The Correlation among Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

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The Correlation among Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang

ABSTRACT

Learning involves a lot of factors, teachers and students alike. Being good at learning doesn't mean having a good grade or great cognitive achievement but also having good inter/intrapersonal skills. Teacher sometimes forgot that many of their students do not share the same plate of learning eagerness and many of them even having bad personality issues. In this research, writer aimed to find out (1) the personality of private senior high school students in Palembang (2) the English mastery of private senior high school students in Palembang (3) the academic dishonesty of private senior high school students in Palembang (4) any significant correlation between personality and English mastery of private senior high school students in Palembang, (5) any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang. The sample of this study was 310 students of Private Senior High School. The technique of collecting the data was stratified random sampling. In collecting the data, the writer used two questionnaires and one English test. The first questionnaire was an academic dishonesty questionnaire, the second was personality questionnaire, and the last was English test which consisted of four language skills. The data then were analyzed using Pearson Product Moment Correlation Coefficient in SPSS version 24nd. The results showed that the students' agreeableness and conscientiousness personality was as majority, the score of academic dishonesty was low for the majority of the students, and their English mastery was still categorized as poor. Furthermore, analysis showed that there was a significant correlation between academic dishonesty and students' English mastery with the ρ-value of 0.038 was lower than 0.05. The next result showed that there was no significant correlation between students' personality and students' English mastery with the ρ-value of 0.054 was higher than 0.05.

Keywords: *Correlation, Academic Dishonesty, Personality, English Mastery.*

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CHAPTER 1

INTRODUCTION

This chapter introduces the background of the study, the problems of the study, the objectives of the study, and the significance of the study.

1.1 Background

Nowadays English has become one of the main subject that should be mastered by every single student in Indonesia in every level of education, formal or not. To achieve the objective of mastering English students should be taught by teachers. In the class, students will face many obstacles along their academic lifetime such as their low competency on mastering English. Based on the result of the study by Hadriana, Ismail and Mahdumi (2013), Indonesia students' English mastery is still weak and their profiency level is still low. Marcellino (2008, p.65) assumes that Indonesian students are passive in class and only respond to their teacher's questions when the students are asked. There are three primary reasons: their previous trainings do not expose the sort of interactive learning model to them, their cultural values and belief do not encourage them to challenge neither their teachers nor their classmates, and their English is poor because of vocabulary and expression as well as mastery of grammar (Machalla, 2014, p.191). Therefore, it seems the students in Indonesia get difficulty to master English as the foreign language.

The research conducted by the international education company English First (EF), shows that Indonesia ranks 32nd out of 72 countries in the 2016 English First English Proficiency Index (EF EPI). This is calculated based on two EF English tests for adults which encompass grammar, vocabulary, reading and listening subjects.

The success and failure of students as learners of English can be influenced by many factors. According to Kaur (2014, p. 117-118), the extent of an individual success depends on his attitude, behavior, and thoughts which are as a form of one's personality. It is important to have a positive outlook towards life that will make one's life secure, prosperous, and happy. From the statements, the

writer assumes that personality is one of the factors needed to be considered and has a good influence language learning in general.

According to Kline (1993), personality determines a set of important characteristics and that how people interact with others. Human personality is the combination of a number of traits. Personality can be measured as a set of items usually questions about behaviour and feelings to which the subjects have to respond by agreeing or disagreeing with that question or statements. Lim and Melisa (2012, p.974) states personality is the multidimensional psychological constructs that can influence the students' way to engage in their learning and academic performance. In other words, the students need to be supported by understanding their personality. The personality approach of traits lexical can be observed toward five dimensions labelled as Big Five which is extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism (Schultz and Schulltz, 2005, p. 282; and Goldberg, 1990, p. 1217). Nye, Orel, and Kachargina (2013, p. 3) exhibit that the big five traits have been related to a wide range of behaviours that explain all of personality, including job performance, academic achievement, leadership and well-being. It is still commonly used in a wide range of research in education.

Singh (2014, p. 30) explains, the students differ in their personal values; they receive and process information differently and also their personality trait is different in their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their leaning or career. Educators, researchers, and psychologists have been constantly searching for a set of variables that predicts the patterns of students' behaviours and relationship to academic achievement. It means that is pertinent for personality can affect the students' achievement.

Big-five personality traits are based on the belief that learners bring to the classroom. In teaching and learning process, Hakimi, Hejazih, and Lavasani (2011, p. 838) reveal that the students are not only different in terms of personality characteristics, family backgrounds, age and gender; they also exhibit

different attitudes and emotional responses to the environment. Students have the distinctive personality characteristics which make them prepared for having different worldviews in various social and educational settings. Meanwhile, Ibrahim, Yousuf, Razaak, and Norshahadi (2014, p. 148) mention that students are so passive and negative. It means that the personality consequently can affect their learning process, especially in mastering English.

Besides, the Big-Five Personality represents a conceptual basis to support investigating these theoretical issues. Funder (2001) asserts that extraversion copes with activity and sociability. First, extraverts are usually quite sociable (friendly and sociable), but are also domineering (dominant and aspirant) and active (contumelious and assertive). Second, agreeableness refers to reflecting like ability and friendliness. Agreeable people are cooperative (trusting of others and caring) as well as being likeable (good natured, cheerful, and gentle) (Judge, Higgins, Thoresen & Barrick, 1999). Third, conscientiousness deals with dependability and will to achieve. Conscientiousness is unfolded in three related angles – achievement orientation (hardworking and persistent), dependability (responsible and careful), and orderliness (planful and organized). Fourth, openness has to do with imaginativeness, broad-mindedness and artistic sensibility. Openness to experience is characterized by intellectance (philosophical and intellectual) and unconventionality (imaginative, autonomous, and nonconforming). Finally, Neuroticism, or the nervous system is the most universal feature among personality measure, as Costa and McCrae (1988) note. It is distinguished in nearly every dimension of personality. It is concerned with adjustment vs. anxiety. It points to at least two related orientations. One deals with unrest (inconsistency and stress ability) and other deals with one's health and well-being (low self-confidence and depression). However, neuroticism usually refers to a negative or sometimes no psychological adjustment and emotional instability (Judge, T.A., Higgins, C., Thoresen, C.J., & Barrick, M.R.,1999).

In learning, there is another direct factor affecting the learning process. Personality is one of the gateways to the problem called “academic dishonesty”. In schools, there are some problems which need to be covered in regards of the terms “academic dishonesty”. Academic dishonesty takes into account a range of unethical behaviors including cheating (i.e., on tests) (Roig and DeTommaso, 1995; Ferrari, 2005), plagiarism (i.e., on papers) (Roig and DeTommaso, 1995; Ferrari, 2005), the misuse of technology (Scanlon, 2004), as well as additional practices to gain an unfair advantage (Rawwas, M.Y.A., J.A. Al-Khatib, & S.J. Vitel 2004; Rawwas & Isakson, 2000), such as using outside help. These problems become more prevalent when considering some teachers neglect this phenomenon. This becomes more complex when the acts of academic dishonesty so rampant that they deem cheating is one form of learning.

Thus, there is an increased need for academicians to address academic dishonesty , because what students learn as acceptable behavior in the classroom will give impacts their expectations of what is acceptable professionally (Ameen, Guffey, & McMillan, 1996). Anggraini (2017) believes that academic dishonesty is low for senior high school students in Palembang and considered as rarely cheating and it is implying that students already realized that being dishonest on their study is very bad. She also agrees that school administrator is already conveyed their seriousness on eliminating the academic dishonesty in school. Moreover, students tend to bring their problems at home to the school.

Papatanger (2017) conveys that parental pressure tend to increase the chance for the students to do academic dishonesty in school, the more difficult the test, the more likely they will do dishonest actions. However, the problems linger. Teachers need to have total control and motivation to address the problems of academic dishonesty. The writer suggests that, in order for teachers to effectively address the ethical behavior of their students in their classes, they need to fully understand and address their students’ reasons for committing academic dishonesty. Of course, learning English is a part of learning in general sense, so, indirectly dishonesty will play some significant impacts on learning English.

Seeing that as a problem, the writer conveys that personality plays a big role on determining whether students is doing any academic dishonesty or whether this phenomenon affects their English Mastery

Concerning the facts above, the writer was interested in conducting a correlational study, entitled "The Correlation among Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang"

1.2 The Problems of the Study

Based on the background, the problems of this study were formulated into the following questions:

1. How is the personality of private senior high school students in Palembang?
2. How is the English mastery of private senior high school students in Palembang?
3. How is the academic dishonesty of private senior high school students in Palembang?
4. Is there any significant correlation between personality and English mastery of private senior high school students in Palembang?
5. Is there any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang?

1.3 The Objectives of Study

In accordance with the problems above, the writer formulates the objectives of this study are to :

1. find out the personality of private senior high school in Palembang
2. find out the English mastery of private senior high school in Palembang
3. find out the academic dishonesty of private senior high school in Palembang

4. find out is there any significant correlation between personality and English mastery of private senior high school students in Palembang
5. find out is there any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang.

1.4 The Significance of the Study

It is expected that the study gives some information and contributions to the students, teachers and other researchers in the development of language teaching and learning, especially understanding the big five personality traits which are related to the students' academic achievement, particularly English. The students have to realize that learning English is important because if they can master English, it will be easy for them to communicate with people around the world Moreover, the students are expected to find their strengths and improve their weaknesses in getting their learning achievement.

The teachers of English are expected to improve the students' potentials by knowing the factors primarily in personality as outcome influencing the students' learning process and the students who have good personality in learning English can improve their knowledge in English achievement to become better than before. For the students who still do something dishonesty, hopefully they can realize that honesty is very important in their lives. If the students get low score in examination as long as it is their own hard work, it will be better. Meanwhile, the teacher can cooperate well in applying honesty in teaching and learning process. Besides, other researchers will have an alternative source and guidance when conducting similar research and expand for better result. Furthermore, it is expected that the writer herself gain some experiences in educational research

CHAPTER II

LITERATURE REVIEW

This chapter discusses the concept of academic dishonesty, personality, English mastery, and the previous related studies.

2.1 Academic Dishonesty

Academic dishonesty refers to committing or contributing to dishonest acts by those engaged in teaching, learning, research, and related academic activities and it applies not just to students, but to everyone in the academic environment (Cizek, 2003; Whitley, Jr. and Keith-Spiegel, 2002). NIU considers academic dishonesty a serious offense, regardless of whether it was committed intentionally or not.

In schools, there are some problems which need to be covered in regards of the terms "academic dishonesty". Academic dishonesty takes into account a range of unethical behaviors including cheating, plagiarism (Roig and DeTommaso, 1995; Ferrari, 2005), the misuse of technology (Scanlon, 2004), as well as additional practices to gain an unfair advantage (Rawwas et al 2004; Rawwas and Isakson, 2000). These problem become more prevalent when considering some teachers neglect this phenomenon.

This become more complex when the acts of academic dishonesty so rampant that they deem cheating is one form of learning. Sorgo, Vavdi, Cigler, and Kralj (2015) say that academic cheating, academic dishonesty, and academic miscounduct can be recognized as umbrella terms for a range of behavior from copying someone's work, copying an answer over the shoulders, and falsifying the result or presenting someone's work. Besides, Rahimi and Goli (2016) assert that academic dishonesty has turned out to be a main issue in education over the past decades. Academic dishonesty includes any act, which is planned to acquire illegally, either for oneself or for someone else, academic credit, grades, or other recognition, which is not suitably earned.

2.1.1 Forms of Academic Dishonesty

Like any other variables in this research, academic dishonesty plays a role on determining how students treat the problem and how the teachers and parents should reacts to the students problems. As Hambali and Mirizon (2017) believed in their papers that the engagement of academic dishonesty among learnerd can not be tolerable and must be put into action by any related education authority including parents in informal educators in the family. It was also believed in their papers that the learners with high academic dishonesty tend to produce low learning outcomes since it indicate they are not ready to gain good academic dishonesty achievement. It might not be a determining factor on students performance on learning but it should be noted that academic dishonesty opens paths on making whether the student will have sufficient willingness to learn or not. Furthermore, Academic dishonesty can take many forms, which can be broadly classified as follows (Roig & DeTommaso, 1995; Ferrari, 2005): Cheating and Plagiarism.

2.1.1.1 Cheating

Cheating involves unauthorized use of information, materials, devices, sources or practices in completing academic activities. Copying during an exam that should be completed individually is an unauthorized practice, and, therefore, is considered cheating. A student who allows another student to copy from his or her work is considered to be facilitating or contributing to cheating. For example, Boehm (2009) explained this issue by stating: Academic dishonesty costs institutions administrative time, loss of integrity within the school, and student lack of respect for ethics and values.

Unfortunately, cheating is found in a variety of programs. For instance, Hegmann (2008) conduct a study about cheating involving physician assistant students' process of logging patient information and note that 50% self-reported some type of cheating and 90% indicated they believe their classmates cheat. In another discipline, Muhney, Gutmann, Schneiderman, DeWald, McCann, and

Campbell (2008) found that 86.5% of graduating dental hygiene students had cheated in some form during their studies. Fontana (2009) reports that research positively link unethical classroom behaviors with unethical clinical behaviour and suggest students who cheat may go on to endanger the health and safety of their patients.

In addition, cheating and unethical behaviors are often tolerated by administrators and faculty who are concern about their reputations as well as the associate stress involve in the university processes (Boehm, et al., 2009; Danielsen, et al., 2006). Wilkerson (2009) explained that there is another issue to consider: staff and students have different perceptions about cheating and plagiarism.

2.2.1.2 Plagiarism

Plagiarism is a type of cheating in which someone adopts another person's ideas, words, design, art, music, etc., as his or her own without acknowledging the source, or, when necessary, obtaining permission from the author. For example, copying and pasting material from a web site into your own document without proper citation is considered plagiarism. Brandt (2002) and Brown and Howell (2001) found that students plagiarize in four distinct ways. The methods include a) stealing material from another source and passing it off as their own (e.g., buying a paper from an essay bank or term paper mill, copying a whole paper from a source without proper acknowledgement, and submitting another student's work); b) submitting a paper written by someone else (e.g., a peer or relative) and passing it off as one's own; c) copying sections of material from one or more sources and deleting the full reference; and d) paraphrasing material from one or more source(s) without providing appropriate documentation. Clement (2001) categorize plagiarism into three models (i.e., the hidden source, the source without an exact page number, and cut and paste).

2.2 Personality

There are many theories of personality, the first step is to understand exactly what is meant by the term personality. The word personality itself stems from the Latin word persona, which refers to a theatrical mask worn by performers in order to either project different roles or disguise their identities. A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains fairly consistent throughout life. Based on Funder (2001) "Personality refers to individuals' characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms -- hidden or not -- behind those patterns." And "Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior." (Feist and Feist, 2009.)

2.2.1 Big Five Personality

Barrickand Mount (1991) believe the Big Five personality traits, also known as the five factor model (FFM), is a model based on common language descriptors of personality. When factor analysis (a statistical technique) is applied to personality survey data, some words used to describe aspects of personality are often applied to the same person. For example, someone described as conscientious is more likely to be described as "always prepared" rather than "messy". This theory is based therefore on the association between words but not on neuropsychological experiments. This theory uses descriptors of common language and therefore suggests five broad dimensions commonly used to describe the human personality and psyche. The five factors have been defined as openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism, often represented by the acronyms *OCEAN* or *CANOE*. Beneath each proposed global factor, there are a number of correlated and more specific primary factors. For example, extraversion is said to include such related qualities

as gregariousness, assertiveness, excitement seeking, warmth, activity, and positive emotions.

That these underlying factors can be found is consistent with the lexical hypothesis: personality characteristics that are most important in peoples' lives will eventually become a part of their language and, secondly, that more important personality characteristics are more likely to be encoded into language as a single word.

