

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning from a text which will produce a comprehension. Cognitive process is a process of knowing something, it is a psychological process in a single, individual, or group of form of idea. The complex cognitive process consist of three processes; (1) perception, (2) learning, (3) reasoning.

Reading is an indirect way of communication between writer and reader through text. Communication is the action or processes of communicating something. Writer communicates the information through written symbols which will be decoded by the reader into his cognitive processes. Reading is a complex cognitive processes of communication. There are two basic factors affect reading processes; Intern factors, such as: schemata, meta-cognition, and personality. Extern factors are such as linguistics competence or linguistics schemata.

Schemata is the readers' prior knowledge or reader's knowledge background. Schemata is somebody's prior knowledge which will enable reader to process something easier in his mind. For readers, schemata help them to communicate easily with the text.

As a way of communication; indirect communication, reading supposed to be filled with interaction processes, related to schemata, interaction processes will

be happen more fluently by the existence of schemata. Reader with a lot of prior knowledge related with the text which will be read, will have more interaction in processing the information which got from the text. On the other hand, reader who's lack of prior knowledge with the related text being read will have less interaction processes in reading.

Meta-cognition is the motor which conduct cognition, including the use of schemata. Grabe in Tan (2003:18) convinces that meta-cognition refers to knowledge about cognition and the self-regulation of cognition. Meta-cognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, e.g., the learning-relevant properties of information or data. Schemata and meta-cognition will influence people's perception for everything found around him. The existence of schemata and meta-cognition will affect the processes of reading, people with related schemata to the topic of the text will show a different processes of reading with reader's who doesn't has related schemata.

The last intern factor which also affects reading processes is the readers' personality. Personality can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situation. Personality is a dynamic characteristic because personality is not only influenced by what the people have in recent time but also influenced by their past time.

Personality is an organized set of characteristic, it is a structured and hierarchy of organization. Personality has its type, trait, and characteristics. The

dynamic and organized set of characteristics possessed by a person influence uniquely his or her cognition, motivations, and behavior. Reading is a complex cognitive process. Reading is a cognitive process. Cognition is a part of personality means reading is a process as a part in reader's personality. Reading happens in readers personality.

Eysenck in Rathus (2007:342) defined personality into four types: (1) choleric, (2) melancholic, (3) phlegm, and (4) sanguine. These four types of personality basically comes by mapping three dimensions of personality; (1) extroverts, (2) neuroticism, and (3) psychoticism. These three personality dimension have characteristics and in defining the types of personality will be done by seeing the characteristics of the personality types which will be discussed more in review of related literature.

The extern factor is the linguistics schemata or linguistics competence. Linguistics competences are the readers' ability in the language structure or knowledge. It is gotten by learning or studying in a definite time. Linguistics competence also defined as readers' ability to the related language skills. In English there are some tools to be used in identifying linguistics competence or linguistics schemata, such as TOEF (Bachman1990:237). People with a high TOEFL score are believed have a good linguistics competence in English. On the other hand people with a low score of TOEFL are believed have a low or little linguistics competence in English.

The intern factors of reading are the factors that can't be deny in affecting the processes of reading. It exists as a permanent condition in reader. Reader with

a good prior knowledge related to the topic of the text being read, with a good meta-cognition, with a type of personality will have a different reading process with a reader who has a little prior knowledge related to the topic being read, low system of meta-cognition, with a type of personality.

The fact which can be concluded in the intern factors of reading are: schemata and meta-cognition will give different way or processes of reading in a reader, but do reading processes also will be affected by the types of personality?

Reading can be defined into some types, such as: based on the reading characteristics, based on the information resources, and based on the correlation to the psychological aspects. Due to the objection needed, the reading processes will be described based on the last reading types; based on the reader correlation to the psychological aspects. Based on the reader correlation to the psychological aspects, there are three kinds of reading processes; (1) bottom-up, (2) top-down, and (3) interactive.

