

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Nature of Achievement

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.²² In this case, teacher has 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. In line with this statement, Karthigeyan and Nirmala argued that achievement is a key of criterion to judge one's total potentialities and capacities.²³

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. In line with Underwood, achievement is a measurement of students' comprehension a language that someone has learnt with reference to a particular course of study or programmed

²²Simon Gieve, and Ines K. Miller, eds., *Understanding the Language Classroom*, (New York: Palgrave Macmillan, 2006), pp. xi

²³K. Karthigeyan & K. Nirmala, Academic Achievement in English: An Analysis Through Gender Lens, *Journal of Educational Studies, Trends & Practices 2(2)*, (India: MIER, 2012), pp. 144

instruction.²⁴ Based on the greenwood dictionary of education, achievement is the attainment of knowledge, competencies and higher level status, as may be reflected in grades, degrees and other forms of certification or public acknowledgement.²⁵ It means that the achievement of learning process is measured by the knowledge, and skills that the learner has after being taught by teacher.

In teaching learning process, 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, Farr stated: “Achievement is defined by learning standard-guidelines that set out what knowledge and skills students are expected to demonstrate, grade by grade and subject by subject.”²⁶

Achievement is also known as a product of teaching learning process that is conducted by educators with curriculum as the guidelines. This achievement is gotten from the students’ result of continuous examination of the material that has been learnt by students. In line with this statement,

²⁴Underwood. M., *Teaching Listening; Longman Handbooks for Language Teachers*, (New York: Longman inc, 1989), p. 3

²⁵Collins and O’Brien. *The Greenwood Dictionary of Education*. (London: Greenwood Press. 2003), p. 4

²⁶Steven Farr, *Teaching as Leadership: The Highly Effective Teacher’s Guide to Closing the Achievement Gap*, (San Fransisco: Jossey Bass, 2010), p. 21

Joyce and Showers stated that achievement is a product of formal study by educators. The study oriented directly toward improvements in curriculum and instruction are accompanied by continuous examination of student learning.²⁷

2. English Achievement

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 pointed out that achievement is a competence that had by a person in area of content.²⁸

In case to identify students' English achievement, especially for English as a foreign language (EFL), teacher can measure it by assessing their abilities in four basic skills of English; listening, speaking, reading and writing.²⁹

²⁷ Bruce R. Joyce and Beverly Showers, *Students Achievement Through Staff Development 3rd Edition*, (Alexandria: ASCD, 2002), p. 3

²⁸ Salvador Algarabel and Carmen Dasi, The Definition of Achievement and the Construction of Test for Its Measurement: A Review of the Main Trends, *Psicologica* (22), (Spain:-, 2001), pp. 44

²⁹ Ebrahim Khodadady and Parisa Mirjalili, *Op. Cit.*, p. 192

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.³⁰

Purposes of assessing listening comprehension:

1. General language proficiency

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

2. Representing oral skills

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

3. Assessing achievement

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

³⁰ Gary Buck, *Assessing Listening*, (Cambridge: Cambridge University Press, 2001), p. x

4. Diagnostic testing

There is a strong imperative in education to find out where students' knowledge is deficient so that teaching process can set a target effectively.³¹

b. Assessing speaking

Assessing speaking is used to measure the ability of the students in expressing their idea orally. The main type of this assessment is that it is carrying out as the student speaks, and it depends on the examiner's maintaining a constant set of assessment criteria.³²

c. Assessing reading

Reading assessment is used to look at separate aspects of reading ability such as basic sight vocabulary, phonic knowledge, sound-blending ability, decoding and comprehension the text. Hemenstall in Westwood stated that the purposes of reading assessment include:

³¹ *Ibid*, p. 95-97

³² Gillian Brown & George Yule, *Teaching the Spoken Language*, (Cambridge: Cambridge University Press, 1983), p. 103

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 assistance³³

d. Assessing writing

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 or criterion of the test. Writing assessment can be used to assess handwriting ability, spelling, writing sentences that are grammatically correct, constructing a paragraph, etc. and each of these objectives can be assessed by giving them a variety of task.³⁴

³³ Peer Westwood, *Reading and Learning Difficulties; Approaches to Teaching and Assessment*, (Victoria: Acer Press, 2001), p. 77-78

³⁴ H. Douglas Brown, *Language Assessment; Principle and Classroom Practices*, (New York: Pearson Education, Inc., 2004), p. 218

3. The Nature of Conscientiousness Personality

Conscientiousness is one of big five personality traits defined as the way individuals do to carry out things they have planned or organized before. People who have 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 (task).³⁵ It means that conscientious people usually go through their plan once they made the plan. In doing the task given to them, they tend to choose the easiest way to finish it.

