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## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

Academic achievement necessarily has an important role in producing the best quality of the students in learning process. According to Venkateshwar & Warriar (2016, p.11), academic achievement is the outcome of education which the extent of student, teacher, or institution has achieved their educational goals.

In teaching learning process, there are four main skills that should be mastered by the learners in English; speaking, writing, listening, and reading. By mastering those four skills, students can communicate both orally and written. The students' mastering of these four skills was identified by their achievement in English subject. English achievement is the result achieved by the students from learning English. The success or failure of the students' achievement will be determined by how they understand and gain knowledge when learning process.

Eventually, not all of students become successful as learner of English. The success and failure are influenced by many factors. There are several principles concept contributing to success of language learning explained by Alsayed (2003, p. 22) cited from Naiman, et.al. (1995), they are context, learner (intelligence, language aptitude, past experience, age, sex, motivation, attitude, cognitive characteristic, and personality).

In addition, according to Leaver, et.al (2005) in achieving success in second Language acquisition, there are some affective variables in learning that will influence the students' achievement in learned language. The variables are anxiety, motivation, self-efficacy, personality, ego boundaries and defence mechanisms. In this case, the researchers only discuss about one variable that is personality.

Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills (McAdams 2010, p. 61). Trait of personality can be understood by positing that all people have certain traits, or characteristic ways of behaving. People tend to be sociable or shy, passive or aggressive, optimist or pessimistic. It means that behaviour characteristic, though, and feeling as one's habit in daily life can be concluded as personality traits.

State Islamic Junior High School 8 Kampar is one of the schools in Indonesia that implements teaching learning process of English. The second-year students of this school learn English as an obligatory subject which is taught twice a week, with 80 minutes for each meeting. In the process of teaching and learning English, this subject is taught based on K-13 curriculum.

Based on the preliminary study on October 26<sup>th</sup> 2016, the researcher had conducted an interview to some students and English teachers at State Islamic Junior High School 8 Kampar, observing the teaching and learning process in the classroom, and analyzing the students' English learning outcomes—it indicated that the students did not know about their personality, therefore, the students did not recognize what their own personality truly on

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their life, especially in academic achievement. The students were interested in learning English, but sometimes had difficulties and problems of English skills. Some factors had related to their achievement in the learning activities. But, the weaknesses above might be caused by the several factors, even its came from students' themselves and from their surroundings.

This problem can clearly be seen based on the phenomena of the writers' preliminary observation as follows:

1. Some of the students were not active in class had high of achievements while some of them had low of achievement
2. Some of the students had a good attitude in learning process while some of them are disturb their friends in learning process.
3. Some of the students were active in class had high of achievements while some of them had low of achievement.
4. Some of the students had proper attention to the teacher's explanation while some of them were not interested in.
5. Some of the students do task English subject well while few of the students pretended to write the text and do other subjects.

Based on the problems illustrated above, thus, the writer was interested in investigating the problems above into a research entitled: **“The Correlation between Students' Personality Traits and Their English Achievement at State Islamic Junior High School 8 Kampar.”**

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## 1.2 Problem

### 1.2.1 Identification of the Problem

Based on the phenomena described above, the researcher identifies the problems as follows:

- a. Why did some of the students' active in class have high of achievements while some of them had low of achievement?
- b. Why did some of the students have a good attitude in learning process while some of them are disturb their friends in learning process?
- c. Why did some of the students' active in class have high of achievements while some of them had low of achievement?
- d. Why did some of the students have proper attention to the teacher explanation while some of them were not interested in?
- e. Why did some of the students do task English subject well while few of the students pretended to write the text and do other subjects?

### 1.2.2 Limitation of the Problem

This research only focused on the students' personality traits (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness) and their English achievement of the second year students at State Junior High School 8 Kampar.

### 1.2.3 Formulation of the Problem

The problem of this research is formulated in the following question:



- a. Is there any significant correlation between the students' personality traits and their English achievement at State Islamic Junior High School 8 Kampar?
- b. Which personality traits of the students is the most correlated with their English achievement at State Islamic Junior High School 8 Kampar?

### 1.3 Objectives and Significance of the Research

#### 1.3.1 Objectives of the Research

- a. To find out whether there is significant correlation between the students' personality traits and their English achievement of the second year at State Islamic Junior High School 8 Kampar.
- b. To find out which personality traits of the students is the most correlated with their English achievement of the second year at State Islamic Junior High School 8 Kampar.

#### 1.3.2 Significance of the Research

- a. To increase the researcher's knowledge of personality traits and their English achievement and shares the knowledge to others.
- b. To provide valuable information for English teachers about the relationship between students' personality traits and their English achievement
- c. To fulfil on of the requirements of S.1 degree of English Education Department Faculty and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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## 1.4 Reason For Choosing the Title

There are several reasons why the researcher thinks it is need to conduct this research. Those are as follow:

1. Based on the problem of the research, this title is appropriate to solve the English Language Learning problem and teaching at State Islamic Junior High School 8 Kampar.
2. The title of this research is not yet investigated by other previous researchers.
3. The location of the research facilitates the researcher in conducting the research.

## 1.5 Definition of Key Terms

### 1.5.1 Correlation

According to Creswell (2008), correlation is a statistical test to determine the tendency or pattern for two (or more) variables or set of data to vary consistently (p.338). However, in this research, correlation is a research design used by the writer to find out the relationship between students' personality traits and their English achievement at State Islamic Junior High School 8 Kampar.

### 1.5.2 Personality Traits

According to Ronal Comer et al (2013), personality traits are tendencies to behave in certain ways that remain relatively constant across situation. Personality traits describe our general disposition, and those dispositions, in turn, lead to our behaviours (p. 442).

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### 1.5.3 English Achievement

According to Hornby (1995) achievement is something done successfully with an effort and skill, (p.8). In other words, achievement is an attainment obtained by students, and it is used as standardization for students' success in mastering the material in every subject.

