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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of English Achievement

Achievement generally refers to result from learning. Achievement is a result which is gotten by someone because he does something, it can be mark, knowledge, understanding and so on. It also can be defined as a thing that somebody has done successfully, especially by using his own effort and skill. In this case, achievement is an ability of students in mastering English material such as the four skills of English, grammar, vocabulary, etc.

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 to the students Simon (2006). Moreover, achievement is a key in judging students' potentiality in certain subject (English) and their capacities in learning it.

Achievement is not only as an output but also as a guideline for teacher in determining knowledge and skill that should be mastered by the students in the end of the process. Regarding with this idea, according to Farr (2010), Achievement defined by learning standard-guidelines that set out what knowledge and skills students are expected to demonstrate, grade by grade and subject by subject.

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Achievement is an ability of persons in mastering subject's content taught to them. In this case, achievement is an ability of students in mastering English material such as the four skills of English, grammar, vocabulary, etc. In relation to this idea, Algarabel and Carmen (2001) pointed out that achievement is a competence that had by a person in area of content.

So, from all the explanations above it can be concluded that English achievement is a result or final score from the students' comprehension in learning English. It can be seen from their daily assignments, summative test and final test.

2. The Nature of Conscientiousness Personality

According to Vogt and Laher (2009), conscientiousness personality described as the degree to which a person is persevering, responsible and organized as opposed to lazy, irresponsible, and impulsive. Person with conscientiousness personality is the one who has a good self-discipline and do their best in doing tasks assigned to them.

Conscientiousness is one of big five personality traits defined as the way individuals do to carry out things they have planned or organized before. Person with conscientiousness personality will do their plan as effective and efficient as possible. These effectiveness and efficiency are not only for what they have organized but also for what they have to do such as task Shutterland, *et.al.*, (2007.p 61). It means that people with conscientiousness personality usually go through their plan once they

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made the plan. In doing the task, they tend to choose the easiest way to finish it.

Roberts, et.al (2009,p.369), states that Conscientiousness is the tendency to think, feel, and behave in a relatively enduring and consistent fashion across time in trait-affording situations. Every person with conscientiousness personality have a good self-confidence that give them more power to be consistent with what they think as the good one and place themselves in every situation correctly. They always think about the impact of what they will do or say before they do it for real.

According to Dornyei (2005, p. 15), conscientiousness as one of big five personality, can be described in some adjectives. The high scorers of conscientiousness are systematic, meticulous, efficient, organized, reliable, responsible, hardworking, persevering, and self-disciplined, and the low scorers are unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.

Moreover, people with conscientiousness personality always behave in way that facilitates achievement, social interaction and health. They tend to be more pro-social and hardworking in achievement setting, more reliable in interpersonal relationships, and more careful with health related behavior Roberts et.al (2009, p.395). The example of behavior that facilitates achievement is their attitude in doing a task and their self-discipline which needed to follow their plan in order to reach higher achievement.

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People with conscientiousness personality have characteristic such as leadership skills, long-term plans, organized support network, and technical expertise McCrae & Costa (2008, p.164). These characteristics showed that conscientious people are always careful and reliable in doing hard things. Moreover, because of their carefulness and reliability, they could be trusted as a leader.

According to Premuzic & Furnham (2005, p.34), Conscientiousness has six basic tendencies known as facets. They are competence, order, dutifulness, achievement-striving, self-discipline and deliberation. Each facet can be explained in a simple sentence as follows:

Table II.1
Conscientiousness Personality Facets

Competence	Efficient, self confident, thorough, resourceful, confident, intelligent, -confused
Order	Organized, thorough, efficient, precise, methodological, -absent-minded, -careless
Dutifulness	-defensive, -distractable, -careless, -lazy, thorough, -absent-minded, -fault-finding
Achievement-striving	Thorough, ambitious, industrious, enterprising, determined, confident, persistent
Self-discipline	Organized, -lazy, efficient, -absent-minded, energetic, thorough, industrious
Deliberation	-hasty, -impulsive, -careless, -impatient, -immature, thorough, -moody

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First, facet *Competence* (also known as Self-efficacy/ Self-assured) means that the students are confident in their ability to accomplish things such as complete tasks successfully, efficiently. Second, facet *Order* (also known as Orderliness) means that the students are well-organized, what they have organized then they will do it in order.

Third, facet *Dutifulness* (also known as Dutiful) is the sense of responsibility. It means that student with high dutifulness is the one who has a strong sense of duty and obligation, always follow the rules.

Fourth, facet *Achievement-striving* (also known as Driven) means that the students hard work to achieve excellence. Their drive to be recognized as successful keep them on track as they work hard to accomplish their goals. Fifth, facet *Self-discipline* (also known as Persistent) means that the students have the self-discipline or “will-power”, to persist at difficult or unpleasant tasks until they are completed or called get chores done right away. Last, facet *Deliberation* (also known as Cautiousness/ Deliberate) means that the students are disposed to think through possibilities carefully before acting or called try to avoid mistakes.

