

**SEEING THE PREFERENCE OF THE GENRES OF  
LITERATURE AND THE FOUR PRIMARY TEMPERAMENT  
TYPES AS AN INDICATOR OF EFL READING  
ACHIEVEMENT**

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*Abstract*

This paper described the study which tried to explore the impact of the four primary temperament types (Sanguine, Choleric, Phlegmatic, and Melancholic) and the preference of the genres of literature toward the achievement of reading like a foreign language. Hence, the objectives of the study were (1) to find out the impact of the four primary temperament types and the preference of the genres of literature toward EFL reading achievement, (2) to seek which more influential variable among the four primary temperament types and the preference of the genres of literature on EFL reading achievement. The population (N=43) of the study was the eleventh-grade students of SMA Muhammadiyah 2 Surabaya in the academic year of 2017/2018. The quantitative method was utilized in this study with the Multiple Linear Regression as a research design. In collecting the data, the researcher administered the reading preference questionnaire which consisted of 20 items and ready-made of the temperament type questionnaire consisted of 48 items. After administering the two questionnaires to the sample of the study, then the researcher conducted the IELTS-like test to obtain the score of reading achievement. In analysing the data, Multiple Linear Regression in SPSS 23.0 was utilized. The findings of the study revealed that there were simultaneous impacts of the variables of the Preference for Fiction (X1), Preference for Non-fiction (X2), and Temperament types (X3) toward Reading Achievement variable (Y). Moreover, only one independent variable which was the preference for fiction (X1) that had more influence toward the dependent variable. Therefore, it could be implied that the variable of preference for fiction (X1) had a significant impact on reading achievement (Y)

**Keywords:** Temperaments Type; Preference of the Genres of Literature; Reading Achievement.

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## **INTRODUCTION**

In the current status quo is ending up a big concern towards learning English around the world, in which English is the most prevalent language in the world. In addition, mastering of the four language skills; listening, speaking, writing, and reading are required in learning English. It can be underlined that reading is not only one of fundamental competence, but also one of the most necessary devices in acquiring information. Furthermore, having pleasure in reading can be possessed by most readers. They can possess enjoyment in reading they are good at conceiving and achieving the information from the content of reading as they read. Nevertheless, the elements of school which are the pupils who take up the subject still have bewilderment towards reading. It turns out true even the learners have a great deal of linguistic knowledge. Consequently, some non-linguistic elements can be urged in the mode of reading comprehension. As stated by

Anders (2002:2), language learning can be affected by the primary emotional side of human behavior and mental.

In this study, precursory research was conducted by paying attention to not only some students, but also one of the English teachers at SMA Muhammadiyah 2 Surabaya. The school is one of the most reputable of Surabaya Islamic schools applying in the curriculum 2013 that also collaborates with the Cambridge curriculum, particularly for international class. In most cases, a number of students did not know about the four primary temperament types which are phlegmatic, melancholic, choleric, and sanguine. In accordance with Kassachau as quoted by Nodoushan (2011:35) defined that temperament is as a part of a person's personality which is genetically based innate, in which from birth or even before. According to Booree as quoted by Nodoushan (2011:36) stated that the type of phlegmatic people is claimed to be often slow, lazy, and dull. In addition, Individuals who are depressed, sad, and pessimistic are the type of melancholic. People who are cheerful, optimistic, snug to be with, and pleased with their work are the type of sanguine people. Furthermore, the type of choleric people is often aggressive, quick, and hot-tempered. Hence, the students did not recognize what their own temperament types positively on their life, particularly in academic achievement. Moreover, most of the students seemed fascinated in reading literature. A number of students enjoyed reading the biography of a person's life, particularly regarding their K-Pop idol's life on the magazine. Other students looked loving reading a fiction book, whether it was a novel or comic book. They also tended to read the genres of romance and thriller. Normally, most students enjoyed reading their reading preference in break time. At least they had 30 minutes to read their favorable reading during the break time. After conducting the observation towards some students at the school, it can be inferred that a number of students at SMA Muhammadiyah 2 Surabaya likes reading on the diverse of the genres of literature, which are fiction and non-fiction. Despite most of the students enjoy reading; they sometimes get perplexity and the problem of one of the prominent English skills which is reading. Some matters have related to their accomplishment in learning activities. In reading skill, some students had

