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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Theoretical Framework

The theoretical framework of this study is based on the concept. Theories and previous study about English achievement and personality traits that will be discussed below.

2.1.1 English Achievement

Achievement generally refers to result from learning. According to Simon (2006) achievement can be defined as a result or an output of classroom interaction identified from the comprehension of the students about the material which is known by giving test or assessment to the students. A successful student in learning process can be seen from students' achievement.

In the school, teacher plays an important role in order to know the degree of students' achievement. Teacher can measure the achievement of students by giving test to them after finishing one or more materials. Moreover, achievement is a key in judging students' potentialities in certain subject and their capacities in learning it.

Achievement is the result of students' action by using their own ability to do the test giving by teacher. The test can be in written, spoken or practiced form. Collins and O'Brien in the Greenwood Dictionary of Education (2003) also said that achievement is the attainment of knowledge, competencies and higher level status, as may reflected in

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grades, degrees and other forms of certification or public acknowledgement.

Kerlinger (1979) stated that the achievement test measure present proficiency, mastery, and understanding of general and specific areas of knowledge. It means that the achievement of learning process is measured by the knowledge, and skills that the learner has after being taught by teacher.

Furthermore, Achievement is a product of teaching learning process that is conducted by educators with curriculum as the guidelines. The achievement is gotten from the students' result of continuous examination of the material that has been learnt by students.

2.1.1.1 Factors Influencing Students' English Achievement

Achievement is students' result after teaching and learning process. There are many factors that influence students' achievement, such as intelligence, motivation, personality, and the way of learning (Syah, 2006). In the other words, Suryabrata (1993) divided the factors into two factors; they are external and internal factors. External factors include environmental and instrumental while internal factors include the psychology and physical side. The factors that influenced students' achievement are:

a. External factors :

1. Family

The family situation can influence to child successful. House, economic status, relationship with parent, parent support, and

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parents' education is very influencing the learning achievement.

2. School

Place, school building, teacher quality, classroom, classmate relation also influence the child in learning process.

3. Society

Students with good education society can motivate the students to study hard.

4. Environment

House building, atmosphere, climates can also influence the learning achievement because environment is the place where the students spend their time for playing, learning, interacting and doing many things.

b. Internal factors

Gage & Barliner, 1992; Winkel, 1997 divided internal factors into three factors; there are intelligence, motivation, and personality. There are:

1. Intelligence

The level of individual's intelligence can be seen from their achievement at the entire subject in the school. The students with high level of intelligence are expected to have a good achievement better than the students' with average level of intelligence.

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2. Motivation

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some effort in learning to reach the goal in their study. A good motivation in learning can give a good achievement.

3. Personality

Personality is an organization that dynamic from individual's physical system that determines how an individual adapt with their environment (alloport in Hurlock 1978). Personality can be changed and showed into behaviour.

Based on the idea above, it can be conclude that all of the factors have big effects in students' achievement especially English learning achievement.

2.1.1.2 Assessing achievement in English

a. Assessing Listening

The assessment of listening abilities is one of the least understood least developed and yet one of the most important areas of language testing and assessment.

According to Gary (2001, p.95-97) there are four purposes of assessing listening comprehension, they are:

1. General language proficiency

Feyten claimed that more that 45 percent of our total time communicating is spent listening, which suggest the importance of listening abilities in overall language skills.

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People are interested in general language proficiency, they usually want to know about listening ability.

2. Representing oral skills

Assessing listening is not only for listening ability but also used as a substitute for other oral skills.

3. Assessing achievement.

The other reason of assessing listening is to encourage students to practice listening, since many theorist concrete in giving students a large quantity of listening during their early stage of language learning.