The facets also can be described in some adjectives in order to understand the meaning of the facet easier. The facet *competence* described as efficient, perfectionist vs. lax, negligent, *order* described as organized, methodical, ordered vs. disorganized, sloppy, *dutifulness* described as dutiful, reliable, rigid vs. casual, undependable, *achievement striving* described as purposeful, ambitious vs. aimless, *self-discipline*

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described as industrious, devoted, dogged vs. negligent, hedonistic, and *deliberation* described as reflective, thorough, ruminative vs. careless, hasty Lynam (2002, p 327). It can be conclude that people with conscientiousness personality has some positive behavior like efficient, organized, methodical, dutiful, reliable, purposeful, ambitious, industrious, and reflective.

From all the explanation above, it can be concluded that Conscientiousness Personality is the ability of a person to be a responsible, organized, discipline, efficient, ambitious and reflective in doing something. Conscientiousness Personality in this research means that the students' ability to be a responsible, organized, discipline, efficient, ambitious and reflective in learning English.

3. Conscientiousness Personality and English Achievement

As one of academic achievements, English achievement is also affected by some aspects like motivation, anxiety, learning style, personality and soon. On this research, the writer focused on one aspect that is personality, especially conscientiousness personality.

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 conscientiousness personality has a high correlation with academic achievement, including English achievement as well. It is happen because conscientiousness makes learners have a good responsibility toward their

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own achievement. One of the recent researches that found the correlation between conscientiousness and English Achievement was a research entitled the correlation between Students' Conscientiousness Personality and English Achievement by Ningsih in 2014.

Conscientiousness personality that exists in one self give them many advantages, especially in achieving English achievement, because every facets of this personality will lead them in getting higher achievement. People with conscientiousness are known with their dutifulness in performing task assigned to them. Besides, they always act after they know what they will get from that action.

People with higher level of conscientiousness usually get higher score in learning achievement than people with lower level of conscientiousness since conscientious people are organized and orderly. They are scrupulous and have good self-discipline. Brislin and Kevin (2006) states that people with conscientiousness also demonstrate greater persistence and a higher need for achievement.

Furthermore, the reason of Conscientiousness personality has a good relationship achievement is because *Achievement Striving* which means a strong sense of purpose and high aspiration level is the basic tendency of conscientiousness McCrae & Costa (2008).

Conscientiousness personality characterized by some positive aspect that can help people whose conscientiousness personality is high reach higher achievement than people with low conscientiousness. One of



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the positive aspects is their confident in their ability and their planful activity for each day. Regarding with this idea, Costa & McCrae in Hoyle (2010) states that people with high conscientiousness are confident, disciplined, orderly, and planful, while people with low conscientiousness are not confident in their ability to control their behavior, and are spontaneous, distractible and prone to procrastinate.

B. Relevant Research

Some investigations were conducted by some researchers dealing with conscientiousness personality, personality traits and English, academic achievement. First, a study conducted by Ningsih (2014). She was investigated the correlation between conscientiousness personality and English Achievement. The research finding showed that conscientiousness personality and English achievement was significantly correlated each other. In line with this, the other researchers also conducted a research and found that conscientiousness personality correlated with English achievement, such as Zahibi (2011), Shahzada et.al (2013), Mahmuda (2017) and Lim et.al (2012).

On the other hand, there were several researchers that conducted a research to find out the correlation between conscientiousness personality and English achievement, but the research finding showed that there is no significant correlation between conscientiousness personality and English achievement such as Hakimi et.al (2011), Yahaya et.al (2009), Fazeli (2011), Lawrence et.al (2014) and Hadriana et.al (2013).

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Based on the previous research there are controversy findings on the correlation between conscientiousness personality and English achievement. So, the writer wants to conduct a research to find out the correlation between Students' Conscientiousness Personality and Their English achievement.

Operational Concept

There are two variables in this research, they are variable X as independent variable namely Students' conscientiousness personality and Y as dependent Variable namely their English achievement.

1. Variable X is Students' Conscientiousness Personality

According to Premuzic & Furnham (2005, p.34) there are several indicators to measure the students' conscientiousness personality.

- a. The students' Competencies.
- b. The students' Order/Personal organization.
- c. The students' Dutifulness.
- d. The students' Achievement-striving.
- e. The students' Self Discipline.
- f. The students' Deliberation.

2. Variable Y is Their English Achievement

In this research, the writer used the eleventh grade students' final score of English Subject based on the documentation provided by the English teacher.

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Table II.2
The Interval of Students' English Achievement

The Score Level Scale 1-100	Category	Grade
88-100	Very Good	A
76-87	Good	B
62-75	Enough	C
≤61	Less	D

(Adapted from K13)

3. The Assumption and Hypothesis

1. The Assumption

- a. The conscientiousness personality's existences of the students are varied.
- b. The students' English achievements are varied.
- c. The conscientiousness personality has a significant correlation with students' achievements

2. The Hypotheses

- H_a : There is a significant correlation between students' conscientiousness personality and their English achievement.
- H_o : There is no significant correlation between students' conscientiousness personality and their English achievement.