different cases that were complex either to find out the main idea, to identify the author's purpose, to predict the continuation of the paragraph, or to make the inference. In addition, the students are demanded to conduct an IELTS test as an annual program at the end of the year. The English teacher agreed concerning the students' cases. Furthermore, the teacher asserted that reading was a difficult skill in English for the students. However, a few students got a good mark, but frequently some were not. Consequently, the English teacher tends to focus on learning strategies without knowing what matters are, particularly does not recognize each student's temperament types. As a result, a lot of students never recognize their temperament types which are as guidance for their education and psychology. In line with Kaur (2014:117), an individual's personality is as a guide to increase the success of an individual achievement in which it depends on his thought, behavior, and attitude. It is necessary to have a vivid viewpoint towards life that will make one's life to be peaceful, affluent, and happy. From the statement, it explicitly can be concluded that temperament which is part of the personality is one of the factors of the learners.

Due to the discussion above, it can be posed the research hypotheses as follow:

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

Ha: There is a difference between the impact of the preference of the genres of literature and the four primary temperament types toward the achievement of reading as a foreign language.

Accordingly, the aims of the research are (1) to find out the impact of preference of the genres of literature and the four primary temperament types toward the achievement of reading as a foreign language, (2) to seek the most influential variable between the preference of the genres of literature and the four primary temperament types toward the achievement of reading as a foreign language

### **RESEARCH METHODOLOGY**

To inquire about the extent of the impact of the preference of the genres of literature and the four primary temperament types toward the achievement of reading as a foreign language, the quantitative method was conducted in this research for obtaining the data. In conducting the research, Multiple Linear Regression was used to find out the impact of the preference for fiction (X1), preference for non-fiction (X2), and the temperament types (X3) toward the achievement of reading as a foreign language (Y). In addition, 43 students were the sample of the study which had been selected from the population of 74 students. High interest of students in reading literature such as fiction and non-fiction were elected after filling out the survey form. Furthermore, there were three primary instruments used for the purposes of the current study which consisted of reading preference questionnaire, ready-made temperament types test, and reading achievement test (IELTS-like).

After having the elected respondents, the temperament types test was conducted to discover their dominant temperament types: phlegmatic, melancholic, choleric, sanguine. In conducting the temperament test, the students countered it about 25-30 minutes. Then, reading preference questionnaires were provided to get the data regarding the preference of the respondents toward the genres of literature. Moreover, the main data which was the IELTS-like test was conducted after filling out the questionnaire that had been provided in Google

form, in order to know how far the students' English achievement, especially in reading achievement. After acquiring all of the data, the instruments, pre-requisite, and hypotheses testing were analyzed to find out the result of the research. Statistical Package for Social science (SPSS) 23.0 was utilized as a means for data analysis. Then, in finding out the impact of the independent variables toward the dependent variable, the multiple linear regression analysis was conducted.

**RESEARCH FINDINGS AND INTERPRETATION**

To examine the first hypothesis, the F-test is used to discover the simultaneous impact of the independent variables; Preference for Fiction (X1), Preference for Non-fiction (X2), and Temperament Types (X3); phlegmatic, choleric, melancholic, and sanguine toward the dependent variable which is Reading Achievement (Y). Hence, it is represented in Table 16.

**Table 16 F-Test**

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	47.257	7	6.751	23.253	.000 <sup>a</sup>
	Residual	10.162	35	.290		
	Total	57.419	42			

a. Predictors: (Constant), Melancholic, Choleric, X2\_PNF, Phlegmatic, X1\_PF

b. Dependent Variable: Y

Based on the results in the ANOVA table, p-value is obtained of 0.000. In addition, if p-value / Sig.value is smaller than alpha (0.05), then H0 is rejected. In other words, there are simultaneous impacts of the Preference for Fiction, Preference for Non-fiction, and the temperament type variables toward Reading achievement variable.