The five factors based on the writing of Barrick and Mount (1991) are :

1. **Openness to experience** (*inventive/curious* vs. *consistent/cautious*). Openness reflects the degree of intellectual curiosity, creativity and a preference for novelty and variety a person has. High openness can be perceived as unpredictability or lack of focus, and more likely to engage in risky behaviour or drug taking. Moreover, individuals with high openness are said to pursue self-actualization specifically by seeking out intense, euphoric experiences. Conversely, those with low openness seek to gain fulfilment through perseverance and are characterized as pragmatic and data-driven—sometimes even perceived to be dogmatic and closed-minded.
2. **Conscientiousness** (*efficient/organized* vs. *easy-going/careless*). A tendency to be organized and dependable, show self-discipline, act dutifully, aim for achievement, and prefer planned rather than spontaneous behavior. High conscientiousness is often perceived as stubbornness and obsession. Low conscientiousness is associated with flexibility and spontaneity, but can also appear as sloppiness and lack of reliability.[6]
3. **Extraversion** (*outgoing/energetic* vs. *solitary/reserved*). Energy, positive emotions, surgency, assertiveness, sociability and the tendency to seek stimulation in the company of others, and talkativeness. High extraversion is often perceived as attention-seeking, and domineering. Low extraversion causes a reserved, reflective personality, which can be perceived as aloof or self-absorbed. Extroverted people tend to be more dominant in

social settings, opposed to introverted people who may act more shy and reserved in this setting.

4. **Agreeableness** (*friendly/compassionate* vs. *challenging/detached*). It is also a measure of one's trusting and helpful nature, and whether a person is generally well-tempered or not. High agreeableness is often seen as naive or submissive. Low agreeableness personalities are often competitive or challenging people, which can be seen as argumentative or untrustworthy.
5. **Neuroticism** (*sensitive/nervous* vs. *secure/confident*). Neuroticism identifies certain people who are more prone to psychological stress. The tendency to experience unpleasant emotions easily, such as anger, anxiety, depression, and vulnerability. Neuroticism also refers to the degree of emotional stability and impulse control and is sometimes referred to by its low pole, "emotional stability". A high stability manifests itself as a stable and calm personality, but can be seen as uninspiring and unconcerned. A low stability expresses as a reactive and excitable personality, often very dynamic individuals, but they can be perceived as unstable or insecure.

2.2.2 Characteristics of Big Five Personality Traits

John, Nauman, and Soto (2008, p 120) explain that a 50-item of Goldberg's IPIP test is excellent for instructional purposes. Explicated and defined too of the OCEAN of Personality are the Big Five domains which compare individuals on a given characteristic in opposite called a bipolar trait between getting high and low score. The Characteristics of Big Five Personality Traits could be seen in Table 1 below:

Table 1
Characteristics of Big Five Personality Traits

High Pole	Traits Scales	Low Pole
Poorer coping and reactions to illness,experience of burnout and job changes	**NEUROTICISM** **Conceptual definition:** Contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense. **Behavioral Examples:** Accept the good and bad in my life without complaining or bragging (-),get upset when somebody is angry (+);and take it easy and relax (-).	Feeling committed to work organizations, and greater relationship satisfaction
Social status in groups and leadershippositions, selection as juryforeperson, positive emotion expression, number of friends and sex partners.	**EXTRAVERSION** **Conceptual definition:** Implies an energetic approach toward the social and material world; includes traits such as sociability, activity,assertiveness, and positive emotionality. **Behavioral Examples:** Approach strangers at a party and introduce myself (+); take the lead in organizing a project (+); keep quiet when I disagree with others (-).	Poorer relationships with parents, and rejection by peers
Year of education completed, better performance on creativity tests, success in artistic jobs, create distinctive-looking work, and home environments.	**OPENNESS TO EXPERIENCE** **Conceptual definition:** Describes the breadth, depth, originality, and complexity of an individual's mental and experiential life. **Behavioral Examples:** Take the time to learn something simply for the joy of learning (+); watch	Conservative attitudes and political party preferences.

	documentaries or educational TV (+); come up with novel setups for the living space (+); and look for stimulating activities that break up my routine (+).	
Better performance in work groups.	**AGREEABLENESS** **Conceptual definition:** Contrasts a prosocial and communal orientation toward others with a ntagonism, includes traits such as altruism, tender-mindedness, trust, and modesty. **Behavioral Examples:** Emphasize the good qualities of other lend things to people I know (+); and consoles a friend who is upset (+).	Risk for cardiovascular disease, juvenile delinquency, and interpersonal problems.
Higher academic grade-point averages, better job performance, adherence to their treatment regimens, and longer lives.	**CONSCIENTIOUSNESS** **Conceptual definition:** Describes socially prescribed impulsecontrol that facilities task- and goal-directed behavior such as thinking before acting, delaying gratification,following norms and rules, and planning, organizing, and prioritizing tasks. **Behavioral Examples:** Arrive early on time for appointments(+); Study hard in order to get the highest grade in class (+); Double-check a term paper for typing andspelling errors (+); Let dirty dishes stack up for more than one day (-).	Smoking, substance abuse, and poor diet and exercise habits, attention-deficit/hyperactivi ty disorder (ADHD).

*Source :*John, Naumann, & Soto (2008, p. 120)

2.3 English Mastery

English is either a second or a foreign language. Language requires skills such as listening, speaking, reading, and writing in intercommunication. Listening and reading are input competence, and speaking and writing are output competence (Ali,2012, p. 1). In Indonesia itself, English as a foreign language and it has been taught as a compulsory subject starting from junior high school till to university level. There are four skills of English which is learned by the students in Indonesia in order to get and master English achievement. The four skills are listening, speaking, reading and writing.

The first is listening skill. Listening is a very important skill because it is not only about the ability to recognize what people are saying, but more importantly, it is also about the ability to comprehend the meaning behind words that are said. Steinberg (2007) concludes that listening comprehension as the process of receiving an oral message via auditory organ and perceiving the meaning of the message in order to comprehend it, so the students have to be able to master listening skill in order to interact with other.

Secondly, speaking is an activity which the students do to produce the sound or an action of conveying information or expressing one's feelings in speech. Harris (1974, p.81) defines, ―Speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.

Thirdly, reading is an activity that is done for getting a mass of information and it provides a lot of benefits for the people who really love to read. Reading also cannot be separated in the real life because the people will read first whenever they want to do something. Without reading, People will be blind in gaining knowledge and life will be full of stupidity. Gebre (2016) states that in this life, reading gives a very important role and that has become part of humans' everyday living which is hardly imagined if there is no it in life. Pourkalhor and Kohan (2013, p.52) assert, ―Reading is not just a single skill but a combination

of many skills and processes in which the readers interact with printed words and texts for content and pleasure and through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects.

Another is English writing skill. Heaton (1990, p.135) mentions, ―The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements.

2.4 The Previous Related Studies

Several previous related studies have some similarities and differences with this study. The similarities are the variables, in which the researchers investigated about either personality, academic dishonesty or English mastery.

The first study is entitled "The Correlation between the Personality Style and Reading Comprehension Achievement of the Fifth Semester Students of English Education Study Program Sriwijaya University" written by Aprianis in 2008. The objective of this study was to find a correlation between two variables. The result found that there was a significant correlation.

The second study is entitled "Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan" researched by Ghazi, Shahzada, and Ullah in 2013. The objective of this study was to find a correlation between each of personality traits and all academic achievements. They found out that conscientiousness and agreeablenes were high in secondary school students, while extroversion, neuroticism and openness to experience were low in secondary school students. There was not significant relationship found between the students' personality traits and their overall academic achievement.

The third study is English Learning Achievement and EFL Learners' Cheating Attitudes and Cheating Behaviors which was done by Rahimi and Goli in 2016. They selected 800 female junior high-school students as samples of the study. Cheating Attitude Questionnaire (CAQ) and Cheating Experience

Questionnaire (CEQ) were used as the instruments of the study. The result of the study revealed that there was positive and significant relationship between students' English scores and their cheating attitudes and there was an inverse and significant correlation between students' English score and their cheating behaviors.

The fourth study is the Correlations among Self-Efficacy, Academic Dishonesty, and English Mastery of Senior High School Students in Palembang which was done by Alens Papatanger. He agrees that there are internal factor which appear from the inner of individual. First is physical factors in which, students have different characteristics in physical growth. Educators need to be aware of student's physical growth because condition of physical growth gives effect to all the learning progress that engage mental and personality arrangement. The second is psychological factors, which are essential to support individual personality development such as controlling individual personality such as the link with family, teachers, and friends. The psychological elements consist attention, interest and intelligence. The result is there is no significant correlation among Self-Efficacy, Academic Dishonesty, and English Mastery of Senior High School Students in Palembang.

The fifth study is the correlation between Personality traits and English Achievement of the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang was done by Yoja Fitria Mahmuda. There are some factors in each side of the variables. It is caused that the students' personality traits show the social more than the achievement. The result of the study is the personality traits and English achievement had no significant correlation of the eleventh grade students of SMA Muhammadiyah 1 Palembang

The sixth study is "The Correlations among Motivation, Academic Dishonesty and English Achievemnt of Senior High School Students in Palembang" written by Fenisya Anggraini in 2017. The objective of this study was to find a correlation among three variables. The result found that there was a significant correlation

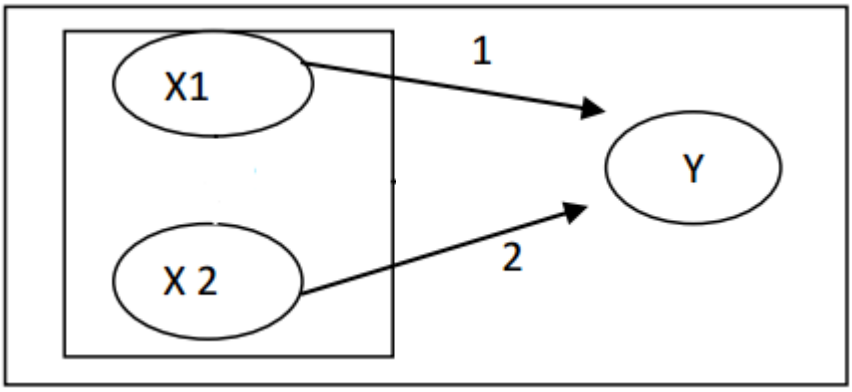
CHAPTER III

METHODOLOGY

This chapter discusses: (1) the research design, (2) variables of the study, (3) operational definitions, (4) population and sample, (5) techniques for collecting the data, (6) reliability and validity of the instruments to collect the data, and (7) techniques for analyzing the data.

3.1 Research Design

This study used correlational research design. Creswell (2005,p. 325) states that in correlational research design, the writer used the statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. This study obtained the descriptive information and examined the relationship among students' personality, academic dishonesty in term of cheating behavior and their English Mastery.



Note:

X1 : Personality
X2 : Academic Dishonesty
Y : English Mastery
Arrow 1 : The correlation between students' personality and English Mastery.
Arrow 2 : The correlation between academic dishonesty and English Mastery.

3.2 Variables of the Study

There were three variables to be examined. They were students' personality, academic dishonesty and English achievement. Three variables consisted of one dependent variable or criterion variable (English Mastery) and two independent variables or predictor variables (Personality and academic dishonesty) . According to Tuckman (1978, p. 59), The dependent variable was a respond variable or output. In this research, the dependent variable was English Mastery is influenced by two independent variables. Meanwhile, two independent variables in this research were students' personality and academic dishonesty: cheating behaviour. Thus, the English Mastery score of the students' was influenced by cheating behaviour and the students' personality.

3.3 Operational Definitions

In relation to the title of this study, it was important to define the following terms operationally:

Academic dishonesty is dishonest things that happen in relation to a formal academic. In this study, academic dishonesty in terms of cheating behavior were measured by the questionnaires from Šimić and Klarin (2009) modified by Sorgo et al (2015). Academic cheating means an illegal thing that can change a score or grade using some helping materials during a test or examination without somebody's permission or taking someone else's work as if it is as one's own. Therefore, it will happen when someone wants to have a better grade without doing their best effort. They get higher score with doing dishonest things.

Personality refers to the concept which has the element of attitude, modes of thought, feeling, impulses, strivings, actions, responses of opportunity and modes of interacting with another person. Personality could be defined as a unique mask of an individual. In this research, the students' personality traits were one or more specific personality owned by each student. Whether the students tend to open the experience, to appear conscientious, to be extrovert, to possess agreeable interaction, or to have positive neuroticism. To find out the students'

personality, Goldberg's IPIP Big-five questionnaire will be adapted and downloaded freely in ipip.co.org.

English Mastery refers to four language skills of English. They were listening, speaking, reading, and writing. The test consisted 50 questions and in the form of multiple choices covering the four skills of English; listening, speaking, reading, and writing.

3.4 Population and Sample study

3.4.1 Population

Cresswell (2012) states that "A population is a group of individuals who have the same characteristic" (p. 142). In study, the writer chose the population based on private senior high schools in Palembang. The population of the study could be seen in Table 2, as follows:

Table 2

The Population of the Study

No	Schools	Grades	Population
1	SMA Xaverius 1	XI	401
		XII	509
2	SMA Muhammadiyah 1	XI	396
		XII	480
3	SMA Nurul Amal	XI	24
		XII	33
4	SMA PGRI 4	XI	64
		XII	66
5	SMA Sejahtera	XI	25
		XII	25
6	SMA Methodist 3	XI	14
		XII	18
Total		2055	

3.4.1 Sample

Based on Creswell (2005) a sample is a sub group of the target population of the study. In this study, Stratified random sampling was used. Creswell (2005) explains that stratified random sampling is the divination of the target population into some characteristic. The writer took one class of eleventh grade students and one class of twelfth grade students of each school as the sample. Random-sampling was used on this study. The sample of the study could be seen in Table 3 below:

Table 3

The Sample of the Study

No	Schools	Grades	Sample
1	SMA Xaverius 1	XI IPS	35
		XII IPS	35
2	SMA Muhammadiyah 1	XI IPA	33
		XII IPA	34
3	SMA Nurul Amal	XI IPS	17
		XII IPA	22
4	SMA PGRI 4	XI IPS	29
		XII IPA	38
5	SMA Sejahtera	XI IPS	14
		XII IPS	20
6	SMA Methodist 3	XI IPA	14
		XII IPS	14
	Total	310	

3.5 Technique for Collecting Data

There were three instruments used to collect the data. The writer was going to give questionnaire and a test.

3.5.1 Questionnaire

Questionnaire was an instrument that was given to the each participant in the form of observational checklists or set of interview questions in order to get the participants' responses about a certain topic in order to get the information about what a participant knows, likes and dislikes, and thinks (Creswell, 2012).

3.5.1.1 Personality Questionnaire

In order to measure the students' personality, the writer used the questionnaire from Goldberg (1992) in ipip.ori.org. The questionnaire consisted of 50 items by using Likertscale from very inaccurate to very accurate. The 50 items consists five types; extraversion, agreeableness, conscientiousness, neuroticism, and openness. Each type has 10 items having positive and negative statements and the students must answer the question in 25-30 minutes. The Table 4 shows the score for each questionnaire item.

Table 4

The Personality Questionaire Items Scoring

Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
(+) 1	2	3	4	5
(-) 5	4	3	2	1

Source : www.ipip.ori.org.

The question number of personality questionnaire could be seen in the Table 5 below.

Table 5

The Question Number of Personality Questionnaire

Sub-section/Personality Type	*Question Number*
Extraversion	1,11,21,31,41,6,16,26,36,46
Agreeableness	2,12,22,32,42, 7,17,27,37,47
Conscientiousness	3,13,23,33,43,8,18,28,38,48
Emotional Stability	4,14,24,34,44,9,19,29,39,49
Openess	5,15,25,35,45,10,20,30,40,50

Source : www.ipip.ori.org.

