

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a human need to acquire knowledge in the face of an increasingly modern era in the world of education, every individual carries out learning activities in order to understand and recognize something faced in the present and in the future. Education is a human effort to improve aspects of his personality through the development of spiritual (thought, intention, curiosity, creation, and conscience) and physical (five senses and skills) potentials. In addition, education also aims to help individuals obtain a meaningful life, so as to achieve happiness both personally and in groups.¹

As a process, education requires a programmed and steady system, as well as clear goals in order to achieve the desired direction more easily. This approach involves deliberate efforts and is based on the design of an activity process that has a solid basis and a direction that is defined as the goal to be achieved. therefore to achieve all the intended goals, in education in Indonesia contained lessons that can help achieve the goals of education itself, one of which is English subjects. English has been officially incorporated into the school curriculum and became a compulsory subject over time, according to a decree taken by the Minister of Education and Culture in 1967.² English is the unifying language of the nation where today it is the most widely used language throughout the world as the main language of news, information, business even in government. The importance of teaching English from an early age to children in order to be able to compete with the outside world. However, the success of a child in a field is also influenced by the personality of each individual and the environment around him/her.

¹ Umi Robi, "The Correlation Between Students ' Personality (Extrovert and Introvert) and Faculty of Educational Sciences, " Skripsi Ilmu Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan, 2019, hal 1.

² Ganda Wirajaya and Lingga Agustina Suganda, 'Indonesian Students ' Social - Emotional Competencies and Their English Academic Achievement', 13.2 (2019), 163–69 <<https://doi.org/10.11591/edulearn.v13i2.12160>>.

A student's personality has a critical role in their learning process success. If the learner has this personality, they will be an excellent student, or the other way around. Students with negative personalities such as often being late for class, being less engaged in the learning process, or even dozing off during class tend to do poorly academically.

An individual's innate strengths, motivations, desires, ideas, and attitudes in his relationships with others in reaction to certain events or issues are all considered to be part of his personality. Here, personality may be defined as the overall pattern of thoughts, emotions, and behaviors, as well as the conscious and unconscious aspects of a person's everyday existence. A person's personality acts as a guide to help them adjust to their social and physical surroundings. Personality is seen from birth as a single entity or a potential that creates oneness. All of the components that comprise a person's personality must be in harmony and balance for their creation.³

Personality is defined by G.W. Allport as "the dynamic organization of psychophysical systems within individuals that determine unique adjustments to the environment" in Elizabeth Hurlock's book "Child Development." Psychologists hold the opinion that each person has a unique personality type that is impacted by certain characteristics that vary from person to person. Individuals possess a fundamental quality known as personality, which manifests in their attitudes and actions that set them apart from one another. Accordingly, personality type relates to the psychological characteristics of other people (Sari et al). According to Feist and Feist (in Fatmawati & Khabibah), personality is defined as a pattern of particular traits and characteristics that are comparatively permanent, indicating consistency and classification of individuals, reflecting a person's preferences in facing and making decisions regarding other aspects of his life (Soleimani et al).⁴

³ Abdul Muhid and others, 'Big Five Personality Test for State Islamic Senior High School Students in Indonesia', *International Journal of Instruction*, 14.2 (2021), 783–500 <<https://doi.org/10.29333/iji.2021.14227a>>.

⁴ Megiridha Loppies, Aip Badrujaman, and Sarkadi Sarkadi, 'Profile of Extrovert and Introvert Personality and The Implications in Problem Based History Learning', *Social*,

The Big Five Personality model, which includes the following five personality traits: neuroticism, extraversion, openness, agreeableness, and conscientiousness, was proposed by Lewis R. Goldberg as a way to assess personality. The traits of neuroticism include emotional instability, extraversion (a propensity to socialize), openness (a willingness to adjust to new situations or ideas), agreeableness (a willingness to agree and steer clear of conflict), and conscientiousness (a disciplined, highly motivated, and organized attitude). Because every pupil has a unique personality, they all need various approaches to therapy.⁵

One of the most important factors in learning English successfully is personality. According to Duff and colleagues' opinions, which Zabihi expressed, personality is essential for characterizing people and understanding their unique distinctions. Personality is thought to have a significant role in how information is processed and may be a key predictor of future behavior, including academic performance. In actuality, personality covers a wide range of intricate aspects relating to the distinctive traits that set each person apart and contribute to their individuality. A person's tastes, responses, choices, and learning style are all influenced by their personality. A whole image of the student that shows up in his daily attitudes and actions is part of his personality. In this context, the term "overall sense" refers to the whole of a child's moral and mental attitudes, which are shaped by their interactions with people and their reactions to events in their surroundings.