**Table 17 T-Test**

Model		Coefficients <sup>a</sup>					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	-3.447	.943		-3.654	.001		
	X1_PF	.067	.031	.245	2.160	.038	.393	2.546
	X2_PNF	-.003	.033	-.010	-.079	.938	.324	3.087
	Choleric	.064	.339	.014	.190	.851	.906	1.104
	Phlegmatic	.201	.200	.080	1.005	.322	.797	1.254
	Melancholic	-.440	.350	-.097	-1.259	.216	.850	1.177

a. Dependent Variable: Y

Moreover, to explore the second hypothesis, T-test is conducted to seek which the independent variable is more influential toward the dependent variable. In short, it is supposed to seek the most influential variable among the Preference for Fiction (X1), Preference for Non-fiction (X2), and the temperament type variables (X3); choleric, sanguine, phlegmatic, and melancholic. Phlegmatic, toward the dependent variable which is Reading Achievement (Y). Then, it is shown in Table 17 above.

**Excluded Variables<sup>a</sup>**

Model		Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Sanguine	. <sup>b</sup>	.	.	.	.000

a. Dependent Variable: SCORE

b. Predictors in the Model: (Constant), Melancholic, Choleric, X2\_PNF, Phlegmatic, X1\_PF

Based on the table above, it can be posed the hypotheses testing on each variable as follow:

**1. Testing toward the variable of the Preference for Fiction (X1)**

H0: There is no significant impact of the Preference for Fiction toward Reading Achievement variable.

H1: There is a significant impact of the Preference for Fiction variable toward Reading Achievement variable.

Based on the results in the Coefficient table above, the p-value (sig) of 0.038 is achieved. If p-value is smaller than alpha (0.05) then H0 is rejected. Nevertheless, there is significant impact of the Preference for Fiction toward Reading Achievement variable.

## **2. Testing toward the variable of the Preference for Non-fiction (X2)**

H0: There is no significant impact of the Preference for Non-fiction toward Reading Achievement variable.

H1: There is a significant impact of the Preference for Non-fiction variable toward Reading Achievement variable.

Based on the results in the Coefficient table above, it is acquired that the p-value (sig) of 0.938. If the p-value is greater than alpha (0.05) then H0 is accepted. Indeed, there is no significant impact of the Preference for Non-fiction variable toward Reading Achievement.

## **3. Testing toward the variable of the Temperament Types (X3)**

### **3.1 Choleric (X3)<sub>1</sub>**

H0: There is no significant impact of the temperament of Choleric toward Reading Achievement variable.

H1: There is a significant impact of the temperament of Choleric toward Reading Achievement variable.

Based on the results in the Coefficient table above, it can be seen that the p-value (sig) of 0.851 is obtained. If the p-value is greater than alpha (0.05) then H0 is accepted. Indeed, there is no significant impact of the temperament of Choleric variable toward Reading Achievement

### **3.2 Phlegmatic (X3)<sub>2</sub>**



H0: There is no significant impact of the temperament of Phlegmatic toward Reading Achievement variable.

H1: There is a significant impact of the temperament of Phlegmatic toward Reading Achievement variable.

Based on the results in the Coefficient table above, it can be seen that the p-value (sig) of 0.322 is obtained. If the p-value is greater than alpha (0.05) then H0 is accepted. Indeed, there is no significant impact of the temperament of Choleric variable toward Reading Achievement.

### **3.3 melancholic (X3)<sub>3</sub>**

H0: There is no significant impact of the temperament of Melancholic toward Reading Achievement variable.

H1: There is a significant impact of the temperament of Melancholic toward Reading Achievement variable.