Matsumoto stated that conscientiousness is a dimension of five factor models which contrasts individuals who are methodical, persevering, and goal-oriented with those who are disorderly, careless, and unambitious.³⁶ It means that people with high conscientiousness is one with strong willing in achieving their goals and responsibility to the task given. In contrast, people with low conscientiousness do not have a strong willing in achieving goals and do not really care for their task; they tend to be careless in doing things.

³⁵ Riette Sutherland, et.al., The Relation between Conscientiousness, Empowerment and Performance, *SA Journal of Human Resource Management* 5 (2), (South Africa: University of Johannesburg, 2007), p. 61

³⁶ David Matsumoto, *Op. Cit.*, p. 128

Roberts, *et.al.*, defined conscientiousness as the tendency to think, feel, and behave in a relatively enduring and consistent fashion across time in trait-affording situations.³⁷ Person with conscientiousness personality has a good self-confidence that gives them more power to be consistent with what they think as a good one and place themselves in every situation appropriately. They used to always think about the impact of what they will do or say before they do it for real.

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.³⁸

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.³⁹ The example of behaviors that facilitates achievement is their persevere in doing a task and their self-discipline which needed to following their plan in order to reach higher achievement. Conscientious

³⁷ Brent W. Roberts, et.al., Conscientiousness, *Handbook of Individual Difference in Social Behaviour*, Eds. Mark R. Leary and Rick H. Hoyle, (New York: The Guilford Press, 2009), p. 369

³⁸ Zoltán Dörnyei, *The Psychology of the Language Learner; Individual Differences in Second Language Acquisition*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 15

³⁹ Brent W. Roberts, et.al., *Op. Cit.*, p. 395

people are characterized by leadership skills, long-term plans, organized support network, and technical expertise.⁴⁰ 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 Dornyei in Fatemi and Asghari, conscientiousness has six basic tendencies known as *facet*, the facet are; *competence, order, dutifulness, achievement-striving, self-discipline, and deliberation*.⁴¹ Each facet can be explained in a simple sentence as follow:

⁴⁰ Robert R. McCrae and Paul T. Costa, Jr., The Five-Factor Theory of Personality, *Handbook of Personality; Theory and Research Third Edition*, Ed. Oliver P. John, (New York and London: The Guilford Press, 2008), p. 164

⁴¹ Azar Hosseini Fatemi & Aresoo Asghari, *Op. Cit.*, p. 6

Table II. 1
Conscientiousness Personality Facets

- Competence	:	“I am known for my prudence and common sense.”
- Order	:	“I would rather keep my options open than plan everything in advance.”
- Dutifulness	:	“I try to perform all the tasks assigned to me conscientiously.”
- Achievement-striving	:	“I am easy-going and lackadaisical.”
- Self-discipline	:	“I am pretty good about pacing myself so as to get things done on time”
- Deliberation	:	“Over the years I have done some pretty stupid things.” ⁴²

Every facets of conscientiousness personality can be described in some adjectives in order to understand the meaning of the facets easier. The facet *competence* descibed as efficient, perfectionistic 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, workhaholic vs. aimless, *self-discipline* described as

⁴² Thomas Chamorro Premuzic and Adrian Furnham, *Personality and Intellectual Competence*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 34

industrious, devoted, dogged vs. negligent, hedonistic, and *deliberation* described as reflective, thorough, ruminative vs. careless, hasty.⁴³ From the explanation above, it is known that conscientious people has some positive behavior like efficient, organized, methodical, dutiful, reliable, purposeful, ambitious, industrious, and reflective.

