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CHAPTER I INTRODUCTION

A. Background of the Research

English as a subject is one of the important subjects to learn especially among students who are required learning English. The role of English helps student to get more knowledge. In line with this statement, Crystal (2003) states that English is a medium of the world's knowledge, especially, in term of science and technology. The role of English in Indonesia is as a foreign language that is included in national curriculum as a subject that must be learnt by students since they were in elementary school until they were in Senior High School.

Achievement also can be defined as a result or an output of classroom interactions identified from the comprehension of the students about the material which known by giving test or assessment from teacher to the students Simon (2006). So, it can be conclude that English achievement is the result or an output that achieved by the students from learning English.

According to Leaver, et.al (2005), 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 defense mechanisms. In this case, the writer only focused on personality variable.

According to Matsumoto (2009, p. 375), personality is a set of constructs which attempts to understand the individual as a unit including

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shared traits, behavior patterns, values, interests, plans and motives, self-understanding and worldview, abilities, and emotional patterns that determine characteristic behavior and thought.

Personality has several types like extroversion, agreeableness, conscientiousness, neuroticism and openness, known as Big Five Personality. In this research, the writer only discussed about one of them is that conscientiousness personality. Person with conscientiousness personality is the one who has a good self-discipline and do their best in doing tasks assigned to them.

According to Vogt and Laher (2009, p.129), conscientiousness personality described as the degree to which a person is persevering, responsible and organized as opposed to lazy, irresponsible, and impulsive. Conscientiousness personality has six components that differentiate this type of personality to others. The components are competence, order, dutifulness, achievement striving, self-discipline, and deliberation Oliver (2008, p. 98).

Senior High School 03 Mandau is one of the schools in Duri as a Formal educational institution, this school also presents English as one of the subject. This school use curriculum 2013 (K13) and English subject is taught twice a week with the duration 45 minutes each meeting. It means that the students have to learn English for 180 minutes in a week.

According to Brislin and Kevin (2006), people with conscientiousness personality demonstrate greater persistence and higher need for achievement. People with higher level of conscientiousness usually get higher score in

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learning achievement than people with lower level of conscientiousness since conscientious people are organized and orderly. Unfortunately, based on the preliminary study at the eleventh grade students of Senior High School 03 Mandau, the writer did an interview to the English teacher (Mam Asmanimar, S.Pd.) and asked some questions related to the students in learning English and their achievement. Based on the interview, the writer found that there are some students that have high conscientiousness level but their achievement are low. They have good personal organization and sense of dutifulness but their achievement are low. Besides, the writer also found other phenomenon as follows:

1. Some of students have good responsibility but they have low achievements.
2. Some of students have not good responsibility but they have high achievements.
3. Some of students have good self discipline but they have low achievements.
4. Some of students have not good self discipline but they have high achievements.

On the other hand, there are some previous researchers found that there is a significant correlation between Conscientiousness personality and English achievement, they are Yahaya (2009), Zahibi (2011), Hakimi (2011), Ismail (2013) and Ningsih (2014). In contrast, there are some previous researchers found that there is no significant correlation between Conscientiousness

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personality and English Achievement, they are Seyed (2011), Lim (2012), Shahzada, et al (2013), Arul (2014) and Mahmuda (2017). Based on the previous research there are controversy findings on the correlation between students' conscientiousness personality and their English achievement.

Therefore, based on the problem and the previous studies above, the writer is interested in carrying out a research entitled: **“The Correlation between Students' Conscientiousness Personality and Their English Achievement at Eleventh Grade of Senior High School 03 Mandau.”**

B. Problem of the Research

1. Identification of Problem

Based on the background of the problems, it was clear that students at State Senior High School 03 Mandau had some different behaviors and achievement one to another. To make it clearer, the identification of problems in this research were identified as follows:

- a. How is students' responsibility in learning English?
- b. How is students' self-discipline in learning English?
- c. How is the students' conscientiousness personality?
- d. How is students' achievement in English?

2. Limitation of Problem

After identifying the problems stated above, the writer needs to limit and focus the problem of this research on the correlation between

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conscientiousness personality and English achievement of the eleventh grade students at State Senior High School 03 Mandau.

3. Formulation of Problem

- a. How is students' conscientiousness personality at the eleventh grade of Senior High School 03 Mandau?
- b. How is students' English achievement at the eleventh grade of Senior High School 03 Mandau?
- c. Is there any significant correlation between the students' conscientiousness personality and their English achievement at the eleventh grade of Senior High School 03 Mandau?

C. The Objective and the Significance of the Research

1. The Objective of the Research

- a. To describe the existences of conscientiousness personality of the eleventh grade students at State Senior High School 03 Mandau.
- b. To describe the variety of students' English achievement of the eleventh grade students at State Senior High School 03 Mandau.
- c. To examine whether there is any significant correlation between the students' conscientiousness personality and their English achievement at the eleventh grade students at State Senior High School 03 Mandau.

2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher in term of learning how to conduct a research.

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- b. These research findings are expected to be useful and valuable, especially for students and teachers of English at the Eleventh Grade of SMAN 03 Mandau to be further teaching and learning process.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a Foreign/Second Language

D. Reason for Choosing Title

There are some reasons why the researcher was interested in carrying out this research. The reasons are:

- a. The title of the research is relevant with the researcher status as a student of English Education Department.
- b. The title of the research is not yet investigated by other previous researchers.
- c. The location of this research facilitates the researcher in conducting the research.

E. Definition of the term

To avoid misunderstanding and misinterpreting toward the terms used in this research, the following terms are necessarily defined as follows:

1. Conscientiousness Personality

According to Vogt and Laher (2009), conscientiousness personality is the degree to which a person is persevering, responsible and organized as opposed to lazy, irresponsible, and impulsive. In this research, it refers to

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the degree to which the students persevering, responsible and organized in learning and its correlation with students' achievements at the eleventh grade of Senior High School 03 Mandau.

2. English Achievement

According to Simon (2006), achievement can be defined as a result or an output of classroom interactions identified from the comprehension of the students about the material which known by giving test or assessment from teacher to the students. In this research, achievement refers to the English score or result of students at eleventh grade of Senior High School 03 Mandau that provided by the teacher.