4. Diagnostic testing

There is a strong in education to find out where students' knowledge is deficient so that teaching process can set a target effectively.

b. Assessing Speaking

According to Glilliant brown (1983, p. 103) Assessing speaking is used to measure the ability of the students in expressing their idea orally. The main type of this assessment is that is carrying out as the student speaks, and it depends on the examiner's maintaining a consonant set of assessment criteria.

c. Assessing Reading

According to Peer WestWood (2001, p. 77-78) Reading assessment is used to look at separate aspect of reading ability such as sight

vocabulary, phonic knowledge, sound-blending ability, decoding and comprehension the text. Hemenstall in Westwood stated that the purposes of reading assessment include:

1. Diagnosing particular areas of strength or weakness
 2. Using the information for decision about instruction
 3. Measuring students' progress over a period of time
 4. Comparing one child's progress to his or her peers
 5. Screening children for special assistance
- d. Assessing Writing

According to Brown (2004, p.218) Writing assessment is measuring the students' writing ability based on the criteria of good writing. To assess the students' writing ability, a teacher should consider the objective of criterion of the test. Writing assessment can be used to assess handwriting ability, spelling, writing sentences that are grammatically correct, and constructing a paragraph. Each of these objectives can be assessed them a variety of task.

2.1.2 Personality Traits

Many psychologists have been defined about personality in different concept. Personality refers to our enduring, distinctive thought, emotions, and behaviours that characterize the way a person interact with the world (Jane & John, 1999, p.372). Personality has been conceptualized from a variety of theoretical perspectives, and at various levels of abstraction or breadth (McAdams in John & Srivastava, 1999). So,

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personality refers to typical ways of acting, thinking, and feeling that make one person different character from another.

According to Benjamin (2007) traits are defined as relatively enduring patterns of behaviour that are relatively consistent across situations. Terms like friendly, aggressive, flirtatious, fearful are words that refer to traits (p. 459)

According to Soto, C.J., Kronauer, A., & Liang, J.K (2016) Personality traits is a characteristic aspect of an individual's cognition, affect, or behaviour that tends to be stable over time and consistent across relevant situations. In line with McCrae (2002) personality traits are defined as dimensions of individual differences in tendencies to show consistent patterns of thought, feelings, and actions.

In addition, Hakan (2015) said that Personality traits can be broadly defined as stylistic and habitual patterns of cognition, effect, and behaviour (p. 244). On the other hand, McGeown (2014) defined personality refers to a set of underlying trait that determine how individual typically behaves, think, and feels.

Pertaining with all the ideas above, the researcher concludes that personality traits is about the personality of the people that show their behaviour, experience, characteristic, thought and feeling.

2.1.2.1 Big Five Factor Models of personality Traits

Big five personality traits also named as Five-Factor Model (FFM) is a set of five broad traits dimensions or domains to describe the one's traits of human personality. The five factors have been defined as Neuroticism, Extraversion, Openness, Agreeableness, and

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Conscientiousness. The model of big five personality are defined based on Costa & Widinger (1990), they are:

1. Neuroticism (N)

This trait is about how to control the emotional of individual. Here are several traits of neuroticism:

- a. Anxiety

Anxious individuals are apprehensive, fearful, prone to worry, nervous, tense, and jittery. The high scorers are more likely to have such fears and free-floating anxiety. Low scorers are calm and relaxed; they do not well on things that might go wrong.

- b. Angry Hostility

Angry hostility represents the tendency to experience anger and related states such as frustration and bitterness. This scale measures the individual's readiness to experience anger, whether the anger is expressed depends on the individual's level of agreeableness. Low scorers are easygoing and slow to anger.

