-value of reading strategy and personality traits is 0.281. It is higher than $\alpha = 0.05$. It means that H_0 is accepted and H_1 is rejected. Meanwhile from the critical value approach the data shows that **F statistic** is 1.187. It is lower than **F α** = 4.403. It means that H_0 is accepted or H_1 is rejected. The interpretation is that there is no significant interaction between reading strategy and personality traits in their reading comprehension achievement.

CONCLUSION

Based on the result of the data analysis, some major conclusions are as follow: First, applying KWL and QAR reading strategy in reading lesson can improve students' reading comprehension achievement. The improvement has been shown by the significant increase of the students' score to both KWL treatment class and QAR treatment class.

Second, even though the result of the data analysis shows the slight difference in result, that KWL reading strategy has slightly higher mean score than QAR reading strategy.

But because the difference score is very low, then it can be concluded that here is no the significant difference in result between KWL and QAR reading strategy in improving students reading comprehension achievement.

Third, the result of the data analysis confirmed the other factor, in this case personality traits: namely extrovert and introvert didn't significantly influence to the students' reading comprehension achievement. Yet, the extrovert students show a very slight difference, it is about 0,425 higher than the introvert students. It still can be concluded that there is no significant difference between extrovert and introvert in increasing students' reading comprehension achievement.

The last conclusion is that there is no interaction between reading strategy and personality traits in their reading comprehension achievement. The result of the research didn't show that one of the personality influence the administering of the reading strategy. It means that the personality is not inclined to one type of reading strategy. Both of the personality; extrovert and introvert can be applied to both reading strategy.

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