Students' everyday attitudes and actions in the classroom are a reflection of how their personalities are expressed. The development of students' personalities is also influenced by biological, social, and cultural factors.

It's critical to value a good personality. The instructor may determine how conscious a student is of the teaching and learning process at school

based on their characteristics. The learning process may become more effective and efficient as a result. It is impossible to separate student learning success from teaching and learning process success, which is probably impacted by student personality. Regretfully, many educators lack an understanding of their pupils' traits. Students rarely appreciate professors who merely provide ideas about topics without considering their growth. These teachers might become indifferent and self-centered. Students' success may suffer and the process of information transmission may be hampered by teachers' ignorance about their personalities. The capacity of pupils to grasp the material may be used to evaluate learning success in English instruction. The assessment of material mastery takes into account a number of factors, including cognitive, emotional, and psychomotor components. As a result, these elements are crucial markers for evaluating student performance.

Achievement is defined by Poerwadarminta, W.J.S. as the outcomes of deeds or labor that have been performed. According to the third edition of the Big Dictionary Indonesian, accomplishment is the mastery of information or abilities that are developed via topics and are often assessed by instructors using test results or numerical values.⁶

Syaiful Bahri Djamarah and Aswan Zain stated that the success indicator of a teaching and learning process is the ability of students to absorb subject matter so as to achieve high achievements, both individually and classically, and achieve behavior in accordance with learning objectives, both individually and classically. According to Susanti, learning achievement is the ability to complete challenging tasks, master the subject matter, compete with and even surpass other students, and overcome obstacles to reach high standards.⁷ According to several of the mentioned viewpoints,

⁶ Sofwan Adiputra and Mujiyati Mujiyati, 'Motivasi Dan Prestasi Belajar Siswa Di Indonesia: Kajian Meta-Analisis', *Konselor*, 6.4 (2017), 150 <<https://doi.org/10.24036/02017648171-0-00>>.

⁷ Ni Luh and Putu Ekayani, "Pentingnya Penggunaan Media Siswa," *Pentingnya Penggunaan Media Pembelajaran Untuk Meningkatkan Prestasi Belajar Siswa*, no. March (2021): 1–16, https://www.researchgate.net/profile/Putu-Ekayani/publication/315105651_Pentingnya_

accomplishment is the learning objective that students have effectively achieved within the framework of the learning process, as shown by words or numbers.

According to a recent research by Yan Zhang, a trait number of hypotheses claims that personality significantly affects the success rate attained by people learning a second language (Gas & Selinker). It is predicated on the idea that certain traits of learners' personalities may either support or impede the process of learning a second language. According to Skehan, a number of factors influence learning English, including a learner's age, personality, motivation, linguistic ability, and IQ.

According to Haryono, students' attitudes (affective) and abilities (psychomotor) might change when they objectively grasp cognitive components. This may be accomplished via comprehension of the learning material and the learning process. Learning accomplishment measures pupils' capacity to assimilate information as well as their body of knowledge.⁸ Effective learning strategies that enable students to perform well in comparison to less effective learning methods are also crucial in determining how well kids learn. The teaching and learning process may make use of learning concepts including individual differences, reversal and reinforcement, activity, direct engagement/experience, repetition, challenge, motivation, and attention⁹

Focusing before and throughout the learning process, reviewing the content rapidly, reading it attentively, and making an effort to understand and master it as much as possible are all components of an effective learning strategy. Students are also supposed to be able to use the questions to train themselves and solve difficulties. Students must possess a number of things in

Penggunaan_Media_Pembelajaran_Untuk_Meningkatkan_Prestasi_Belajar_Siswa/Links/58ca607eaca272a5508880a2/Pentingnya-Penggunaan-Media-Pembelajaran-Untuk-Meningkatkan-Prestasi.