4. 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 own achievement.⁴⁴ One of researches that had found the relationship between conscientiousness and English achievement was a research

⁴³ Donald R. Lynam, Psychopathy From the Perspective of the Five-Factor Model of Personality, *Personality Disorder and the Five-Factor Model of Personality Second Edition*, Eds. Paul T. Costa, Jr. And Thomas A. Widiger, (Washington. DC: American Psychological Association, 2002), p. 327

⁴⁴ Reza Zabihi, *Op. Cit.*, p. 4

entitled personality in English language proficiency and achievement by Zahibi in 2011.

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 stated that people with conscientiousness also demonstrate greater persistence and a higher need for achievement.⁴⁵

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.⁴⁶

⁴⁵ Richard W. Brislin and Kevin D. Lo, Culture, Personality and People's Uss of Time: Key Interrelationship, *Comprehensive Handbook of Personality and Psychopathology*, Eds. Michel Hersen and Jay C. Thomas, (New Jersey: John Wiley & Son, Inc., 2006), p. 66-67

⁴⁶ Robert R. McCrae and Paul T. Costa, Jr., *Loc. Cit.*

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 the positive aspects is their confident in their ability and their planful activity for each day. Regarding with this idea, Costa & McCrae in Hoyle argued 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.⁴⁷

B. Relevant Research

Below are some researches by other researchers, which are relevant to this research:

1. A quantitative research conducted by Zahibi entitled 'Personality in English Proficiency and Achievement' in 2011. Here, he tried to find out whether there is a significant relationship between personality and English language proficiency or not, and what the predictors of personality on English language proficiency are. He also tried to find out whether there is a significant relationship between personality and English achievement and what the predictors of personality in

⁴⁷ Rick H. Hoyle, Personality and Self-Regulation, *Handbook of Personality and Self-Regulation*, Ed. Rick H. Hoyle, (West Sussex: Blackwell Publishing, 2010), p. 3-4

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 the 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.⁴⁸

2. A quantitative study conducted by Mahyuddin, et.al., entitled 'The Relationship between Self Efficacy and Their English Language Achievement' in 2006. In this study, they tried to find out the level of self efficacy and its differences between male and female students in English Language. The differences between students from urban and rural schools and between ethnic group in English language self efficacy. They also tried to determine the relationship between self-

⁴⁸ Reza Zahibi, *Op. Cit.*

efficacy and English language achievement. This study took place in Malaysia while the samples are taken from eight secondary schools in Petaling district in Selangor. Through this study, they found that there are significant positive correlations between several dimensions of self-efficacy and academic achievement in English. The dimensions include academic achievement efficacy ($r=0.48$, $p=0.001$), other expectancy beliefs ($r=0.34$, $p=0.005$) and self-assertiveness ($r=0.41$, $p=0.005$).⁴⁹

The first research above focused on the correlation between personality and students' English achievement, and the second one focused on the correlation between self efficacy and students' English achievement. However, this research is different from the two researches above since this research focused on the correlation between students' conscientiousness personality and their English achievement.

C. Operational Concept

The operational concept is the concept used in accordance with review of related literature. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify briefly the variables used in this study.

⁴⁹ Rahil Mahyuddin, et.al., The Relationship between Students' Self Efficacy and Their English Language achievement, *Jurnal Pendidik dan Pendidikan*, Jil. 21, (Serdang: -, 2006)

1. The indicators of conscientiousness personality as independent variable are:
 - a. Students believe in their own self-efficacy.
 - b. Students have a good personal organization.
 - c. Students emphasize on the importance of fulfilling moral obligation.
 - d. Students need personal achievement and sense of direction.
 - e. Students have a capacity to begin tasks and follow through to completion despite boredom or distraction.
 - f. Students have a tendency to think things through before acting or speaking.

2. The indicators of English achievement as dependent variable are:
 - a. The students are able to follow the teaching and learning process well.
 - b. The students are able to give expression both oral and written form in English.
 - c. The students are able to identify the information from the text, and give their opinion about the text.
 - d. The students are able to do exercises in either daily exercise or final test well.

D. Assumption and Hypothesis

1. 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. Hypothesis

Ho: There is no significant correlation between students' conscientiousness personality and their English achievement at the Second Year Students of State Junior High School 4 Kampar.

Ha: There is a significant correlation between students' conscientiousness personality and their English achievement at the Second Year Students of State Junior High School 4 Kampar.