- c. Depression

This scale measures normal individual differences in the tendency to experience depressive affect. High scorers are prone to feelings of guilt, sadness, hopelessness, and loneliness. They are easily discouraged and often dejected. Low scorers rarely experience such emotions, but they are not necessarily

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cheerful and lighthearted-characteristics that are associated instead with extraversion.

d. Self-Conscientiousness

The emotions of shame and embarrassment form the core of this facet of Neuroticism. Self-conscious individuals are uncomfortable around others, sensitive to ridicule, and prone to feelings of inferiority. Self-consciousness is akin to shyness and social anxiety. Low scorers do not necessarily have poise or good social skills; they are simply less disturbed by awkward social situations.

e. Impulsiveness

Impulsiveness refers to the inability to control cravings and urges. Desires (e.g., for food, cigarettes, possessions) are perceived as being so strong that the individual cannot resist them, although he or she may later regret the behaviour. Low scorers find it easier to resist such temptations, having a high tolerance for frustration.

f. Vulnerability

The final facet of neuroticism is vulnerability to stress. Individuals who score high on this scale feel unable to cope with stress, becoming dependent, hopeless, or panicked when facing emergency situations. Low scorers perceive themselves as capable of handling themselves in difficult situations.

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2. Extraversion (E)

Trait of extraversion is that one able to social well, full of excited and enthusiastic. Here are some facets of extraversion, as following:

a. Warmth

Warmth is the facet of extraversion that is most relevant to issues of interpersonal intimacy. Warm people are affectionate and friendly. They genuinely like people and easily form close attachments to others. Low scorers are neither hostile nor necessarily lacking in compassion, but they are more formal, reserved, and distant in manner than are high scorers. Warmth is the facet of extraversion that is closest to agreeableness in interpersonal space, but it is distinguished by a cordiality and heartiness that is not part of Agreeableness.

b. Gregariousness

The second aspect of Extraversion is gregariousness, the preference for other people's company. Gregarious people enjoy the company of others, and the more the merrier. Low scorers on this scale tend to be loners who do not seek-or who even actively avoid-social stimulation.

c. Assertiveness

High scorers on this scale are dominant, forceful, and socially ascendant. They speak without hesitation and often

become group leaders. Low scorers prefer to keep in the background and to let others do the talking.

d. Activity

A High activity score is seen in rapid tempo and vigorous movement, a sense of energy, and a need to keep busy. Active people lead fast-paced lives. Low scorers are more leisurely and relaxed in tempo, although they are not necessarily sluggish or lazy.

e. Excitement Seeking

High scorers on this scale crave excitement and stimulation. They like bright colours and noisy environments. Excitement seeking is akin to some aspects of sensation seeking. Low scorers feel little need for thrills and prefer a life that high scorers might find boring

f. Positive Emotions

The last facet of extraversion assesses the tendency to experience positive emotions such as joy, happiness, love, and excitement. High scorers on the positive emotions scale laugh easily and often. They are cheerful and optimistic. Low scorers are not necessarily unhappy; they are merely less exuberant and high spirited. Research shows that happiness and life satisfaction are related to both neuroticism and extraversion and the positive emotions is the facet of extraversion most relevant to the prediction of happiness.

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3. Openness to Experience (O)

a. Fantasy

Individuals who are open to fantasy have a vivid imagination and an active fantasy life. They daydream not simply as an escape but as a way of creating for themselves an interesting inner world. They elaborate and develop their fantasies and believe that imagination contributes to a rich and creative life. Low scorers are more prosaic and prefer to keep their minds on the task at hand.

b. Aesthetics

High scorers on this scale have a deep appreciation for art and beauty. They are moved by poetry, absorbed in music, and intrigued by art. They need not have artistic talent nor even necessarily what most people would consider good taste; but for many of them, their interest in the arts leads them to develop a wider knowledge and appreciation than that of the average individual. Low scorers are relatively insensitive to and uninterested in art and beauty.

c. Feelings

Openness to feelings implies receptivity to one's own inner feelings and emotions and the evaluation of emotion as an important part of life. High scorers experience deeper and more differentiated emotional states and feel both happiness and unhappiness more intensely than do others. Low scorers have

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somewhat blunted affect and do not believe that feeling states are of much importance.

d. Actions

Openness is seen behaviourally in the willingness to try different activities, go to new places, or eat unusual foods. High scorers on this scale prefer novelty and variety to familiarity. Over time, they may engage in a series of different hobbies. Low scorers find change difficult and prefer to stick with the tried-and-true.