3.5.1.2 Academic Dishonesty Questionnaire

In this study there was one instrument that was used to measure the variable. The instrument used for data collection was the ready-made questionnaire from Sorgo et al (2015). The questionnaire consisted of 39 items and was constructed into two. The first was about the forms of cheating and another was about reasons for cheating. There were 15 items in the questionnaire about cheating and there were 18 items in the questionnaire about reasons for cheating. The Likert scale used was ranging from very frequently (5), frequently (4), sometimes (3), rarely (2) and never (1). Table below shows that the scoring system of academic dishonesty questionnaire. The scoring system could be seen in Table 6 below:

Table 6
The Scoring System of Academic Dishonesty Questionnaire

Statements	Score
Very Frequently	5
Frequently	4
Sometimes	3
Rarely	2
Never	1

Source: Sorgo et al (2015)

The Specification of Academic Dishonesty Questionnaire can be seen in the Table 7 below:

Table 7
The Specification of Academic Dishonesty Questionnaire

No.	Subscales	Item Numbers	Numbers of Items
1.	Forms of cheating	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	15
2.	Reason of cheating	16,17,18,19,20,21,22,23,24,25,26,27, 28,29,30,31,32,33	18
Total			**33**

Furthermore, the categories of academic dishonesty are shown in Table 8 below

Table 8
The Categories of Academic Dishonesty

Scoring Range	Category
121-165	High
77-120	Moderate
33-76	Low

Source: Sorgo et al (2015)

3.5.2 English Mastery Test

Another instrument was an objective test in form of multiple choices that include the four skills of English; listening, speaking, reading and writing. There were 50 questions of the test. First, listening test. It consisted of 10 questions. For listening test, students are given two parts of the section; on the first part of the test, students are told to listen for the short conversation and then choose the correct answer from the multiple choices given, on the second part of the test, students are told to listen for the short monologue and then choose the the correct answer from the multiple choices according to the informations asked by the question. Second is speaking test. It consisted of 14 questions, For the speaking section of the test, students were told to practice (by speaking out loud) the unfinished conversation with his/her partner and then chose the correct answer from the multiple choices suitable to fill the missing information on the practiced text. Third is reading test. It consisted of 16 questions. For reading section of the test, students were asked to read short text containing informations for the questions in which they should choose from the multiple choices based on the questions given according to the text. Fourth is writing test. It consisted of 12 questions. For writing section of the test, students were given two parts of the section; the first part of the section involved the students to choose one incorrect/unsuitable languange feature of a sentence, for the second part of the section, students are told to arrange jumbled words into correct and suitable

sentence. The students were given 60 minutes to answer the questions. The specification of the test items is explained in the Table 9.

Table 9
The Specification of English Test Items

No	Topics	Aspect of Topic	Questions Items Number	Item Number	Types of the Test
1	Listening	Expressing Opinion/action	1	1	Multiple Choice
		Expressing Feeling	2,6	2	
		Expressing congratulating and complimenting	3,5	2	
		Responding to the text	4,7, 8, 9, 10 ,11, 12	7	
2	Speaking	Expression of making, accepting, and declining an invitation.	13, 14, 15, 16,17, 18, 19	7	
		Expression of making and cancelling an appointment.	20, 21, 22 23	4	
		Expressing of disagreement and agreement.	24, 25	2	
3	Reading	Main idea	26, 32,39	3	
		Inference	27	1	
		Cause and Effect	29, 38	2	
		Sequence	31	1	
		Detail	30,33,34, 35,36,37	6	
		Vocabulary	28		
4	Writing	Written Expression	40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	11	
Total Number Items			50		

3.6 Validity and Reliability of the Instruments

It is very important to check whether the instruments used in research were valid in order to make an effective research (Cohen, 2007). Cresswell (2012, p. 159) states that "validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose". Therefore, it is crucial to make sure that the instruments used in this study are accurate.

The personality questionnaire used in this study used a ready-made questionnaire from IPIP Big-Five factors markers. The questionnaire was in IPIP website as a nexus connecting researchers from around the world for collaborative personality research. The Cronbach Alpha value of the the personality was 0.84. Therefore, the researcher consulted it to two validators from lectures in English Education in Sriwijaya University

The academic dishonesty test was ready-made questionnaires from Šimić and Klarin (2009) modified by Sorgo et. al (2015). The questionnaire was about the forms of cheating, frequency of cheating, and reasons for cheating among secondary school students. the Cronbach Alpha value of the academic dishonesty was 0.94. There were 33 items of questionnaires and the scale used from very frequently (5), frequently (4), sometimes (3), rarely (2) and never (1) and the instrument has been tried out by Papatanger et. Al (2017 in private senior high school Srijaya Negara in Palembang, South Sumatera.

The English Mastery test was ready-made questionnaires from Anggraini et. al (2017). The result of validity of the test showed that there were 50 out of 70 test items that were valid and appropriate to be used. Since r-obtained is higher than t-table (0.279). Therefore, 50 valid question items were valid to be tested.

3.7 Technique for Analyzing of the Data

The technique that the writer used in analyzing the data was the correlational technique. The correlation technique is the analysis technique to evaluate the correlation between two variables that examine statistically.

3.7.1 Pearson Product Moment Correlation Coefficient

The write used Pearson Product Moment Correlation Coefficient to evaluate the correlation between two variables that examine statistically.

In analyzing the data from the questionnaire to determine students' personality, the writer calculated the score of the students and compared it with the median of score of the questionnaire. If the score of students' personality is higher or the same as median, the students have high characteristic and vice versa. Then, the result was classified in cased analyzing frequency and percentage.

Academic dishonesty questionnaire modified by Sorgo et al (2015) consisted of 39 items with the score value of 1 (never) to 5 (Very frequently). After the questionnaire was distributed to the students, the score of each item was added up. Since the total number of academic dishonesty items was 33 items, the highest score was 165 and the possible lowest score was 33.

In checking the students' English achievement, the calculation in the form of multiple choices was done manually. There were 50 questions in the test. If the student can answer all of the questions, they get 100, but if they could not answer the question, they will get 0 (zero) for each wrong answer. In scoring the general test, the writer used the formula, as the following:

$$\text{English mastery test} = \frac{\textit{The total number of correct answer}}{\textit{The total number of test item}} \times 100$$

Furthermore, The category of English can be seen in the table below:

Table 10

The Categories of English Mastery Test

KKM Satuan Pendidikan	Interval	A (Very Good)	B (Good)	C (Sufficient)	D (Poor)
75	25/3=8.3	above 92	83 to 92	75 to 82	Below 75

Source : Yowanita(2017)

Achyar (2014) explains that there are three considering things in using Pearson product moment coefficient correlation. First of all, the variables should be in interval/ratio data. Second, the data should be in normal distribution and the another was the total number of the sample should be at least 30 people as samples in a research. There were two instruments; questionnaire in learning English and questionnaire of academic dishonesty, in the form of ordinal data. Therefore, Method of Successive Interval (MSI) applied in order to convert ordinal data to interval data.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) the findings, (2) the statistical analysis, and (3) interpretation. The findings include: (1) the results of students' personality questionnaire in learning English, (2) the results of academic dishonesty questionnaire, (3) the results of English mastery test. The statistical analyses include: (1) the correlation between students' personality and English mastery test, (2) the correlation between academic dishonesty and English achievement)

4.1 Findings

This study was aimed to investigate the correlation among students' personality, academic dishonesty and English mastery at senior high schools in Palembang. The variables involved in this study were the predictor variables identified as personality, academic dishonesty and criterion variable English mastery. In this study, the students were asked to find out their personality, academic dishonesty and English mastery. Therefore, the students were asked to complete self-efficacy questionnaire, academic dishonesty questionnaire and English mastery test.

Before processing correlation analysis of this study, firstly the writer checked the normality and homogeneity of the data. Normality test was used to determine whether the data were normally distributed or not. Therefore, the writer used One Sample Kolmogorov-Smirnov Z test by the decision if the p-value is higher than 0.05, the distribution of the data is normal. Then, the results of Kolmogorov-Smirnov test show that the p-value of personality was 0.078, the p-value of academic dishonesty was 0.001 and the p-value of English mastery was 0.000. Although the p-values 0.078 of personality was higher than 0.05 and the p-value (0.001&0.000) of Academic Dishonesty and English mastery was lower than 0.05. It could be categorized as normally distributed because the sample size was more than 30 (Smith & Wells, 2006). It could be concluded that the data of personality, academic dishonesty and English mastery were normally distributed.

4.1.1 The Result of Students' Personality Questionnaire

Based on the data obtained from Personality Questionnaire, students'personality level ranged from a minimum of 120 to a maximum of 199 with the mean of 160.77 and a standard deviation of 13.769. As shown in the Table 11.

Table 11

Descriptive statistics of Personality Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
Personality	310	120	199	160.77	13.769
Valid N (listwise)	310				

In this study, the writer collected the data about the students' personality by using questionnaire. The questionnaire IPIP used of the 50-item version consisting of 10 items for each of Big Five personality factors; Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience. The distribution of the students' personality test is stated in Table 12 below

Table 12
Distribution of Students' Personality Traits

No.	Personality Traits	Frequency	Percentage
1	Extraversion	30	10%
2	Agreeableness	105	34%
3	Conscientiousness	98	32%
4	Emotional Stability	31	10%
5	Openness to Experience	46	15%
	Total	310	100%

The result of personality questionnaire showed that majority of the students had an agreeableness personality of 34% (105 students). Others were categorized in 10% of extraversion (30 students), 32% of conscientiousness (98 students), 10% of emotional stability 31 students), and 15% of openness (46 students)

4.1.2 The Result of Students' Academic Dihonesty

Table 13 presents the result of academic dishonesty questionnaire.

Table 13

Result of Academic Dishonesty Questionnaire

Score Interval	N	% of total N	Academic Dishonesty Category
121-165	1	0.32%	High
77-120	97	31.29%	Moderate
33-76	212	68.39%	Low
Total	310	100%	

Two hundred and twelve out of 310 students (68,39%) were on low level of academic dishonesty. Meanwhile, there are 37 students (31.29%) were on moderate category level of academic dishonesty. Besides, only 1 student (0.32%) were on high category level of academic dishonesty.

Based on the data obtained, students' academic dishonesty level ranged from a minimum of 39 to a maximum of 183 with the mean of 88.83 and a standard deviation of 22.932. As shown in the Table 14

Table 14

Descriptive statistics of Academic Dishonesty Questionnaire

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Acd_Dishonesty	310	39	183	88.83	22.932
Valid N (listwise)	310				

4.1.3 The Result of English Mastery Test

The result of English Mastery test are shown in the Table 15.

Table 15

Result of English Mastery Test

Score Interval	N	Percentage	Category	Predicate
92-100	0	0%	Very Good	A
84-91	0	0%	Good	B
76-83	6	1,94%	Sufficient	C
0-75	304	98.06%	Poor	D
		Total	**310**	

As shown in table above, it was found that there was no student (0%) of the sample in Very Good and Good Category. There were 6 students (1,94%) in Sufficient category, and there were 304 students (98.06%) in Poor category.

With descriptive statistical result of English test was shown in Table 16.

Table 16

Descriptive statistics of English Mastery Test

	N	Minimum	Maximum	Mean	Std. Deviation
English_test	310	8	82	43.40	17.532

As shown in the table above, the sample of 310 students had mean score of English Mastery of 43.40, lowest and maximum score of 8 and 82 respectively with standard deviation of 17.532.

4.1.4 The Correlation between Students' personality and their English mastery

To find the correlation between academic dishonesty and English mastery, correlation analysis was conducted. The result of the analysis was shown in Table 17:

Table 17

The Correlation Analysis between Personality and English Mastery

Correlations

		English_test	Personality
English_test	Pearson Correlation	1	-.038
	Sig. (2-tailed)		.504
	N	310	310
Personality	Pearson Correlation	-.038	1
	Sig. (2-tailed)	.504	
	N	310	310

**. Correlation is significant at the 0.01 level (2-tailed)

As shown in the Table above, the result of Pearson product moment correlation coefficient test showed the p-value was 0.504. Because the ρ-value (0.54) was higher than 0.05, H0 was accepted and H1 was rejected. It means it that there was no significant correlation between personality and their English mastery of private senior high school students in Palembang

4.1.4 The correlation between students' Academic Dishonesty and their English mastery

To find the correlation between academic dishonesty and English mastery, correlation analysis was conducted. The result of the analysis was shown in Table 18 below.

Table 18

The Result of the Correlation Analysis between Academic Dishonesty and English Mastery

Correlations

		English Mastery	Academic Dishonesty
English Mastery	Pearson Correlation	1	.118*
	Sig. (2-tailed)		.038
	N	310	310
Academic Dishonesty	Pearson Correlation	.118*	1
	Sig. (2-tailed)	.038	
	N	310	310

*. Correlation is significant at the 0.05 level (2-tailed).

As shown in Table 18, the result of Pearson product moment correlation coefficient test showed that the ρ- value was 0.038. Because the ρ- value (0.038) was lower than 0.05, it showed that there was a significant correlation between academic dishonesty and their English mastery of private senior high school students in Palembang.

4.2 Interpretation

From the findings above, some interpretations were made in order to elaborate to answer of the research problems. First of all, most of the students of private senior high school in Palembang had majority in agreeableness personality type of 105 (34%) students and conscientiousness personality type of 98 (32%) students. Others were categorized in 30 students extraversion (10%), 31 students emotional stability (10%) , and 46 students (15%) openness. Similarlaly with

Ghazi, Shahzada, and Ullah (2013) They found out that conscientiousness and agreeablenes were high in secondary school students, while extroversion, neuroticism and openness to experience were low in secondary school students. There was not significant relationship found between the students' personality traits and their overall academic achievement. Since the majority of the students are high in agreeableness and conscientiousness it can be implied by field observation and data collected by the writer that students of private senior high school in Palembang are found to be honest, eays to cooperate, and friendly. Moreover, the facts that conscientiousness was also become the majority personality type is supported by Shahab (2016) which stated that most students got high scores in agreeableness and conscientiousness. Therefore, some students displayed and brought out their personality traits to the society and others focused on the achievement.

The second is the English Mastery test. The result was 304 out of 310 students (98.06) had poor predicate. Meanwhile, there was no student (0%) in very good and good category. There were 6 students (1.94%) in sufficient category. Since the majority of the students fell in poor predicate, many factors play in the making of that phenomenon. According to Eyong, David, and Umoh (2014, p. 12), factors such as intelligence, self-concept, gender, study habit, maturation, home background and amongst others have been extensively explored as being responsible related in achieving the success of English., especially in secondary school. From those statements, the writer considered that the students were not interested more to improve English, had either poor ability or less memory of learning English and got limited atmosphere on going the test.

The third is academic dishonesty. The findings showed that more than half of total students (68.9%) were on low level of academic dishonesty. Meanwhile, there are 37 students (31.29%) were on moderate category level of academic dishonesty. Besides, only 1 student (0.32%) were on high category level of academic dishonesty. The result showed that most of the students at private senior high schools in Palembang were on low category. The students tend to be honest in their learning. Franklyn and Newstead SE (1995) state that the students will not

cheat because it was not necessary or they feel like it is simply not right thing to do. It might as well be said that, Ashworth P, Bannister P, Thorne P (1997) state that if the students know the consequences, they will not do cheating in learning. The fear of punishment can be the reason the students will not commit the academic dishonesty behavior.

The result of students' personality questionnaire and English Mastery had no significant correlation. It means that the students' personality could not give influence to the students' English mastery. Therefore, it could be implied that the students' English mastery could not be predicted through their personality. It essential to know that not only personality can influence students' English mastery but also According to Slameto (2003), there are some factors such internal and external factors of English mastery. The internal factors of English mastery are physical factors, psychological factors, and the external factors of English Mastery are school environment, social environment and family environment.

The result of academic dishonesty and English mastery had a significant correlation. Similarly, Rahimi and Goli (2016), the result of the study revealed that there was positive and significant relationship between students' English scores and their cheating attitudes and there was an inverse and significant correlation between students' English score and their cheating behaviors. It also supported by Harding, Finella, and Carpenter (2006) mention that the frequent prior cheating in high school and behaving unethically had a strong correlation to behaving unethically in the workplace.

CHAPTER V
CONCLUSIONS AND SUGGESTION

This chapter presents: (1) conclusions, and (2) suggestions.