Based on the results in the Coefficient table above, it can be implied that the p-value (sig) of 0.216 is obtained. If the p-value is greater than alpha (0.05) then H0 is accepted. Thus, there is no significant impact of the temperament of Melancholic variable toward Reading Achievement.

The SPANOVA was conducted to identify the impact of the independent variables (X) toward the dependent variable (Y). based on the analysis of the two questionnaires and the IELTS score, table 16 revealed that there is simultaneous impact among the variable of the Preference for Fiction, the Preference for Non-fiction, and the Temperament Types (choleric, sanguine, phlegmatic, and melancholic) toward Reading Achievement variable, in which the p-value / Sig.value is smaller than alpha (0.05). In addition, the second case can be analyzed. T-test is used to find out which the independent variables; the Preference for Fiction (X1), the Preference for Non-fiction (X2), and the

Temperament Types variables (X3) are more influential toward the dependent variable which is Reading Achievement (Y).

Based on the results of the Coefficient table in table 17, the variable of the Preference for Fiction (X1) has p-value (sig) of 0.038, in which the p-value is smaller than alpha (0.05), then H0 is objected. Hence, there is significant impact of the Preference for Fiction toward Reading Achievement variable. In other words, there is only one independent variable that consists of the Preference for Fiction (X1) which is more influential toward the dependent variable. The students tended to read fiction because it is not only supposed to amuse the readers, but can also persuade, inform or inspire. In the same line, Bouchamma, et al (2013) analyzed the reading preference of boys and girls. The findings presented that the boys prefer to read magazine, textbook, newspaper, electronic encyclopedia, and article on the internet, while girls tended to read more fiction, informative or non-fiction texts, and books from the local libraries or school. Indeed, reading achievement for both genders was determined by their reading.

Nevertheless, there is no significant impact of the variable of the temperament types in the research because the p-value is bigger than alpha (0.05), then H0 is accepted. Thus, there is no significant impact of the variable of the temperament types toward reading achievement. Furthermore, Yahya (2012) found out that there were none of the personality traits showed a significant correlation toward reading proficiency. It is also the same line with Ghazi, Shahzada, and Ullah (2013) revealed that the students' personality trait and their overall academic had no significant relationship. On the other hand, some researchers are like Bagheri and Faghih (2012) and also Ali and Bano (2012) showed the significant correlation between personality and other variables.

In this current study, the researcher revealed that the students' temperament types had no significant impact toward their reading achievement. It could be caused that some factors on each side variables happened. While joining the test,

the students looked more serious to achieve, control emotion, and focus on the test and others brought out more to the society that to the achievement.

The students argued that the questions of each section were complicated, thus some factors had been the reason for the students during conducting the test. In Indonesia, junior and senior students study English only four hours every week and taught by teacher having the limited own L2 competence (Lamb, 2002:36). It can be implied that some students have more factors either inside or outside which impact to their language learning achievement. as defined by Susanto (2016:135), the use of learning English and the limited atmosphere are the reasons for the success in achieving competence in English for EFL learners. Study habit, home background, maturation, gender, self-concept, being responsible, and intelligence are the factors in achieving the competence in English for EFL learners (Eyong et al., 2014:12). From those statements, it can be inferred that the students had either the diverse home background, intelligence and got limited atmosphere on going the test. However, the temperament types and English achievement, particularly in reading achievement were not associated. The result of the research revealed that the second year students of SMA Muhammadiyah 2 Surabaya sometimes used their temperament types at all-time into their environment and life which was the most dominant factor. Furthermore, the temperament types can be also made use in either students' motivation, academic or specific achievement, or other variables.

## **CONCLUSION**

Based on the results of this study, it can be implied that there are simultaneous impact of the independent variables; the Preference for Fiction (X1), the Preference for Non-fiction (X2), and the Temperament Types (X3); choleric, phlegmatic, melancholic, and sanguine toward the dependent variable which is Reading Achievement (Y). Moreover, most of the students tended to prefer reading fiction text/book. It is revealed that the most influential independent

variable toward the dependent variable is the variable of the Preference for Fiction (X1).

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