e. Ideas

Intellectual curiosity is an aspect of openness that has long been recognized. This trait is seen not only in an active pursuit of intellectual interests for their own sake but also in open mindedness and a willingness to consider new, perhaps unconventional ideas. High scorers enjoy both philosophical arguments and brain teasers. Openness to ideas does not necessarily imply high intelligence, although it can contribute to the development of intellectual potential. Low scorers on this scale have limited capacity and, if highly intelligent, narrowly focus their resources on limited topics.

f. Values

Openness to values means the readiness to re-examine social, political, and religious values. Closed individuals tend to accept authority and honour tradition; as a consequence, this type is generally conservative, regardless of political party

affiliation. Openness to values may be considered the opposite of dogmatism.

4. Agreeableness (A)

Agreeableness trait is an individual who positioned himself to others. Here are some of agreeableness traits, below are as follows:

a. Trust

High scorers on this scale have a disposition to believe that others are honest and well intentioned. Low scorers on this scale tend to be cynical and sceptical and to assume that others may be dishonest or dangerous.

b. Straightforwardness

Straightforward individuals are frank, sincere, and ingenuous. Low scorers on this scale are more willing to manipulate others through flattery, craftiness, or deception. A low scorer on this scale is more likely to stretch the truth or to be guarded in expressing his or her true feelings, but this should not be interpreted to mean that he or she is a dishonest or manipulative person. In particular, this scale should not be regarded as a lie scale, either for assessing the validity of the test itself or for making predictions about honesty in employment or other settings.

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c. Altruism

High scorers on this scale have an active concern for others' welfare, as shown in generosity, consideration of others, and a willingness to assist others in need of help. Low scorers on this scale are somewhat more self-centred and are reluctant to get involved in the problems of others.

d. Compliance

This facet of agreeableness concerns characteristic reactions to interpersonal conflict. The high scorer tends to defer to others, to inhibit aggression, and to forgive and forget. Compliant people are meek and mild. The low scorer is aggressive, prefers to compete rather than cooperate, and has no reluctance to express anger when necessary.

e. Modesty

High scorers on this scale are humble and self-effacing, although they are not necessarily lacking in self-confidence or self-esteem. Low scorers believe they are superior people and may be considered conceited or arrogant by others.

f. Tender-Mindedness

This facet scale measures attitudes of sympathy and concern for others. High scorers are moved by others' needs and emphasize the human side of social policies. Low scorers are more hard-headed and less moved by appeals to pity. They

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consider themselves realists who make rational decisions based on cold logic

5. Conscientiousness (C)

Conscientiousness is the personality trait of discipline, hardworking, able to relied and also regularly. To be clear there are some facets of this trait are follows:

a. Competence

Competence refers to the sense that one is capable, sensible, prudent, and effective. High scorers on this scale feel well prepared to deal with life. Low scorers have a lower opinion of their abilities and admit that they are often unprepared and inept. Of all the conscientiousness facets, competence is most highly associated with self-esteem and internal locus of control.

b. Order

High scorers on this scale are neat, tidy, and well organized. They keep things in their proper places. Low scorers are unable to get organized and describe themselves as unmethodical. Carried to an extreme, high order might contribute to a compulsive personality disorder.

c. Dutifulness

In one sense, conscientious means “governed by conscience,” and that aspect of Conscientiousness is assessed as dutifulness. High scorers on this scale adhere strictly to their

ethical principles and scrupulously fulfil their moral obligations. Low scorers are more casual about such matters and may be somewhat undependable or unreliable.

d. Achievement Striving

Individuals who score high on this facet have high aspiration levels and work hard to achieve their goals. They are diligent and purposeful and have a sense of direction in life. Very high scorers, however, may invest too much in their careers and become workaholics. Low scorers are lackadaisical and perhaps even lazy. They are not driven to succeed. They lack ambition and may seem aimless, but they are often perfectly content with their low levels of achievement.