5.1 Conclusions

The aims of this study were to find out (1) the personality of private senior high school in Palembang (2) the English mastery of private senior high school in Palembang (3) the academic dishonesty of private senior high school in Palembang (4) any significant correlation between personality and English mastery of private senior high school students in Palembang, (5) any significant correlation between academic dishonesty and English mastery of private senior high school students in Palembang. The population of this study was the eleventh and twelfth grade of private senior high schools students in Palembang. The sample of the study was 310 students that were chosen by using stratified random sampling technique. To collect the data, the students were asked to answer English achievement test and two questionnaires (personality and academic dishonesty questionnaires). To analyze the data, the writer used Pearson product moment coefficient correlation. The results showed that the students' agreeableness and conscientiousness personality was as majority, the score of academic dishonesty was low for the majority of the students, and their English mastery was still categorized as poor. Furthermore, analysis showed that there was a significant correlation between academic dishonesty and students' English mastery. The next result showed that there was no a significant correlation between students' personality and students' English mastery.

5.2 Suggestions

Based on the previous conclusions above, some suggestions are addressed to the students, parents, teachers, and future researchers. First, the students need to hold their strengths of personality traits and increase their weaknesses in getting their academic achievement, particularly English mastery to be the successful learners. Not only for the students, but also the teacher of English can identify, understand, and improve each individual'personality traits as potentials into the academic success. The parents also can encourage their children into the success

in which caring themto achieve the result expectedly in academic. Second, the students who still do something dishonesty, hopefully they can realize that honesty is very important in their lives. If the students get low score in examination as long as it is their own hard work, it will be better. Meanwhile, the teacher can cooperate well in applying honesty in teaching and learning process.Third, the future researchers can conduct the research by using personality and English mastery to the other variables or conduct the same variables to the different sample to get the better result.

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APPENDICES

APPENDIX A

ANGKET KEPRIBADIAN

Nama : _____
Kelas : _____
Jenis Kelamin : Laki-laki / Perempuan
Sekolah : _____

Bacalah pernyataan-pernyataan dibawah ini dan berikanlah jawaban yang jujur pada pilihan yang paling tepat memberikan deskripsi tentang keadaan kamu dengan sebuah tanda centang (✓) pada pilihan di sebelah kanan. Tidak ada jawaban benar dan salah pada pernyataan-pernyataan di bawah ini.

Pernyataan-Pernyataan	**Sangat Tidak Setuju**	**Tidak Setuju**	**Agak Setuju**	**Setuju**	**Sangat Setuju**
1. Saya mampu menghidupkan suasana.	☐	☐	☐	☐	☐
2. Saya merasa sedikit peduli terhadap orang lain.	☐	☐	☐	☐	☐
3. Saya merasa siap dalam menjalankan tugas.	☐	☐	☐	☐	☐
4. Saya mudah stres.	☐	☐	☐	☐	☐
5. Saya memiliki banyak kosakata	☐	☐	☐	☐	☐
6. Saya tidak banyak bicara.	☐	☐	☐	☐	☐
7. Saya tertarik pada orang lain.	☐	☐	☐	☐	☐
8. Saya meletakkan barang dimana saja.	☐	☐	☐	☐	☐
9. Saya tetap tenang dalam situasi apapun.	☐	☐	☐	☐	☐
10. Saya kesulitan untuk memahami ide-ide abstrak.	☐	☐	☐	☐	☐
11. Saya merasa nyaman di sekitar orang lain.	☐	☐	☐	☐	☐
12. Saya merendahkan orang lain.	☐	☐	☐	☐	☐
13. Saya mengerjakan tugas dengan teliti.	☐	☐	☐	☐	☐
14. Saya mudah khawatir tentang suatu hal.	☐	☐	☐	☐	☐
15. Saya memiliki imajinasi yang kuat..	☐	☐	☐	☐	☐
16. Saya tetap berada di balik layar.	☐	☐	☐	☐	☐
17. Saya simpati dengan perasaan orang lain.	☐	☐	☐	☐	☐
18. Saya membuat kekacauan.	☐	☐	☐	☐	☐
19. Saya tidak mudah merasa sedih.	☐	☐	☐	☐	☐
20. Saya tidak tertarik pada ide-ide abstrak	☐	☐	☐	☐	☐
21. Saya senang memulai pembicaraan.	☐	☐	☐	☐	☐
22. Saya tidak tertarik pada masalah orang lain.	☐	☐	☐	☐	☐

23. Saya melakukan tugas dengan cepat.	☐	☐	☐	☐	☐
24. Saya mudah merasa gelisah.	☐	☐	☐	☐	☐
25. Saya memiliki ide cemerlang.	☐	☐	☐	☐	☐
26. Saya lebih suka diam.	☐	☐	☐	☐	☐
27. Saya memiliki hati yang lembut.	☐	☐	☐	☐	☐
28. Saya mudah lupa untuk meletakkan barang kembali pada tempatnya.	☐	☐	☐	☐	☐
29. Saya mudah marah.	☐	☐	☐	☐	☐
30. Saya tidak memiliki imajinasi yang baik.	☐	☐	☐	☐	☐
31. Saya berbicara dengan banyak orang yang berbeda di keramaian.	☐	☐	☐	☐	☐
32. Saya tidak tertarik pada orang lain.	☐	☐	☐	☐	☐
33. Saya suka secara tersusun.	☐	☐	☐	☐	☐
34. Suasana hati saya mudah berubah.	☐	☐	☐	☐	☐
35. Saya cepat memahami sesuatu.	☐	☐	☐	☐	☐
36. Saya idak suka menarik perhatian.	☐	☐	☐	☐	☐
37. Saya meluangkan waktu untuk orang lain.	☐	☐	☐	☐	☐
38. Saya mengabaikan tugas.	☐	☐	☐	☐	☐
39. Saya mudah mengalami perubahan mood.	☐	☐	☐	☐	☐
40. Saya menggunakan kalimat yang sukar.	☐	☐	☐	☐	☐
41. Saya tidak keberatan menjadi pusat perhatian.	☐	☐	☐	☐	☐
42. Saya merasakan emosi orang lain.	☐	☐	☐	☐	☐
43. Saya mengikuti jadwal tugas.	☐	☐	☐	☐	☐
44. Saya mudah tersinggung.	☐	☐	☐	☐	☐
45. Saya meluangkan waktu untuk merefleksikan diri.	☐	☐	☐	☐	☐
46. Saya merasa tenang berada disekitar orang lain.	☐	☐	☐	☐	☐
47. Saya membuat orang lain merasa nyaman.	☐	☐	☐	☐	☐
48. Saya menghabiskan banyak tenaga dalam bekerja.	☐	☐	☐	☐	☐
49. Saya mudah merasa sedih.	☐	☐	☐	☐	☐
50. Saya memiliki banyak ide.	☐	☐	☐	☐	☐

APPENDIX B

ANGKET KETIDAKJUJURAN AKADEMIK

Nama : _____
Kelas : _____
Jenis Kelamin : Laki-laki / Perempuan
Sekolah : _____

Bacalah pernyataan-pernyataan dibawah ini dan berikanlah jawaban yang jujur pada pilihan yang paling tepat memberikan deskripsi tentang keadaan kamu dengan sebuah tanda centang (✓) pada pilihan di sebelah kanan. Tidak ada jawaban benar dan salah pada pernyataan-pernyataan di bawah ini.

Pernyataan-Pernyataan	*Tidak Pernah*	*Jarang*	*Kadang-Kadang*	*Sering*	*Sangat Sering*
1. Saya pernah mengamati kejadian mencontek di sekolah.	☐	☐	☐	☐	☐
2. Saya pernah mencontek di sekolah.	☐	☐	☐	☐	☐
3. Saya pernah membantu siswa lainnya dalam mencontek.	☐	☐	☐	☐	☐
4. Selama tes pengetahuan tertulis saya pernah mencontek dari teman saya.	☐	☐	☐	☐	☐
5. Saya pernah mendapat nilai yang bagus dengan bantuan dari teman saya.	☐	☐	☐	☐	☐
6. Saya pernah mendapatkan soal test secara ilegal sebelum ujian/ulangan dimulai.	☐	☐	☐	☐	☐
7. Selama ujian, saya pernah menerima atau mengirimkan kunci jawaban dari soal dengan bantuan telepon genggam.	☐	☐	☐	☐	☐
8. Saya pernah berkomunikasi dengan teman sekelas selama ujian tertulis berlangsung.	☐	☐	☐	☐	☐
9. Ketika ujian diumumkan, saya tidak masuk sekolah.	☐	☐	☐	☐	☐
10. Saya pernah berbohong kepada guru.	☐	☐	☐	☐	☐
11. Saya pernah memalsukan nilai.	☐	☐	☐	☐	☐
12. Saya pernah menyalin PR, sebuah persentasi, sebuah essai atau sesuatu yang mirip.	☐	☐	☐	☐	☐
13. Saya pernah meminjamkan kopelan contekan saya ke teman sekelas saya.	☐	☐	☐	☐	☐
14. Saya pernah menggunakan kopelan contekan saat ujian.	☐	☐	☐	☐	☐
15. Saya pernah mengizinkan teman sekelas saya untuk menyalin PR saya.	☐	☐	☐	☐	☐
16. Saya pernah berbisik ke teman sekelas saat ujian lisan atau tertulis.	☐	☐	☐	☐	☐
17. Saya pernah mengizinkan teman sekolah saya untuk menyalin/mencontek jawaban saat tes/ujian tertulis.	☐	☐	☐	☐	☐
18. Saya pernah mencari laporan lab yang lengkap di internet dan mengumpulkannya ke guru.	☐	☐	☐	☐	☐

Pernyataan-Pernyataan	*Tidak Pernah*	*Jarang*	*Kadang-Kadang*	*Sering*	*Sangat Sering*
19. Saya pernah menyalin sebagian atau seluruh esai dari internet dan mengumpulkan nya sebagai pekerjaan saya.	☐	☐	☐	☐	☐
20. Saya pernah mencari jawaban yang benar menggunakan telepon genggam selama ujian berlangsung.	☐	☐	☐	☐	☐
21. Saya pernah menyalin ringkasan di telepon genggam dan menggunakanya pada saat ujian.	☐	☐	☐	☐	☐
22. Saya pernah menyontek karena terlalu banyak terlibat kegiatan diluar sekolah.	☐	☐	☐	☐	☐
23. Saya pernah menyontek karena kehabisan waktu.	☐	☐	☐	☐	☐
24. Saya pernah menyontek karena saya ingin mendapatkan nilai yang tinggi.	☐	☐	☐	☐	☐
25. Saya pernah menyontek karena saya tidak ingin bersusah payah dalam belajar.	☐	☐	☐	☐	☐
26. Saya pernah menyontek karena saya tidak menyukai gurunya.	☐	☐	☐	☐	☐
27. Saya pernah menyontek karena nilai siswa yang lain lebih baik dari nilai saya.	☐	☐	☐	☐	☐
28. Saya pernah mencontek karena saya tidak berhasil memahami semua materi pembelajaran.	☐	☐	☐	☐	☐
29. Saya pernah menyontek karena saya mendapatkan nilai yang rendah.	☐	☐	☐	☐	☐
30. Saya pernah menyontek karena saya tidak bisa mendapatkan nilai yang baik.	☐	☐	☐	☐	☐
31. Saya pernah menyontek karena saya ingin membantu teman sekelas saya.	☐	☐	☐	☐	☐
32. Saya takut dihukum jika saya tertangkap pada saat menyontek.	☐	☐	☐	☐	☐
33. Saya pernah menyontek karena orang tua saya mengharapkan saya mendapatkan nilai yang baik.	☐	☐	☐	☐	☐
34. Saya pernah menyontek ketika posisi tempat duduk saat ujian memungkinkan.	☐	☐	☐	☐	☐
35. Saya pernah menyontek ketika nilai sangatlah penting.	☐	☐	☐	☐	☐
36. Saya pernah menyontek ketika ujian sangatlah sulit dirasakan.	☐	☐	☐	☐	☐
37. Saya pernah menyontek karena ujian tidak diberitahukan lebih awal.	☐	☐	☐	☐	☐
38. Saya pernah menyontek ketika pengawasan pada saat ujian longgar/tidak ketat.	☐	☐	☐	☐	☐
39. Saya menyontek ketika penilaian terhadap hasil belajar buruk.	☐	☐	☐	☐	☐

LISTENING SECTION

PART I: Questions 1 to 6.

Directions:
In this part of the test, you will listen to some dialogues and questions spoken in English. The dialogues and the questions will be spoken twice. After you listen to the dialogue and the question about it, read the five possible answers, and decide which one would be the best answer to the question you have heard. Now listen to a sample question.

You will hear
Man : How can I help you, Mum?
Woman : Please buy a kilo of rice, two kilos of sugar, a half kilo of eggs and a pack of tea.
Man : Do you need some chicken nuggets?
Woman : No, we still have some in the refrigerator.
Narrator : What shouldn't the man buy?
A. Eggs.
B. Tea.
C. Rice.
D. Sugar.
E. Nuggets.

Narrator: The best answer to the question "What shouldn't the man buy?" is nuggets. Therefore you should answer (E).

1. A. I already have two kids.
   B. You are very handsome
   C. I would say I do.
   D. I don't think she will agree.
   E. You will be a great father.

2. A. Love
   B. Sadness
   C. Condolence
   D. Anger
   E. Excitement

3. A. Happy birthday!
   B. Nice to meet you again.
   C. See you soon.
   D. Congratulations.
   E. Good bye.

4. What does the woman want the man to buy?
   A. Soda
   B. Coke
   C. Ice cream
   D. Lemon tea
   E. Milk

5. A. It's a very awesome idea!
   B. It's so tiring.
   C. It's like your old motorcycle.
   D. It's like expensive accessories.
   E. It's a very colorful paint.

6. A. What a sweet sandwich!
   B. How delicious it is!
   C. How dare you!
   D. What a big sandwich!
   E. How are you!

PART II: Questions 7 to 12.

Directions:
In this part of the test, you will listen to several monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question, read the five possible answers and decide which one would be the best answer to the question you have heard.

7. A. Watching TV during the day or at bedtime is the reason of being stressed.
   B. There is a possibility of being aggressive in watching TV at night.
   C. There is a relationship between kids who watch TV a lot and being overweight.
   D. Watching TV can allow kids to do violence.
   E. Spending too much time on watching TV can cause kids sleep easily.

8. A. The violence in TV program
   B. The importance of knowing what kids are watching
   C. The relationship between watching TV and violence
   D. The cause of too much watching TV
   E. The things parents should protect their kids from.

9. A. Psychology
   B. Biology
   C. History
   D. Literature
   E. Poverty

10. A. Rehabilitating drug users
    B. Sending drug users to the jail
    C. Helping drug users to out of a trap
    D. Participating on rehabilitation program
    E. Persuading drug users to stop consuming drug

11. A. Most drug users are actually victim of persuasive peddlers
    B. Drug users can be in a normal life after being rehabilitated
    C. Arresting drug users may not solve the problem
    D. Drug users are actually a victim
    E. Arresting drug users will give benefits to themselves

12. A. Drug users
    B. Drug dealers
    C. The peddler
    D. Human trafficker
    E. Government

SPEAKING SECTION

Directions:
Choose the best answer for each question by crossing the corresponding answer A, B, C, D or E in the answer sheet given!

13. Heni : "This Saturday night I would like to celebrate my birthday party. Why don't you all come?
    Friends : "We'd love to. Thanks."

    The underline utterance is used _____ .
    A. to invite people
    B. to thank people
    C. to have an offer
    D. to have a leave-taking
    E. to express regret

14. Tedy : "Hello, this is Tedy."
    Andre : "Hi, Tedy. Are you doing anything at the moment?"
    Tedy : "No, I am free now. Why?"
    Andre : "_____."
    Tedy : "OK. Pick me up!"

    A. Let's stop swimming
    B. Please go swimming
    C. Please have a swim
    D. Let's go swimming
    E. Swimming along

15. Akbar : "Are you free this evening?"
    Dodik : "I am not really sure. Why?"
    Akbar : "What about going to the cinema? They have new movies."
    Dodik : "_____ I have to go to my sister's house to help her doing her biology task."

    A. That sounds interesting
    B. I am glad to hear that
    C. You are very kind
    D. I am sorry, I can't.
    E. I am sure I can.

16. Yogak : "Will you go to the library with me tomorrow morning?
    Molly : "I'd love to but I don't think I can. I have to help my mother and there's so much homework to do."
    From the dialogue we know that Molly is___.