There are some conditions found by the researcher in her mini research done in a small observation of reading processes. The observation did to some SMU students with a good prior knowledge related to the topic which given by the researcher to be read. After observed the academic readers and interviewing them, it was found some incorrect characteristics in showing the wrong way of reading processes; (1) most of readers don't know what they want to know from a text, (2) reader move their eyes on the text without interacting with it, (3) reader directed by the text, passively follow the words in the text.

After observation did and elaborating with the interview session to the students to find out the reasons of these ways, it was found some factors in general; (1) readers motivation in reading activity, (2) readers' prior information related with the text, and (3) some readers' personality characteristics, such as; whether they are pessimistic, perfectionist, contented, or lively. In conclusion, reading processes basically also affected by the types of personality of the readers. Whether the student is in melancholic, choleric, phlegm, and sanguine type of personality, they will show different reading processes.

The pre-research conclusion above also convince by Mc. Neil in Ekalestary (2005: 23) who said that the characteristics of reading processes happen vary from one reader to the other. Mc Neil in Ekalestari (2005: 23) said that different reader shows different way of reading processes because of some factors; (1) linguistics schemata, (2) prior knowledge about the topic, (3) meta-cognition, and (4) readers' personality. In this quotation, Mc. Neil lists 4 items which affect reading process without separated them between the intern from the extern. But from this quotation Mc. Neil has included readers' personality as one thing which will affect reading processes.

In conclusion, this research done to find out the influence of reading factors to the reading processes itself, and in this study the research focus to the intern factors of reading only, especially to the influence of personality types to the reading processes.

Even it will be focus to the personality types influence to the reading processes, researcher will also included schemata, and linguistics competence to

the research processes because in reading activities those things will play their own role in processes the information from the text. Even those things including in the research processes but they just as a permanent factors which must be cared to see the portion of personality types in the reading processes

As have been listed above, there are 4 types of personality found: (1) choleric, (2) melancholic, (3) phlegm, and (4) sanguine. In this research, there will be a description of personality types influence to the reading processes. The other result objected in this research is the description of reading processes from each type of personality, the pattern of reading processes which planned used in this research is the type of reading processes based on the processes correlation with the psychological aspect, which have been mentioned above; bottom-up, top-down, and interactive reading processes

1.2. Research Problems

- (1) How do students with melancholic personality proceed reading comprehension?
- (2) How do students with choleric personality proceed reading comprehension?
- (3) How do students with phlegmatic personality proceed reading comprehension?
- (4) How do students with sanguine personality proceed reading comprehension?
- (5) Why do students proceed reading comprehension in the way they do?

1.3. The Objectives of the Study

Related to the research problems above, here are the objections of the study:

- (1) To describe reading comprehension of students with melancholic personality.
- (2) To describe reading comprehension of students with choleric personality.
- (3) To describe reading comprehension of students with phlegmatic personality.
- (4) To describe reading comprehension of students with sanguine personality.
- (5) To describe the reasons of the way students process reading comprehension.

1.4. The Scope of the Study

The scope of this study is the reading processes' theory, reading types based on the reader correlation to the psychological aspects, which consists of (1) bottom up, (2) top down, and (3) interactive. The reading processes are effectively affected by schemata and linguistics proficiency. Reading processes' theory is related with personality theory by H. J. Eysenck (1991) which defined personality into four (1) choleric, (2) melancholic, (3) phlegm, and (4) sanguine. The theory of reading will be elaborated with the theory of personality types to describe reading comprehension processes of students with different personalities. Thus, this study focuses on the proving of whether personalities types effectively

affected reading processes and what are the dominant factors influence reading processes.

1.5. The Significance of the Study

The finding of this study contributes to the readers of (1) beginners, (2) intermediate, and (3) advanced level to be able to improve their way of reading in proceeding the information in the text

. And also as an additional information and consideration for those who will teach reading skills in English related to the teaching method which will be chosen. Last, hopefully this finding can be a material for a further research done.