e. Self-Discipline

Self-discipline refers to the ability to begin tasks and carry them through to completion, despite boredom and other distractions. High scorers have the ability to motivate themselves to get the job done. Low scorers procrastinate in beginning chores and are easily discouraged and eager to quit. Low self-discipline is easily confused with impulsiveness-both are evident of poor self-control-but empirically they are distinct. People high in impulsiveness cannot resist doing what they do not want themselves to do; people low in self-discipline cannot force them to do what they want themselves to do. The

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former requires an emotional stability; the latter, a degree of motivation that they do not possess.

f. Deliberation

The final facet of conscientiousness is deliberation: the tendency to think carefully before acting. High scorers on this facet are cautious and deliberate. Low scorers are hasty and often speak or act without considering the consequences. At best, low scorers are spontaneous and able to make snap decisions when necessary.

Table II.1
The Big Five Factors are (chart recreated
From John, Srivastava, 1999)

Big Five Dimension	Facet (And Correlated Trait Adjective)
Extraversion	Gregariousness (Sociable) Assertiveness (forceful) Activity (energetic) Excitement-seeking (adventurous) Positive emotions (enthusiastic) Warmth (outgoing)
Agreeableness vs. antagonism	Trust (forgiving) Straightforwardness (not demanding) Altruism (warm) Compliance (not stubborn) Modesty (not show-off) Tender-mindedness (sympathetic)
Conscientiousness vs. Lack of direction	Competence (efficient) Order (organized) Dutifulness (not careless) Achievement striving (thorough) Self-discipline (not lazy) Deliberation (not impulsive)
Neuroticism vs. Emotional stability	Anxiety (tense) Angry hostility (irritable)

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	Depression (not contented) Self-consciousness (shy) Impulsiveness (moody) Vulnerability (not self-confident)
Openness vs. Closeness to experience	Ideas (Curious) Fantasy (Imaginative) Aesthetics (artistic) Actions (wide interests) Feelings (excitable) Values (unconventional)

2.1.2.2 Assessing Personality Traits

There are several types of measurement that can be used to measure the existence of big five personality (Neuroticism, Extraversion, Openness, Agreeableness, and Conscientiousness), like Eysenck Personality Inventory (EPI), NEO Personality Inventory (NEO-PI), NEO-Five Factor Inventory (NEO-FFI), and Big Five Inventory.

In this research, the writer administered measurement tests that are Big Five Personality (BFI) Questionnaire (constructed by John, et.al). Big Five Inventory will be chosen because the sentences of its items provide more contexts but less complexity than the sentences format used by other questionnaire. Besides, it takes only several minutes to be finished.

Each items of BFI are short, easy to understand and assess personality central to each of the Big Five domains. Moreover, Big Five Inventory can use in order to measure the personality traits of

people from childhood to adult. In line with this statement, Soto, et.al argued that Big Five Inventory is appropriate to measure the personality of person in age 11 or older than that. This questionnaire cannot be used to the participant below age 11 because it is too difficult for them to understand.

2.1.2.3 The relationship between personality traits and English Achievement

Personality traits is the concept which is having the element of attitude, modes of thought, feeling, impulses, strivings, actions, responses of opportunity and modes of interacting with another person. Personality traits are one good way of other personalities commonly. Big Five Personality can measure attitude, emotional, behaviour from another person. Big-five personality predicts academic achievement (Bjoberg, 2014, p.5). It will affect to people to be successful in the achievement.

There were many studies have been conducted to examine the role of personality in academic achievement generally and English achievement particularly. Most of these studies found that personality traits have significant relationship with academic achievement, including English achievement as well. One of the researches that had found the relationship between personality traits and English achievement was a research entitled “relationship between personality traits and English achievement by Soraya Hakimi et.al 2011.