    A. stating an agreement
    B. giving an opinion
    C. accepting an offer
    D. refusing an invitation
    E. giving an invitation

17. Maya : "Let's go to the Armada Concert tonight! They are in Palembang now.
    Yonada : "Really? You go, please. Hmmm, Armada is not my favourite group. I'd better go back to my books."

    From the dialogue we know that Yonada _____ Maya's invitation.

    A. refuses
    B. likes
    C. accepts
    D. hates
    E. sends

18. Hani : "Dad, I am tired of going to school by bus. May I drive now and then?"
    Father : "I am afraid not until you're 17 years old.

    The underlined utterance is used for asking___.
    A. ability
    B. possibility
    C. permission
    D. attention
    E. agreement

19. Alveni : "Dina, _____ take this file to the Accounting Department?"
    Dina : "Yes, certainly. I am free now."

    The best expression to fill the blank space is _____.
    A. can't you please
    B. is possible for you to
    C. may I tell you
    D. can I tell you
    E. should I ask you to

20. Fahrul : "Dora, I need to talk to you. Could we meet at Donut 99?"
Dora : "Yes, What time?"
Fahrul : "After lunch at 1 p.m.
Dora : "_____."

The suitable expression to fill the blank space is _____.
A. Next time, I'll be there
B. Sure, but I'll be late
C. I'm sorry, I'll meet you there
D. Ok, I won't meet you there
E. Surely not, wait for me there

21. Irfan : "Gan, are you available on Saturday?"
Ganda : "yes, Why?"
Irfan : "Let's meet at library at 9 am and have discussion about our about our homework."
Ganda : "Okay, I'll be there at that time."

The underlined utterance is used for _____.
A. accepting an appointment
B. declining an appointment
C. refusing an invitation
D. receiving an opinion
E. expressing for opinion

22. Rahma : "Good morning. I'm Rahma. I am here to meet dr. Alan to have medical check-up."
Secretary : "Have you made the appointment with him?"
Rahma : "Yes I have. Yesterday I called him and he told me to come to his room at 11 o'clock.
Secretary : "But now dr. Alan is still presenting at the meeting. Would you mind waiting him?"
Rahma : "Hmm, how long has it been? And what time does the meeting end?"
Secretary : "It began at 9 o'clock and probably will be ended at 12 o'clock."
Rahma : "I'm sorry I can't. I'd like to change my appointment with him. Would you rearrange the appointment for me?"
Secretary : "With my pleasure. Let me check his timetable. How about tomorrow at 10 o'clock? He will be there."
Rahma : "Ok. Tomorrow at 10 o'clock, thanks."
Secretary : "You're welcome."

The underlined utterance is used for _____.
A. accepting an appointment
B. declining an appointment
C. refusing an invitation
D. receiving an opinion
E. expressing for opinion

23. Beni : "The weather is good today, let's play basketball."
Andy : "_____."

The suitable expression to fill the blank space is _____.
A. That's good idea
B. Are you sure?
C. Well, I like it
D. Yes, It's good weather
E. That's true

24. Putra : "What a charming style! I like your new hairstyle."
Heru : "Thanks, it's my new resolution."
The underlined utterance is used for _____.
A. giving a compliment
B. expressing for disagreement
C. expressing for agreement
D. expressing for congratulation
E. expressing for opinion

25. Dani : The news about you winning the national short story competition. Is it really you?
Rio : Yeah. That's me.
Riska : Congratulations! We are happy to hear that.
Rio : Thank you so much guys.
Dani : well done, Rio. You did a great job.
Rio : Oh, no, I guess it's only luck.

The underlined utterance is used for _____.
A. giving a satisfaction
B. expressing for disagreement
C. expressing for agreement
D. expressing for congratulation
E. expressing for opinion

READING SECTION

The passage below is for the questions number 26 to 31!

Ruby always looked up to her cousin Wanda. Ruby was an only child in her family, so she saw Wanda as an older sister. Wanda was beautiful, smart, and talented. She had straight as, played the piano, and had so many friends. Wanda also had a great sense of style. **It** was classy yet cute. Ruby was still in high school but she knew

Line 5

she wanted to go to the same university as Wanda did.

Line 10 Wanda knew that Ruby looked up to her and she appreciated that. For Christmas, Wanda got Ruby a sweater with her university's logo on it. Ruby was so happy when she got the sweater. She put it on immediately and wore it almost Line 15 every day. One day in class, Ruby raised her hand to answer the teacher's question and the teacher accidentally called her Wanda. "I'm sorry, you just look a lot like her," the teacher said. "Don't apologize, I'm flattered" Ruby said. Ruby was Line 20 even in the same clubs in high school as Wanda was. Sometimes people made fun of Wanda for not having her own personality. However, the truth was Ruby was different from Wanda. Ruby was more goofy and girly.

Line 25 When college admission decision was announced, Ruby was so **anxious** to check the website to see if she got in. She closed her eyes and slowly opened them. She found out she got accepted! She called Wanda to thank her for Line 30 reading her application. The next day Wanda took Ruby to look at the school. (http://www.eslfast.com/begin6/b6/b6007.htm)

26. What is the best title of the story above …
    A. Ruby's sister
    B. Ruby and Wanda
    C. Ruby's role model
    D. Ruby's ambition
    E. Ruby's University

27. The word "**it**" in line 6 refers to …
    A. sense
    B. piano
    C. style
    D. friend
    E. Ruby

28. The word **"anxious"** in line 26 has the closest meaning with …
    A. worried
    B. carried
    C. allowed
    D. surrounded
    E. climbed

29. Why does her teacher call her Wanda?
    A. because her face is similar to Wanda
    B. because her personality is similar to Wanda
    C. because the way she talks is similar to Wanda
    D. because her university is similar to Wanda
    E. because her appearance is similar to Wanda

30. The following statements are **TRUE**, except …
    A. Wanda is Ruby's cousin
    B. Ruby admired Wanda as her sister
    C. Ruby looks similar to Wanda
    D. Ruby's teacher called her Wanda
    E. Ruby can't enter Wanda's university

31. What did Ruby do after the college admission decision was announced?
    A. She would check the result of the college admission decisions.
    B. She would ask Wanda to check the result of the college admission decisions.
    C. She would call Wanda to accompany her to go to the college
    D. She would tell Wanda that she got accepted
    E. She would thank Wanda for her help.

The advertisement below is for the questions number 32 to 34!



32. What is the purpose of the text?
    A. persuasion
    B. giving direction
    C. warning
    D. invitation
    E. giving Information

33. When will the show be held?
    A. on Saturday, the 27th of June
    B. on Monday, the 24th of June
    C. on Saturday, the 24th of June
    D. on Wednesday, the 27th of June
    E. on Wednesday, the 24th of June

34. The following are the guest stars of the event, except……
    A. Jim Band
    B. Sherly Hamington
    C. Bill Stewart
    D. Justin Bieber
    E. Tom Barbara

The passage below is for the questions number 35 to 39!

Solve the Problem of Economic Issues

Government should not raise fuel price to solve the problem of economic issues. People were affected severely with the high fuel price hike last year. Obviously they cut their spending. As an example, they had to buy lower quality of rice or palm oil. There were also fewer buyers of secondary commodities like flour, or canned meat or fish.

Furthermore, the condition of low income family will become even worse because their expenses will increase while their salaries will not. Many companies will have to trim the number of employees because they are incapable of managing buying or selling price, standard wages and personal affairs.

Finally, government should not raise fuel price to overcome economic problem but the solution should be sought by tapping into the nation's own potential and utilizing it to enhance productivity to its maximum.

35. What type of text is used in the story above ?
    A. Hortatory exposition text
    B. Narrative text
    C. Spoof
    D. Analytical exposition
    E. Report text

36. The generic structure of the first paragraph is?
    A. Arguments
    B. Thesis
    C. Recommendation
    D. Suggestions
    E. Opinion

37. What is the generic structure of the text?
    A. Arguments, recommendation and thesis
    B. Recommendation, arguments and thesis
    C. Thesis, arguments and recommendation
    D. Argumentation and thesis
    E. Thesis and recommendation

38. Why does the low income family get worse due to the raising of fuel price?
    A. because the employees are capable of managing buying or selling price
    B. because their expenses will not increase while their salaries will
    C. because their expenses will increase while their salaries will not
    D. because they live so strict due to the political problem
    E. because they do not pay their tax

39. What problem has been discussed in the text?
    A. solving an economic issue
    B. effects of smoking
    C. looding hit Jakarta
    D. selling price
    E. buying price

WRITING SECTION (WRITTEN EXPRESSION)

Directions:
In question 40--45, each sentence has four underlined words or phrases. The four underlined parts of the sentence are marks A, B, C, and D. Identify the one underlined word or phrase that must be changed in order for the sentence to be correct!

40. Some of the stars (A) in the closing stages (B) of their (C) lives becomes (D) white dwarfs.

41. I think (A) I will go (B) the beach this (C) Sunday (D).

42. I would try (A) to act like (B) my father where (C) I was (D) young.

43. The brown dog with (A) the red collar always (B) barks (C) loud (D).

44. Smoking (A) in public (B) will violate (C) to the basic (D) rule.

45. Fresh air, juice fruits (A), meat, milk and rawhide is (B) only a small part of (C) what (D) we gain from forest.

Directions:
Rearrange the jumble sentences by answering the appropriate answer from A, B, C, or D!

46. man-I-know- who-near-lives-do-not-the--house-my.
    A. I know my man who lives near the house.
    B. I know the man who lives near my house.
    C. I know the man near my house who lives.
    D. I know my man the my house who lives.
    E. I know my man who lives near the house.

47. Put-on-my-I-pen-table-the.
    A. I put on my pen the table.
    B. I put the table on my pen.
    C. I put my pen on the table.
    D. I put my on pen the table.
    E. I put on my table my pen.

48. Field-farmers-the-were-planting-in-the.
    A. The planting in the flied were farmers.
    B. The farmers in the planting were the field.
    C. The farmers the planting were in flied.
    D. The planting in the flied were the farmers
    E. The farmers were planting in the field.

49. Should-come-not-you-late.
    A. You come should not late.
    B. You should come not late.
    C. You not should come late.
    D. You come not should late.
    E. You should not come late.

50. made-Pempek-yesterday-we-teacher- with-our.
    A. We made Pempek with our teacher yesterday.
    B. We made with our teacher Pempek yesterday.
    C. We made with Pempek our teacher yesterday.
    D. We with our teacher made Pempek yesterday.
    E. We made Pempek with teacher our.

APPENDIX D
Normality of the Instruments

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Value	Statistic	df	Sig.	Statistic	df	Sig.
Personality	.048	310	.078	.996	310	.548
Academic Dishonesty	.071	310	.001	.967	310	.000
English Test	.117	310	.000	.957	310	.000

a. Lilliefors Significance Correction

APPENDIX E
The Result of Statistical Analysis of the Instruments

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Personality	310	120	199	160.77	13.769
Valid N (listwise)	310				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Acd_Dishonesty	310	39	183	88.83	22.932
Valid N (listwise)	310				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
English_test	310	8	82	43.40	17.532
Valid N (listwise)	310				