⁸ Siti Nur Aidah, "The Correlation between Students ' Personality and Learning Achievement in Reading Comprehension at Smpn 20 Kota Bengkulu, " Skripsi Ilmu Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris. 2019, hal.36.

⁹ Their Writing and Skill At, 'Korelasi Antara Kepribadian Ekstraversion Dan Kemampuan Menulis Mahasiswa Di Universitas Muhammadiyah Makassar (Penelitian Deskriptif) Ismail Sangkala', 1.2 (2012).

order to succeed academically, including: (1) student mastery of the subject matter. (2) Students exhibit extraordinary abilities, drive, aptitudes, passions, and attitudes toward the course of study. (3) Students are urged to make better progress and meet learning objectives or accomplishments that align with fundamental skills and defined criteria of competence. (4) Outstanding participation by students in educational activities. (5) Every step of the grade increment indication is actively participated in by students.¹⁰

It is known that grade IX pupils at SMPN 7 Bengkulu City continue to have very poor teaching achievement based on daily test score data. Of the sixty pupils, twenty-four, or forty percent, achieved scores higher than the minimum completeness requirement (KKM), with a score of > 75 . Out of 60 pupils, 36 students, or 60% of the total, had a score of less than 75. This demonstrates that grade IX pupils at SMPN 7 Bengkulu City continue to have relatively poor learning achievement.¹¹

A journal named "Exploration of the Big Five Personality Traits and Their Influence on Academic Achievement" reports that Asina Christina Rosito has also conducted a study in relation to the mentioned issue. The Big Five Personality Scale was used to assess the personality traits of neuroticism, extraversion, conscientiousness, agreeableness, and openness.

The descriptive analysis revealed that the majority of the individuals fall into the neurotic type. The GPA of female students was greater than that of male students ($GPA \geq 2.75$). A substantial correlation between personality and academic success was found by regression analysis ($R = 0.26$; $R^2 = 6.9\%$; $F = 4.69$; $p\text{-value} < 0.001$). Academic performance was shown to be significantly influenced by neuroticism, extraversion, and conscientiousness, according to an advanced study of each dimension's role in academic success.

Given the mentioned issues, researchers are eager to investigate SMPN 7 Bengkulu City because, during the internship, they discovered that a large number of pupils continue to get bad grades in English classes. This is due to

¹⁰ Ibid. hal. 40.

¹¹ Yuni Lapita, "student scores", *interview (student scores data)*, pre-research January 19, 2024

the fact that student personalities influence all of the activities that students engage in. For example, when studying, many students ignore the teacher's explanations of the material, and occasionally, some students are preoccupied with other subjects, such as completing homework during different class hours. Numerous students who participated in interviews said that studying English is challenging and deters pupils from being motivated to learn.

Lewis R. Golbert's theory informs the quantitative descriptive approach used in this study, which focuses on five student personality qualities and utilizes daily test results as a gauge of academic success. Thus, taking into account the backdrop mentioned above, researchers carried out a study called "The Correlation Between Students' Personality and English Learning Achievement"

B. Research questions

Based on the limitations of the problem above, it can be formulated "is there any relationship between students personality and students learning achievement in grade IX English subjects at SMPN 7 Bengkulu city?"

C. The Objectives of the Research

The purpose of this study was to determine the relationship between students personality and learning achievement of grade IX students of SMPN 7 Bengkulu city

D. Significant of the Research

a. Theoretically

It is hoped that the results of this research can later be developed as a scientific study with the theme of student personality, including student personality and its relationship with learning achievement .

b. Practical

1. For teachers (educators)

As reference material about student personality to improve student learning stations and encourage educators to provide motivation to

students, especially in this study are grade IX students at SMPN 7 Kota Bengkulu

2. For students

As an encouragement for grade IX students and others, especially students at SMPN 7 Kota Bengkulu to improve their learning achievement.