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2.2 Relevant Research

According to Syafi'i (2015, p.103) relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. There are some researches that were conducted and they are relevant to this research, such as:

Firstly, a quantitative research conducted by Sucianik entitled "The correlation between personality traits and their writing ability in 2016. Here, she tried to find out whether there is significant relationship between personality and writing ability or not. Through this research, she found that the extraversion = 0.839, agreeableness = 0.849, conscientiousness = 0.703, neuroticism = -0.114, and openness = 0.825, higher than r table at level 5% (0.413) and 1% (0.526). It can be concluded that Null hypothesis (Ho) is rejected. In other words, extraversion has positive significant correlation, agreeableness has positive significant correlation, conscientiousness has positive significant correlation, neuroticism has negative insignificant correlation and openness has positive significant correlation and students' writing ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency. Thus, it can be concluded that students' personality traits are strongly correlated with their writing ability at State Senior High School 2 Rambah Hilir Rokan Hulu Regency.

Secondly, a quantitative research conducted by Zahibi entitled "personality in English Proficiency and Achievement" in 2011. Here, he tried to find out whether there is significant relationship between personality and

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English language proficiency or not, and what the predictors of personality on English language proficiency are. He also tries to find out whether there is a significant relationship between personality and English Achievement and what the predictors of personality in English achievement are. Through this research, he found that the relationship between personality traits Openness (O), conscientiousness (C), extraversion (E), agreeableness (A), and neuroticism (N) and students' English proficiency was significantly correlated with each other ($O=r: 0.165, p<0.05$, $C=r: 0.203, p<0,01$, $E=r;-0.230, p<0.01$, $A=r:0.161, p<0.05$, and $N=r:0.129, p>0.05$), except neuroticism. The second finding of this research was a significant relationship between personality traits (except openness and agreeableness) and students' English achievement ($O=r: 0.061, p>0.05$, $C=r: 0.463, p<0.01$, $E=r:0.170, p<0.05$, $A=r: 0.133, p>0.05$, and $N=r: -0.249, p<0.01$). it means that there is a relationship between personality and students' English proficiency and achievement.

2.3 Operational Concept

Operational concept is a main concept as a guidance used to avoid misunderstanding in scientific study because a concept is a diagram to operate the abstract from in this research plans to measure. There are two variables used, they are variable X as the independent variable and variable Y as dependent variable. In this research, variable X is students' personality traits and variable Y is English achievement of the students. The Indicators are operationally conceptualized as follows:

1. The indicators of personality traits, based on the theory of the Big Five Personality Test (Costa and McCrae, 1990, p. 3)

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a. Trait Neuroticism

Neuroticism is the ability of students to control emotional adjustment and instability such as panic and pessimistic.

b. Trait Extraversion

Extraversion is the ability of students to be active, talkative, explorative, and forceful during the process of learning in order to get knowledge.

c. Trait Openness to Experience

Openness to Experience is the ability of students to open minded, curious, and imaginative in learning process

d. Trait Agreeableness

Agreeableness is the ability of students to be honest and cooperative in doing group work project in classroom.

e. Trait Conscientiousness

Conscientiousness is the ability of students to be well-organized and discipline in learning process.

2. The indicators of students' English achievement based on K13

Curriculum:

- a. Students' ability to explain and ask about social function, generic structure, language features of the descriptive text, label, list, and short functional text correctly.
- b. Students' ability to arrange the descriptive text in speaking and writing, with social function, generic structure, language features based on the context.

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- c. Students' ability to construct the text label and list with social function, generic structure, language features based on the context.
- d. Students' ability to comprehend the meaning of the descriptive text both in speaking and writing.

2.4 The Assumptions and Hypothesis

2.4.1 Assumptions

In this research, the researcher assumed that every student had differences of personality trait and every personality traits has influence to students' English achievement. It means between both of them has correlation.

2.4.2 Hypothesis

- a. **H_a (alternative hypothesis)** : There is a significant correlation between students' personality traits and their English achievement.
- b. **H₀ (null hypothesis)** : There is no significant correlation between students' personality traits and their English achievement.