English Test and Personality Questionnaire Results

Nama Sekolah	Nama	Gender	Kelas	English Test	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32	P33	P34	P35	P36	P37	P38	P39	P40	P41	P42	P43	P44	P45	P46	P47	P48	P49	P50	OTAL PERSONALI
SMA Methodist 3	Arief Himawan S	L	XI IPA	56	5	1	5	5	1	2	4	4	4	3	4	5	5	2	4	5	5	5	4	4	4	2	4	2	5	2	5	2	3	5	4	5	4	1	5	1	4	5	2	1	1	3	4	5	5	3	4	5	1	4	178
SMA Methodist 3	Ayu Lestari	P	XI IPA	32	3	3	3	2	3	2	3	4	3	2	3	4	3	2	5	2	5	3	3	2	2	5	4	3	4	2	4	2	3	5	1	3	4	2	2	5	2	5	4	3	1	2	2	3	3	1	3	4	1	4	148
SMA Methodist 3	Desy Murniaty	P	XI IPA	46	3	3	3	4	3	2	4	2	3	2	3	5	3	3	3	3	4	4	2	2	3	3	4	2	3	2	3	4	4	2	3	3	4	3	4	3	5	3	5	3	2	2	3	4	5	3	3	3	3	3	157
SMA Methodist 3	Evangelis Varion Angelina	P	XI IPA	50	4	2	3	4	4	4	4	2	3	4	4	4	3	4	3	3	4	4	2	4	4	2	3	4	3	3	3	3	4	2	3	4	4	4	2	3	2	2	3	3	2	2	3	3	4	4	2	3	3	2	157
SMA Methodist 3	Falen Cecilia Michelin	P	XI IPA	42	3	2	3	3	2	2	4	2	3	2	3	4	3	1	3	4	3	3	2	3	3	3	3	4	3	4	3	2	1	3	3	4	4	2	3	3	2	5	3	2	3	4	4	1	5	1	3	3	2	3	144
SMA Methodist 3	Junaidi	L	XI IPA	26	4	3	4	4	3	4	2	5	4	2	2	4	4	2	4	4	4	3	4	4	2	2	4	2	4	3	3	4	2	4	4	2	4	4	2	4	3	2	4	2	2	3	3	4	4	3	4	2	4	4	3	4	164
SMA Methodist 3	Kelvin	L	XI IPA	34	5	1	3	4	3	3	3	2	4	3	2	5	3	2	3	3	2	2	4	3	3	1	3	2	3	2	3	2	3	3	3	4	4	2	3	3	4	2	3	3	3	3	3	3	5	1	5	3	4	3	150
SMA Methodist 3	Kelvin Pratama	L	XI IPA	40	3	3	2	4	2	2	3	2	3	1	3	4	3	2	2	3	3	4	3	3	2	3	3	1	3	2	3	1	2	3	3	3	3	2	3	3	4	2	5	1	3	3	2	2	5	1	3	3	2	2	133
SMA Methodist 3	M. Bentar. N	L	XI IPA	44	3	2	4	3	3	5	3	3	4	2	3	5	3	3	3	3	4	3	4	3	4	3	1	3	3	3	3	2	3	3	4	3	3	3	2	4	2	3	3	3	2	3	3	4	4	5	1	3	3	3	155
SMA Methodist 3	Reydo Candra. W	L	XI IPA	20	4	5	4	5	2	4	4	2	5	1	5	4	3	5	3	5	2	4	3	3	3	3	5	2	3	1	5	1	5	5	1	5	5	3	3	5	4	5	5	1	2	4	3	5	5	2	4	4	3	3	178
SMA Methodist 3	Serina	P	XI IPA	32	4	3	3	3	3	3	4	4	3	3	3	3	3	2	3	3	2	4	3	4	4	3	4	2	3	3	3	3	2	2	3	3	2	4	3	3	3	3	3	2	4	2	3	3	3	3	3	3	3	3	151
SMA Methodist 3	Sinta	P	XI IPA	34	4	2	4	3	3	4	4	2	3	3	3	4	3	2	3	3	4	4	3	4	4	3	2	2	3	3	4	5	2	3	4	4	5	4	3	2	3	3	2	2	3	4	2	3	3	1	4	2	3	3	159
SMA Methodist 3	Stephanus Ryonaldo Hutabarat	L	XI IPA	22	4	5	4	5	2	4	4	2	5	1	5	5	3	5	3	5	2	4	3	3	3	5	2	3	1	5	1	5	5	3	3	5	4	5	5	1	1	2	4	3	1	2	5	4	3	5	1	4	3	5	174
SMA Methodist 3	Suryani	P	XI IPA	42	3	4	3	3	4	4	3	1	3	3	4	4	3	3	4	2	4	3	3	4	3	4	2	4	2	2	4	1	3	3	3	4	3	1	4	3	3	3	1	3	2	3	3	3	3	4	3	3	3	3	151
SMA Methodist 3	Andreas WT	L	XII IPS	28	3	2	5	5	4	2	3	2	5	3	3	4	4	3	5	3	4	2	4	3	3	4	4	3	4	1	4	2	5	2	3	4	3	5	4	1	4	3	4	4	3	3	5	4	4	3	5	1	3	3	4	4	169
SMA Methodist 3	Dani Darmawan	L	XII IPS	58	3	3	2	1	4	3	3	1	3	2	3	4	3	1	5	1	4	4	2	2	4	2	3	1	3	2	3	1	2	4	2	5	3	2	3	1	3	3	4	2	2	3	3	1	4	2	4	3	1	3	133
SMA Methodist 3	Daniel	L	XII IPS	48	4	3	3	4	3	4	4	2	3	4	2	3	5	3	2	4	4	3	3	3	2	4	3	3	3	2	3	4	4	3	3	3	2	4	3	2	4	3	3	2	2	3	3	3	4	1	4	3	3	3	155
SMA Methodist 3	Dendi Zulkarnain	L	XII IPS	44	4	2	3	3	4	3	4	3	3	2	5	4	3	2	3	3	4	4	3	3	2	2	3	3	2	3	2	4	3	3	3	3	2	4	2	3	2	3	4	3	3	2	3	4	2	4	1	3	3	2	148
SMA Methodist 3	Edo Pratama	L	XII IPS	42	4	1	5	2	3	3	5	5	5	5	5	5	4	5	5	4	5	5	5	4	4	4	3	4	4	3	3	2	4	3	4	4	5	3	3	5	4	3	4	2	3	4	1	3	3	3	5	5	5	3	192
SMA Methodist 3	Fablo Putra Utama	L	XII IPS	22	4	1	2	5	4	5	5	2	1	2	4	3	5	2	5	2	3	4	4	1	5	2	3	3	3	3	5	5	5	1	5	1	3	2	4	2	3	4	2	1	2	3	1	5	5	1	2	1	5	1	154
SMA Methodist 3	Metta Cuarnita	P	XII IPS	46	3	2	3	4	2	3	3	4	2	3	2	3	3	4	3	2	2	4	3	3	2	4	3	4	3	4	2	4	4	4	4	2	4	2	2	4	3	4	3	1	2	2	3	4	3	3	3	3	4	2	150
SMA Methodist 3	Rendy	L	XII IPS	44	3	2	3	3	4	3	3	4	3	4	3	4	3	2	3	3	3	4	4	3	4	2	3	2	3	4	3	4	4	2	4	3	3	3	2	3	4	4	3	2	3	3	4	4	2	3	3	3	3	3	153
SMA Methodist 3	Rico Wijaya	L	XII IPS	26	3	4	2	5	4	4	4	2	4	3	3	4	3	3	3	3	4	4	2	4	2	5	3	4	4	4	4	1	5	5	4	4	3	3	3	3	1	4	5	5	1	3	3	3	4	3	3	2	3	4	169
SMA Methodist 3	Ritchi	L	XII IPS	52	3	3	4	1	3	3	3	1	4	2	2	2	3	1	5	2	3	2	1	3	3	3	2	3	4	3	3	2	4	2	3	3	2	3	3	4	2	3	2	4	4	4	2	4	2	3	2	4	3	3	139
SMA Methodist 3	Rivaldo Anugrah Akbar	L	XII IPS	26	3	3	5	4	3	2	4	4	5	3	4	5	4	3	3	4	3	5	4	3	4	1	4	3	4	4	4	1	5	5	3	5	5	3	4	3	1	3	5	3	3	2	4	4	3	5	4	5	4	5	187
SMA Methodist 3	Theresia Regita G	P	XII IPS	46	3	1	3	5	4	5	4	1	3	3	5	5	4	1	5	3	5	5	1	5	5	5	2	3	3	5	5	1	2	5	5	5	3	3	3	5	3	5	5	2	1	3	3	5	4	1	4	1	2	3	173
SMA Methodist 3	Veryansyah	L	XII IPS	18	4	1	1	5	5	4	1	1	3	5	5	3	5	1	5	1	3	5	5	5	5	1	1	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	2	5	5	1	5	5	4	1	5	5	5	4	199
SMA Methodist 3	Yeni Aprilindi	P	XII IPS	50	3	2	3	4	2	2	2	2	2	4	3	4	2	2	1	4	2	4	4	3	5	4	3	3	4	2	2	3	3	3	3	3	3	4	2	2	3	3	3	3	2	2	1	3	3	3	2	1	3	3	138
SMA Muhammadiyah	Agung Novianto	L	XI IPA 1	50	5	2	3	4	4	3	4	2	3	3	4	5	4	1	5	3	4	4	3	3	5	2	3	4	3	3	3	2	4	4	4	4	3	3	3	4	4	4	1	4	4	4	5	3	4	4	5	3	4	5	176
SMA Muhammadiyah	Ahmad Araffianiq	L	XI IPA 1	48	4	2	4	4	3	3	4	2	3	3	4	5	4	2	5	3	4	5	3	3	4	4	3	3	4	4	2	4	3	5	5	4	4	3	3	3	4	4	4	4	3	2	3	2	4	4	4	4	4	4	177
SMA Muhammadiyah	Amara Brilliant M.A	P	XI IPA 1	52	4	3	3	5	3	5	4	4	2	3	4	4	4	2	4	3	5	4	5	2	3	4	2	5	1	5	1	3	1	5	5	4	1	5	3	3	4	4	4	1	2	4	4	4	1	5	1	5	3	4	4	170
SMA Muhammadiyah	Annisa Meuthia Rachma	P	XI IPA 1	70	3	2	3	3	2	1	3	2	3	3	3	5	3	1	4	2	4	2	1	4	2	4	3	3	3	2	4	1	2	4	3	3	2	2	1	3	3	4	2	1	3	2	4	4	3	3	1	3	3	3	136
SMA Muhammadiyah	Arinda Maulina	P	XI IPA 1	70	4	2	4	3	4	5	5	2	5	1	5	5	5	4	3	2	1	5	5	1	5	5	4	5	3	5	5	2	5	5	5	1	5	5	1	5	2	5	5	2	1	5	4	5	4	3	5	4	3	5	191
SMA Muhammadiyah	Athiranissa	P	XI IPA 1	70	5	4	4	4	4	4	5	4	3	4	5	5	5	2	5	4	5	4	1	3	5	4	3	5	4	4	5	3	2	4	4	4	5	1	4	2	4	5	1	3	4	5	4	4	2	1	1	3	2	4	182
SMA Muhammadiyah	Aulia Rahmi Ayulita	P	XI IPA 1	50	4	2	3	4	3	4	3	4	2	2	4	4	3	2	3	2	4	4	3	2	4	5	4	5	4	3	4	4	3	2	4	3	3	4	4	3	3	4	2	1	1	3	4	2	3	2	4	3	4	3	161
SMA Muhammadiyah	Bintang Ramadhani	L	XI IPA 1	62	3	1	3	2	3	3	2	1	5	4	3	4	3	3	4	1	3	1	3	3	4	1	3	3	2	4	5	1	1	3	4	2	3	2	1	5	3	5	5	1	5	1	1	5	3	4	5	3	4	5	149
SMA Muhammadiyah	Cynthia Haprinda	P	XI IPA 1	54	3	3	3	2	3	2	4	2	4	3	3	4	3	2	3	2	4	3	2	4	3	4	3	2	3	2	4	2	5	3	1	3	2	3	3	4	3	2	3	2	3	2	5	1	3	3	2	3	4	2	142
SMA Muhammadiyah	Devina Anggarani Putri	P	XI IPA 1	54	4	4	3	5	5	5	4	1	3	1	5	5	5	1	4	3	5	4	5	3	3	5	5	1	5	1	4	1	3	3	5	4	2	3	5	5	2	3	5	5	2	3	5	1	3	5	4	4	3	5	175
SMA Muhammadiyah	Dwi Haryo W	L	XI IPA 1	50	3	5	5	2	4	1	5	1	3	3	5	5	5	1	4	1	5	3	3	3	3	2	5	1	4	1	5	1	1	2	4	3	4	3	1	4	5	5	4	3	5	3	5	2	3	5	3	4	4	4	167
SMA Muhammadiyah	Intan Nuryandhani	P	XI IPA 1	62	3	4	4	5	4	5	4	4	4	5	3	4	5	3	5	5	5	4	5	5	3	4	4	3	4	3	3	3	1	5	5	3	5	3	3	2	2	3	3	5	1	5	5	2	4	3	5	3	3	4	193
SMA Muhammadiyah	Juniar Fitria	P	XI IPA 1	60	4	2	4	3	3	3	3	4	3	3	4	5	3	3	3	3	5	2	3	5	3	5	3	5	3	3	5	5	3	4	3	4	3	2	5	3	5	3	1	1	2	3	1	4	3	3	5	3	3	4	167
SMA Muhammadiyah	Kuntafie Tarik Al-haq. M	L	XI IPA 1	48	5	1	5	1	5	1	5	2	3	3	5	5	3	3	5	5	5	3	3	5	5	5	3	4	5	1	5	1	2	5	5	5	3	1	5	5	5	1	5	3	1	3	5	5	5	1	5	1	3	5	174
SMA Muhammadiyah	Keyla Azzahra	P	XI IPA 1	60	4	3	4	4	3	4	4	1	3	3	2	4	5	2	2	5	3	3	4	5	3	4	5	4	5	4	4	3	5	1	5	5	3	5	4	4	1	4	3	3	5	3	3	1	5	3	5	4	4	4	176
SMA Muhammadiyah	Khairiyyatun Husnul Khotimah	P	XI IPA 1	72	3	3	4	2	4	3	3	2	3	3	4	4	3	2	3	3	4	4	3	2	3	3	4	2	3	3	4	2	3	2	3	3	4	4	4	4	3	3	2	2	3	4	3	2	2	3	3	2	2	3	149
SMA Muhammadiyah	Khalisa Fitri Humairoh	P	XI IPA 1	54	3	3	2	2	2	5	3	2	2	2	4	5	3	1	3	3	4	3	1	2	3	3	2	2	5	2	3	3	1	1	3	2	2	3	3	1	3	3	3	1	2	3	2	2	4	1	2	3	2	1	128
SMA Muhammadiyah	Linda Liscintasari	P	XI IPA 1	54	3	2	2	2	2	2	3	2	2	2	2	5	3	2	4	2	3	3	3	3	3	2	2	3	2	2	3	2	2	3	2	2	2	3	2	3	4	3	3	1	4	3	2	3	4	1	3	3	3	3	131
SMA Muhammadiyah	M. Ammar Luthfi. S	L	XI IPA 1	60	4	1	4	4	4	3	5	3	3	4	5	4	4	3	5	2	5	4	5	4	3	4	4	4	4	3	4	2	5	3	4	4	4	3	4	4	4	3	4	2	3	4	4	4	5	2	5	4	4	5	186
SMA Muhammadiyah	M. Fikri Alfarizi	L	XI IPA 1	60	4	2	4	3	4	3	3	3	3	3	4	4	4	4	4	3	4	3	4	4	3	4	4	4	4	1	4	3	4	4	3	2	3	3	4	2	4	3	3	4	4	4	3	4	4	4	4	4	4	4	171
SMA Muhammadiyah	M. Yuan Sheva. F	L	XI IPA 1	52	4	4	4	3	3	3	4	2	4	3	3	5	4	3	5	3	5	3	3	3	4	3	4	2	4	3	3	4	3	4	3	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	179
SMA Muhammadiyah	Mgs. M. Faridz	L	XI IPA 1	50	1	3	2	4	3	3	3	4	3	3	3	3	4	2	4	4	3	3	2	2	2	3	3	2	3	3	3	2	2	3	3	4	3	1	3	3	3	4	1	3	3	3	3	2	5	1	3	3	4	4	144
SMA Muhammadiyah	Muhammad Ilhan Mansiz	L	XI IPA 1	56	4	3	5	3	5	3	3	3	2	3	4	5	5	2	3	4	5	4	5	4	5	3	3	4	5	1	5	2	5	4	1	4	3	5	5	3	5	2	2	4	3	2	2	2	5	5	4	2	5	5	177
SMA Muhammadiyah	Muthmainnah Isnaini	P	XI IPA 1	72	4	4	4	5	4	3	4	3	3	3	4	4	4	3	3	3	4	5	4	4	3	3	5	3	2	4	1	4	3	3	3	4	1	2	3	2	4	3	2	2	1	3	3	3	4	1	4	4	3	3	160
SMA Muhammadiyah	Nadzheeva Putri Azmee	P	XI IPA 1	72	4	4	4	3	3	4	3	4	4	4	3	5	5	3	4	3	5	4	4	5	3	3	3	2	3	1	4	4	3	4	3	3	4	4	2	5	3	4	4	2	3	3	5	4	4	3	3	2	4	4	177
SMA Muhammadiyah	Ningidah Kurniawati	P	XI IPA 1	48	4	4	4	4	2	5	4	4	4	3	3	4	5	4	2	4	5	4	5	5	4	4	3	4	2	3	4	4	3	3	3	3	4	5	3	3	3	5	3	2	3	4	4	3	3	5	4	4	4	3	183
SMA Muhammadiyah	Ramadan Kurnia Aldi	L	XI IPA 1	54	4	4	4	4	3	3	4	2	3	2	3	5	4	3	4	4	4	2	5	3	5	3	4	4	4	3	4	2	4	4	3	5	3	4	4	3	4	5	4	3	3	4	3	4	4	3	5	3	4	4	182
SMA Muhammadiyah	Riko Aliansyar	L	XI IPA 1	62	5	2	3	3	4	3	4	1	5	3	4	4	3	3	4	2	4	3	5	4	4	3	3	2	4	2	4	1	4	4	4	3	4	2	3	2	3	2	2	4	3	3	3	2	2	4	4	4	3	4	161
SMA Muhammadiyah	Sulthan Dwi Julian	L	XI IPA 1	62	3	4	4	3	3	2	5	2	5	2	4	5	2	3	4	2	4	4	3	3	3	4	3	3	4	2	3	3	2	3	4	4	3	3	4	2	3	4	3	3	2	3	3	4	4	3	3	3	3	4	161
SMA Muhammadiyah	Winda Dwi Anggraini	P	XI IPA 1	56	3	2	4	3	3	3	2	4	3	3	2	3	4	3	2	3	2	4	5	3	4	3	2	3	3	2	4	4	3	4	4	3	3	4	4	3	4	1	4	5	4	2	4	3	4	4	3	3	3	3	156
SMA Muhammadiyah	Yuliana Risma Wulandari	P	XI IPA 1	50	3	3	2	3	4	3	3	3	3	3	4	3	3	2	2	4	4	3	3	4	2	3	4	4	3	3	3	2	3	4	4	4	4	3	4	2	3	5	2	2	3	3	4	4	3	5	4	3	3	4	160
SMA Muhammadiyah	Aqila Rengganis Putri	P	XII IPA 4	42	4	4	2	4	3	3	4	3	3	5	4	4	2	4	4	4	2	4	4	2	4	2	4	3	4	2	4	3	1	2	2	4	4	2	3	2	4	3	3	3	4	4	3	4	4	4	4	3	4	4	160
SMA Muhammadiyah	Adisa Azzan Prameswari	P	XII IPA 4	66	3	2	2	1	3	1	3	2	3	4	4	5	3	1	3	1	4	3	3	4	3	4	4	2	3	2	3	2	3	3	3	3	2	4	4	3	2	3	3	3	3	3	3	3	3	1	4	3	3	3	141
SMA Muhammadiyah	Aldo Anusapati Kenri	L	XII IPA 4	54	4	2	5	1	3	2	4	3	3	4	5	5	3	2	3	2	4	3	5	2	3	3	2	2	3	1	3	2	3	4	3	4	2	1	3	3	4	3	1	2	4	3	3	5	3	3	4	3	3	4	151
SMA Muhammadiyah	Ardelia Lona Dwinta	P	XII IPA 4	56	4	2	4	4	4	2	3	2	3	2	4	5	3	2	5	1	4	3	4	2	4	3	4	2	4	3	3	2	3	2	3	5	3	4	2	3	4	3	4	4	2	2	4	4	4	2	4	2	3	4	160
SMA Muhammadiyah	Auliya Juliansyah	L	XII IPA 4	72	4	4	3	3	4	4	3	3	4	3	3	4	4	2	4	2	4	4	2	4	3	2	2	4	4	3	2	2	3	3	3	4	4	3	3	3	4	4	2	4	3	3	3	4	4	2	4	3	3	3	164
SMA Muhammadiyah	Clarisa Rizki Safrina	P	XII IPA 4	68	3	4	3	3	4	2	3	4	3	3	3	5	4	2

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Accademic Dishonesty Questionnaire Result

Nama Sekolah	Nama	Jenis Kelamin	Kelas	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17	P18	P19	P20	P21	P22	P23	P24	P25	P26	P27	P28	P29	P30	P31	P32	P33	P34	P35	P36	P37	P38	P39	Total
SMA Muhammadiyah 1	Adrilia Mufida Stiadi	P	XI IPA 1	4	3	3	3	2	2	1	2	1	1	1	2	2	3	3	4	4	5	4	4	2	2	2	1	1	1	1	2	3	3	2	5	1	1	1	2	2	3	3	92
SMA Muhammadiyah 1	Agung Novianto	L	XI IPA 1	4	4	4	4	4	1	1	4	1	3	1	4	3	2	5	2	4	3	4	2	1	3	4	4	2	3	2	4	3	3	2	3	5	3	5	5	5	4	3	124
SMA Muhammadiyah 1	Ahmad Araffianiq	L	XI IPA 1	4	4	4	4	4	2	3	4	1	5	1	4	4	4	1	4	1	3	4	3	3	4	4	4	3	2	3	3	3	2	4	4	3	4	4	4	4	4	4	130
SMA Muhammadiyah 1	Amara Brilliant M.A	P	XI IPA 1	4	3	3	3	3	2	2	4	2	3	1	5	3	2	4	5	2	4	4	2	1	3	3	3	3	3	2	4	4	4	4	5	3	3	2	4	4	3	3	122
SMA Muhammadiyah 1	Annisa Meuthia Rachma	P	XI IPA 1	5	5	5	5	4	2	1	4	1	2	1	4	4	4	4	4	4	4	5	2	1	4	4	4	1	1	4	4	4	4	1	5	1	5	5	5	4	4	4	135
SMA Muhammadiyah 1	Arinda Maulina	P	XI IPA 1	5	3	4	4	4	1	1	1	1	1	1	2	3	2	5	4	4	4	2	1	1	4	3	3	1	1	3	2	2	5	5	1	3	3	5	4	3	3	3	106
SMA Muhammadiyah 1	Athiarnissa	P	XI IPA 1	5	3	2	2	2	2	1	2	1	1	1	2	2	1	2	2	1	1	2	1	1	2	2	1	1	1	1	2	2	2	1	2	1	3	2	2	2	3	2	69
SMA Muhammadiyah 1	Aulia Rahmi Ayulita	P	XI IPA 1	4	3	3	3	2	1	1	3	1	2	1	2	1	1	3	2	3	1	4	1	1	3	3	2	3	2	1	3	3	2	3	2	1	1	2	3	3	4	3	83
SMA Muhammadiyah 1	Bintang Ramadhani	L	XI IPA 1	5	5	5	4	2	4	3	1	1	5	1	4	5	3	5	2	5	1	3	4	1	4	5	1	4	1	3	4	1	1	4	1	1	4	1	4	4	4	1	117
SMA Muhammadiyah 1	Cynthia Haprinda	P	XI IPA 1	3	3	3	3	3	1	1	3	1	2	1	3	1	1	3	2	3	1	2	1	1	3	4	1	1	1	1	3	2	2	3	2	2	3	3	4	5	4	4	90
SMA Muhammadiyah 1	Devina Anggarani Putri	P	XI IPA 1	5	4	4	5	1	1	3	4	1	2	1	5	4	4	5	3	5	5	5	4	2	5	5	4	3	5	4	4	3	3	4	4	5	5	3	5	5	5	4	149
SMA Muhammadiyah 1	Dwi Haryo W	L	XI IPA 1	5	5	3	5	3	4	1	5	1	1	1	5	3	4	4	4	3	2	5	1	1	4	5	5	3	4	5	5	5	5	4	5	5	5	5	5	3	5	5	149
SMA Muhammadiyah 1	Intan Nuryandhani	P	XI IPA 1	5	4	4	3	2	1	1	1	1	2	1	3	1	2	4	5	1	1	2	1	1	3	4	1	1	2	1	4	1	1	1	2	1	3	1	3	4	4	1	84
SMA Muhammadiyah 1	Juniar Fitria	P	XI IPA 1	5	4	3	3	3	1	2	3	1	1	1	3	2	2	2	2	2	2	2	3	2	2	3	3	1	1	4	3	3	3	2	3	2	4	3	4	2	5	3	100
SMA Muhammadiyah 1	Kentafie Tarik Al-haq. M	L	XI IPA 1	5	5	5	5	3	1	1	5	1	5	1	5	5	3	3	3	3	1	1	1	5	5	3	1	5	1	5	1	5	1	1	5	1	5	1	5	1	4	1	118
SMA Muhammadiyah 1	Keyla Azzahra	P	XI IPA 1	3	3	1	2	1	1	1	2	1	1	1	2	2	1	1	1	1	3	2	1	1	1	2	1	1	1	1	2	2	1	1	3	1	2	2	3	3	2	1	62
SMA Muhammadiyah 1	Khairiyyatun Husnul Khotimah	P	XI IPA 1	5	4	4	3	3	2	2	3	1	3	1	3	4	3	3	4	2	1	1	2	2	4	4	3	2	3	4	4	3	3	3	4	2	4	3	4	3	5	3	117
SMA Muhammadiyah 1	Khalisa Fitri Humairoh	P	XI IPA 1	4	4	4	5	4	3	4	5	1	4	2	5	4	4	5	4	5	4	5	3	3	4	4	5	3	2	1	5	3	5	5	5	4	5	5	5	4	5	3	155
SMA Muhammadiyah 1	Linda Liscintasari	P	XI IPA 1	5	4	4	3	3	1	3	3	1	1	1	3	1	3	4	4	3	3	4	4	4	4	4	4	1	1	4	3	3	3	4	3	5	4	4	4	1	4	4	122
SMA Muhammadiyah 1	M. Ammar Luthfi. S	L	XI IPA 1	5	2	2	2	1	1	3	1	1	1	1	1	2	3	3	2	4	2	1	1	2	2	1	1	1	1	2	1	1	2	2	1	2	1	2	1	3	3	2	68
SMA Muhammadiyah 1	M. Fikri Alfarizi	L	XI IPA 1	4	4	4	3	2	2	3	2	1	3	1	4	3	2	3	3	3	3	2	3	2	2	3	3	1	1	2	2	3	3	3	4	4	3	4	4	4	4	4	111
SMA Muhammadiyah 1	M. Yuan Sheva. F	L	XI IPA 1	4	3	3	3	4	2	1	3	1	1	1	3	3	3	4	3	3	2	2	1	1	2	3	2	1	1	2	3	3	3	3	4	4	4	3	4	4	4	3	101
SMA Muhammadiyah 1	Mgs. M. Faridz	L	XI IPA 1	5	4	4	4	4	2	2	4	2	3	1	4	4	3	3	4	4	3	4	2	2	4	4	3	2	3	3	4	4	3	3	5	3	4	4	4	4	4	3	132
SMA Muhammadiyah 1	Muhammad Ilhan Mansiz	L	XI IPA 1	5	3	3	3	2	1	1	4	1	3	1	4	4	2	5	2	3	4	5	2	2	2	4	3	1	1	3	3	1	2	3	1	2	1	3	1	3	3	3	98
SMA Muhammadiyah 1	Muthmainnah Isnaini	P	XI IPA 1	4	4	3	2	2	3	1	3	1	1	1	3	2	2	2	2	2	2	3	1	1	2	2	3	1	2	3	1	2	2	2	1	4	3	4	3	1	3	2	86
SMA Muhammadiyah 1	Nadzheeva Putri Azmee	P	XI IPA 1	5	3	2	2	2	1	1	1	1	2	1	2	2	1	3	2	2	2	2	1	1	2	3	1	1	1	1	2	2	2	2	4	1	2	1	3	2	2	1	72
SMA Muhammadiyah 1	Ningidah Kurniawati	P	XI IPA 1	5	4	3	3	2	1	1	3	1	1	1	3	2	3	4	3	3	2	3	2	1	3	4	3	1	2	2	3	3	3	3	2	1	2	2	3	3	2	3	96
SMA Muhammadiyah 1	Ramadan Kurnia Aldi	L	XI IPA 1	4	3	3	3	4	2	1	4	1	2	1	1	1	1	4	4	3	2	2	1	1	3	4	3	3	3	3	3	2	3	3	3	4	4	4	4	4	3	3	107
SMA Muhammadiyah 1	Riko Aliansyar	L	XI IPA 1	3	3	2	3	3	1	1	2	1	1	1	3	3	2	3	2	2	1	2	1	1	3	4	2	1	1	2	3	2	2	4	1	1	1	3	4	3	3	3	84
SMA Muhammadiyah 1	Sulthan Dwi Julian	L	XI IPA 1	3	2	2	2	1	1	1	2	1	1	1	2	2	2	2	1	2	1	3	1	3	3	1	1	1	2	1	3	1	1	4	2	1	3	1	3	3	4	1	72
SMA Muhammadiyah 1	Winda Dwi Anggraini	P	XI IPA 1	4	2	2	2	2	1	1	2	1	1	1	2	1	1	3	2	2	1	2	1	1	2	2	1	1	1	1	1	1	1	2	3	2	3	3	4	3	3	3	72
SMA Muhammadiyah 1	Yuliana Risma Wulandari	P	XI IPA 1	4	2	4	2	2	1	1	2	1	2	1	2	1	1	4	4	4	3	3	1	1	2	3	2	1	1	1	2	1	1	2	5	1	1	1	3	1	2	1	77
SMA Muhammadiyah 1	Adella Rengganis Putri	P	XII IPA 4	3	2	2	2	1	1	1	2	1	2	1	2	1	1	3	2	1	4	3	1	1	1	2	1	1	1	1	1	1	1	1	1	1	2	2	2	1	1	59
SMA Muhammadiyah 1	Adisa Azzan Prameswari	P	XII IPA 4	4	3	3	3	2	1	1	2	1	2	1	3	3	2	3	2	2	2	3	4	1	2	2	3	2	1	2	2	2	1	2	2	3	3	2	2	3	4	3	89
SMA Muhammadiyah 1	Aldo Anusapati Kenri	L	XII IPA 4	5	4	4	2	3	3	1	4	1	3	1	4	3	3	4	4	4	1	3	1	1	2	4	3	3	4	3	2	3	3	2	5	2	3	4	4	5	5	5	121
SMA Muhammadiyah 1	Ardelia Lona Dwinta	P	XII IPA 4	4	3	2	2	2	1	1	3	1	2	1	2	2	3	3	3	2	4	2	3	4	4	3	3	1	3	4	4	4	3	3	4	4	4	4	4	4	4	4	112
SMA Muhammadiyah 1	Auliya Juliansyah	L	XII IPA 4	5	4	4	4	4	1	1	5	1	3	1	5	5	3	5	4	3	4	4	1	1	4	2	2	2	2	1	2	2	2	2	5	1	2	3	2	3	2	2	109
SMA Muhammadiyah 1	Clarisa Rizki Safrina	P	XII IPA 4	4	2	2	2	2	1	1	2	1	2	1	3	2	2	3	3	2	3	3	1	1	2	4	4	3	4	4	4	4	4	4	4	2	4	3	4	4	4	4	109
SMA Muhammadiyah 1	Darmawan Alghifari	L	XII IPA 4	4	5	4	5	4	1	1	5	1	3	1	5	3	3	4	4	3	1	3	1	1	4	4	3	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4	129
SMA Muhammadiyah 1	Deva Idha Selfa Putri	P	XII IPA 4	3	3	3	3	3	2	1	1	1	1	1	4	3	3	3	3	3	4	3	3	1	4	2	2	1	1	1	2	2	2	2	2	2	2	2	2	2	2	2	87
SMA Muhammadiyah 1	Dinda Anisa Nurami	P	XII IPA 4	2	2	2	2	2	1	1	2	1	1	1	2	1	2	3	2	1	2	2	1	1	1	2	1	1	1	1	2	1	2	1	5	1	3	2	3	2	2	3	68
SMA Muhammadiyah 1	Dwi Andriani	P	XII IPA 4	5	3	1	2	3	1	1	2	1	1	1	2	1	1	4	2	1	3	4	1	1	1	4	4	1	1	4	3	3	3	4	5	3	4	5	4	4	4	4	102
SMA Muhammadiyah 1	Fauzan Muhammad Nur	L	XII IPA 4	3	3	3	2	2	2	1	4	1	2	1	3	3	3	3	2	4	4	2	2	3	4	1	1	1	2	4	2	2	2	1	4	1	3	4	3	4	3	2	97
SMA Muhammadiyah 1	Febriana Reska Sejani	P	XII IPA 4	5	4	3	1	2	1	1	3	1	1	1	2	2	2	3	2	1	3	2	1	1	1	3	2	3	3	2	4	2	2	1	3	1	4	4	4	4	4	2	91
SMA Muhammadiyah 1	Feby Nurhasanah	P	XII IPA 4	5	4	4	4	2	1	1	4	1	1	1	2	1	1	3	3	2	1	1	1	1	2	3	2	3	3	2	4	4	2	2	1	3	2	4	4	4	4	2	95
SMA Muhammadiyah 1	Genny Jenny	P	XII IPA 4	5	4	4	3	4	1	1	4	1	3	1	2	3	2	3	3	3	1	1	3	2	3	4	4	2	1	1	1	1	1	1	3	3	4	4	3	4	4	3	101
SMA Muhammadiyah 1	Husnul Hanif	P	XII IPA 4	4	2	3	2	2	2	2	2	2	2	2	3	2	2	3	3	3	3	3	3	1	3	3	3	2	2	1	3	1	1	1	4	1	1	1	1	4	2	2	87
SMA Muhammadiyah 1	Inaka Dalam Bangsa Ratu	P	XII IPA 4	5	3	3	2	2	1	1	2	1	2	1	3	2	2	4	1	3	1	2	1	1	1	3	3	2	4	3	4	2	3	2	3	1	4	4	4	2	4	2	94
SMA Muhammadiyah 1	Lika Okta Pristiwi	P	XII IPA 4	4	4	3	3	3	3	2	1	1	4	2	4	4	4	3	3	2	3	1	4	3	4	5	4	5	3	4	4	3	5	4	3	5	5	5	5	5	5	4	139
SMA Muhammadiyah 1	M.Aldo Apriansyah	L	XII IPA 4	4	4	4	5	4	2	1	1	1	1	1	5	4	4	4	4	5	4	4	1	1	4	5	4	1	1	2	3	1	1	2	4	2	4	3	3	3	5	4	116
SMA Muhammadiyah 1	M.Alfahri Yulizar	L	XII IPA 4	5	4	4	4	3	1	1	1	1	2	1	1	2	2	3	3	3	4	4	1	1	3	4	3	2	3	3	2	2	3	4	5	4	4	3	3	2	4	2	107
SMA Muhammadiyah 1	M.Farrel Rayhan Riza	L	XII IPA 4	5	4	4	2	4	2	1	3	1	2	1	4	4	3	3	3	3	2	3	1	1	2	3	3	2	3	2	2	3	2	2	2	3	3	3	3	3	3	2	102
SMA Muhammadiyah 1	M.Rofian Ardiansyah	L	XII IPA 4	3	3	3	2	3	3	1	2	1	2	1	4	2	2	3	2	2	2	2	1	1	3	5	5	3	1	1	5	5	5	4	5	5	5	5	5	4	5	5	121
SMA Muhammadiyah 1	Muhammad Abdul Aziz	L	XII IPA 4	5	5	5	5	5	3	1	5	1	3	1	4	2	3	4	5	3	1	4	2	2	1	5	5	3	1	1	5	5	5	4	5	5	5	5	5	4	5	5	143
SMA Muhammadiyah 1	Muhammad Rezky	L	XII IPA 4	4	5	4	4	3	2	3	4	1	2	2	5	2	2	5	4	5	3	4	3	2	2	5	1	5	1	1	5	1	5	3	1	1	5	3	3	1	5	2	119
SMA Muhammadiyah 1	Nazrati Amalia	P	XII IPA 4	5	4	4	3	3	3	1	3	1	3	3	4	4	3	5	4	4	4	4	2	1	4	2	2	2	2	1	3	2	2	2	3	2	1	5	2	1	1	2	107
SMA Muhammadiyah 1	Nur Hasanah	P	XII IPA 4	4	3	2	2	2	1	1	2	1	1	1	2	1	2	5	2	4	3	3	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	78
SMA Muhammadiyah 1	Nyayu Siti Murni Mutiara Indah	P	XII IPA 4	4	4	3	2	2	1	1	2	1	2	1	2	1	1	3	2	1	2	3	1	1	2	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	108
SMA Muhammadiyah 1	Osa Nadya Sairabila	P	XII IPA 4	5	4	4	4	4	1	1	4	1	4	1	3	1	3	4	4	4	3	3	2	1	4	5	4	4	4	4	4	4	3	3	1	4	4	4	1	5	4	4	127
SMA Muhammadiyah 1	Rakha Rarahyo	L	XII IPA 4	5	5	5	4	4	3	2	5	1	4	4	4	4	4	4	4	4	3	4	4	4	4	5	5	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	140
SMA Muhammadiyah 1	Redho	L	XII IPA 4	4	4	4	4	4	4	4	4	5	4	1	1	1	1	1	1	1	1	5	5	5	5	4	3	1	1	2	4	3	4	2	5	1	2	3	4	3	3	4	118
SMA Muhammadiyah 1	Rizka Ayu Diani	P	XII IPA 4	4	3	3	3	3	1	1	2	1	1	1	4	1	2	4	3	3	1	2	1	1	1	4	3	1	1	2	4	3	4	2	5	1	2	3	4	3	3	4	95
SMA Muhammadiyah 1	Sayyidina Mufakkar	L	XII IPA 4	5	3	3	3	3	3	2	3	1	1	1	3	3	3	3	2	3	4	4	3	2	3	4	5	2	2	2	4	4	4	3	1	3	3	2	4	4	4	2	114
SMA Muhammadiyah 1	Shela Hafzi Wisudawati	P	XII IPA 4	5	3	3	3	3	1	1	2	1	2	1	2	1	2	3	2	2	1	2	1	1	1	2	2	1	2	2	2	2	2	2	3	1	3	3	3	3	2	80
SMA Muhammadiyah 1	Wanda Aulia	P	XII IPA 4	5	3	3	3	3	1	1	2	1	2	1	2	1	2	3	2	1	1	2	1	1	1	3	3	1	2	2	2	2	3	2	5	1	1	3	2	1	2	2	79
SMA Muhammadiyah 1	Wulan Aprilia Mediana	P	XII IPA 4	5	3	3	2	2	1	1	2	1	2	1	4	4	1	5	3	2	4	2	1	1	1	3	3	1	1	3	1	3	3	2	3	1	2	3	2	2	2	3	88
SMA Muhammadiyah 1	Yusria Setia Utami	P	XII IPA 4	5	3	4	3	3	5	1	2	1	2	1	1	1	1	4	3	3	3	1	1	1	3	3	1	1	3	1	3	3	1	3	1	2	3	2	2	2	3	2	88
SMA Methodist 3	Arief Himawan S	L	XI IPA	2	2	3	3	2	4	1	4	1	1	1	3	3	2	4	2	4	3	2	2	3	4	2	1	1	1	1	4	2	3	2	4	1	3	4	4	2	1	3	95
SMA Methodist 3	Ayu Lestari	P	XI IPA	2	3	2	3	1	1	1	1	1	1	1	3	1	1	2	3	1	4	5	1	1	3	3	3	1	1	2	2	3	2	1	1	2	2	2	1	3	1	2	74
SMA Methodist 3	Desy Murniaty	P	XI IPA	4	3	3	2	2	1	1	3	1	2	1	3	2	2	3	2	2	3	2	1	2	3	3	3	1	1	3	1	1	1	3	3	1	3	1	3	3	1	1	81
SMA Methodist 3	Evangelis Varion Angelina	P	XI IPA	2	2	1	2	3	1	1	2	1	2	1	2	1	1	4	3	2	1	3	1	1	3	3	2	1	1	2	1	1	2	2	2	1	1	1	2	2	1	2	66
SMA Methodist 3	Falen Cecilia Michelin	P	XI IPA	4	2	2	2	1	1	1	3	1	1	1	2	1	1	4	2	2	1	4	1	1	2	2	2	1	1	1	1	1	1	1	2	2	1	1	2	2	1	1	63
SMA Methodist 3	Junaidi	L	XI IPA	3	2	4	3	2	2	3	3	1	2	1	1	3	3	4	3	2	3	3	2	2	2	3	3	2	2	3	3	3	3	1	1	3	3	3	3	3	2	2	96
SMA Methodist 3	Kelvin	L	XI IPA	3	2	2	2	2	1	4	1	1	3	1	2	1	2	4	3	2	3	3	1	2	3	3	3	2	3	1	1	2	1	1	1	1	2	2	4	1	4	3	81
SMA Methodist 3	Kelvin Pratama	L	XI IPA	4	3	3	3	2	2	1	3	1	3	1	3	3	2	3	2	2	1	3	1	1	2	4	2	2	4	2	4	4	4	3	2	1	4	4	5	4	5	3	106
SMA Methodist 3	M. Bentas. N	L	XI IPA	3	3	4	3	3	1	2	3	2	3	1	3	2	2	3	4	4	3	2	2	2	2	2	2	2	2	2	2	2	2	2	1	2	2	2	2	2	4	2	92
SMA Methodist 3	Reydo Candra. W	L	XI IPA	4	1	3	3	3	1	1	1	2	1	1	3	3	2	2	3	3	3	1	1	1	3	3	3	1	3	1	3	1	1	1	1	3	1	3	1	2	3	2	77
SMA Methodist 3	Serina	P	XI IPA	3	2	2	3	2	2	1	2	2	1	1	3	1	1	3	1	1	3	4	1	1	1	1	1	1	1	4	1	1	1	1	2	3	1	1	1	2	3	1	64
SMA Methodist 3	Sintia	P	XI IPA	5	4	3	2	1	2	1	3	2	3	1	3	3	2	3	3	3	2	2	2	1	3	3	3	2	1	2	3	3	3	2	5	2	4	2	4	4	3	3

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| | | |

APPENDIX G

The Validity of English Test

Variable	r hitung	r tabel	Ket
P1	0.689	0.279	Valid
P2	0.514	0.279	Valid
P3	0.413	0.279	Valid
P4	0.417	0.279	Valid
P5	0.331	0.279	Valid
P6	0.550	0.279	Valid
P7	0.685	0.279	Valid
P8	0.417	0.279	Valid
P9	0.305	0.279	Valid
P10	0.689	0.279	Valid
P11	0.659	0.279	Valid
P12	0.465	0.279	Valid
P13	0.514	0.279	Valid
P14	0.581	0.279	Valid
P15	0.685	0.279	Valid
P16	0.595	0.279	Valid
P17	0.659	0.279	Valid
P18	0.542	0.279	Valid
P19	0.466	0.279	Valid
P20	0.513	0.279	Valid

Variable	r hitung	r tabel	Ket
P41	0.347	0.279	Valid
P42	0.300	0.279	Valid
P43	0.689	0.279	Valid
P44	0.560	0.279	Valid
P45	0.290	0.279	Valid
P46	0.397	0.279	Valid
P47	0.444	0.279	Valid
P48	0.537	0.279	Valid
P49	0.628	0.279	Valid
P50	0.514	0.279	Valid

APPENDIX H

Reliability of English Test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.938	.938	50

APPENDIX I

The Factor Analysis of Academic Dishonesty Questionnaire

Component Matrix[a]

	Component	
	1	2
VAR00001	.485	
VAR00002	.602	
VAR00003	.439	
VAR00004	.584	
VAR00005	.325	
VAR00006	.486	
VAR00007	.409	
VAR00008	.509	
VAR00009	.371	
VAR00010	.602	
VAR00011	.477	
VAR00012	.484	
VAR00013	.552	
VAR00014	.799	
VAR00015	.613	
VAR00016	.625	
VAR00017		.525
VAR00018		.516
VAR00019		.781
VAR00020		.799
VAR00021		.745
VAR00022		.795
VAR00023		.677
VAR00024		.712
VAR00025		.714
VAR00026		.604
VAR00027		.611
VAR00028		.691
VAR00029		.526
VAR00030		.557
VAR00031		.702
VAR00032		.750
VAR00033		.741

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

APPENDIX J

Reliability of Academic Dishonesty Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.942	33

APPENDIX K

Reability of Personality Questionnaire

Scales		**Number of items**	**Item coefficient Alpha**
I.	Extraversion	10	.87
II.	Agreeableness	10	.82
III.	Conscientiousness	10	.79
IV.	Emotional Stability	10	.86
V.	Intellect/Imagination	10	.84
Total/Mean		50	.84

Source:http://ipip.ori.org/characteristicsoftthepreliminaryipipscalesmeasuringthe big-fivedomains

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3. The Influence of Implicit Multiple Intelligence Activities toward Students' Effective EFL Learning in SMA Negeri 10 Palembang.

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Palembang, 28 January 2019

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KEPUTUSAN
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UNIVERSITAS SRIWIJAYA
No. 0666/UN9.FKIP/TU.SK/2019

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Menimbang :
a. Bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi untuk semua mahasiswa;
b. Bahwa sehubungan dengan butir a di atas, perlu diterbitkan surat keputusan sebagai pedoman dan landasan hukumnya.

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2. Peraturan Pemerintah No. 4 Tahun 2014;
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MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

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bingplg

Judul Skripsi : The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang

KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.

KETIGA : Keputusan ini berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2019, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

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Pada tanggal : 19 Februari 2019
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Provinsi Sumatera Selatan

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2	Dr. Soni Mirizon, M.A.	Anggota/Dosen
3	Hariswan Putra Jaya, S.Pd., M.Pd.	Anggota/Dosen
4	Fenisyah Anggraini,S.Pd	Anggota/Asisten Peneliti
5	M. Rizki Akbar Nugroho	Anggota/Mahasiswa
6	Elja Siti Ramadhanti	Anggota/Mahasiswa
7	Sari Resimayani Harahab	Anggota/Mahasiswa

untuk melaksanakan penelitian di SMA di lingkungan Dinas Pendidikan Provinsi Sumatera Selatan (daftar sekolah terlampir) dari tanggal 18 Juli s.d. 30 Agustus 2018. Penelitian tersebut berjudul **"Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang:** Apa, Mengapa dan Bagaimana?".

Demikian, atas perhatian dan izin yang diberikan kami ucapkan terima kasih.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Hartono, M.A.
NIP 196710171993011001

Tembusan:
1. Dekan FKIP Unsri
2. Kepala Sekolah terkait

Lampiran
Surat Nomor : 2032/UN9.1.6/PL.5/2018
Tanggal : 16 Juli 2018

DAFTAR SEKOLAH SMA DI LINGKUNGAN DIKNAS PROVINSI SUMATERA SELATAN TEMPAT SAMPLE PENELITIAN **"KETIDAKJUJURAN AKADEMIK DALAM PEMBELAJARAN BAHASA INGGRIS DI SEKOLAH MENENGAH ATAS (SMA) DI KOTA PALEMBANG: APA, MENGAPA, DAN BAGAIMANA?"**

No	Nama Sekolah
1	SMA Negeri 5 Palembang
2	SMA Negeri 11 Palembang
3	SMA Negeri 14 Palembang
4	SMA Negeri 19 Palembang
5	SMA Negeri 20 Palembang
6	SMA Negeri Olah Raga Palembang
7	SMA Patra Mandiri Palembang
8	SMA PusriPalembang
9	SMA Tunas Bangsa Palembang
10	SMA IT Izzudin Palembang
11	SMA Muhammadiyah 3 Palembang
12	SMA Muhammadiyah 5 Palembang
13	SMA Nur Fauzan Palembang
14	SMA Bakti Nusa Bangsa Palembang
15	SMA Bakti Nusantara Palembang
16	SMA Xaverius 1 Palembang
17.	SMA Metodist 3 Palembang
18	SMA Nurul Amal Palembang
19	SMA PGRI 4 Palembang
20	SMA Sejahtewra Palembang
21	SMA Muhammadiyah 1 Palembang

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Hartono, M.A.
NIP 196710171993011001

PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN

Jalan Kapten A. Rivai Nomor 47 Palembang, Sumatera Selatan
Telpon 0711-357897 Fax 0711-357897 Kode Pos 30129
Email : dikmentisumsel@yahoo.com Website : www.disdiksumsel.net

Palembang, 25 Juli 2018

Nomor : 420/ 791 /SMA.1/Disdik.SS/2018
Lamp : -
Prihal : Izin Penelitian

Kepada Yth.
Dekan Fakultas Keguruan dan Pendidikan
Universitas Sriwijaya Palembang
di
Palembang

Menindaklanjuti Surat Dekan Fakultas Keguruan dan Pendidikan Universitas Sriwijaya Palembang Nomor : 2032/UN9.1.6/PL.5/2018 tanggal, 16 Juli 2018 perihal Izin Penelitian. Sehubungan dengan hal tersebut, kami memberikan izin kepada :

No	Nama	Keterangan
1.	Drs. Muslih Hambali,M.L.I.S	Ketua Tim
2.	Dr. Soni Mirizon,M.A	Anggota
3.	Hariswan Putra Jaya,S.Pd.M.Pd	Anggota
4.	Fenisyah Anggraini,S.Pd	Anggota
5.	M.Rizki Akbar Nugroho	Mahasiswa
6.	Elja Siti Ramadhanti	Mahasiswa
7.	Sari Resimayani Harahab	Mahasiswa

Judul : **Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang**: *Apa, Mengapa dan Bagaimana?*.

Untuk melakukan penelitian di SMA di lingkungan Dinas Pendidikan Provinsi Sumatera Selatan (daftar terlampir) dari tanggal, 18 Juli s.d. 30 Agustus 2018 dan untuk selanjutnya dapat langsung berkoordinasi dengan Kepala Sekolah SMA di lingkungan Dinas Pendidikan Provinsi Sumatera Selatan..

Demikian atas perhatian Saudara, terima kasih.

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN
Kepala Bidang SMA,

DINAS PENDIDIKAN

H. Bonny Syafrian, SE., MM
Pembina Tk. I
NIP 196502201990101001

Tembusan Yth:
1.Yang Bersangkutan

Daftar lampiran:
Sekolah SMA Di Lingkungan Dinas Pendidikan Provinsi Sumatera Selatan Tempat Sample Penelitian

No.	Nama Sekolah
1.	SMA Negeri 5 Palembang
2.	SMA Negeri 11 Palembang
3.	SMA Negeri 14 Palembang
4.	SMA Negeri 19 Palembang
5.	SMA Negeri 20 Palembang
6.	SMA Negeri Olahraga Palembang
7.	SMA Patra Mandiri Palembang
8.	SMA Pusri Palembang
9.	SMA Tunas Bangsa Palembang
10.	SMA IT Izzudin Palembang
11.	SMA Muhammadiyah 3 Palembang
12.	SMA Muhammadiyah 5 Palembang
13.	SMA Nur Fauzan Palembang
14.	SMA Bakti Nusa Bangsa Palembang
15.	SMA Bakti Nusantara Palembang
16.	SMA Xaverius 1 Palembang
17.	SMA Methodist 3 Palembang
18.	SMA Nurul Amal Palembang
19.	SMA PGRI 4 Palembang
20.	SMA Sejahtera Palembang
21.	SMA Muhammadiyah 1 Palembang

a.n. KEPALA DINAS PENDIDIKAN
PROVINSI SUMATERA SELATAN
Kepala Bidang SMA,

PEMERINTAH PROVINSI SUMATERA SELATAN
DINAS PENDIDIKAN

H. Bonny Syafrian, SE., MM
Pembina Tk. I
NIP 196502201990101001

PROPINSI SUMATERA SELATAN
SMA PGRI 4 PALEMBANG
TERAKREDITASI : B
Jalan Taqwa Mata Merah Kelurahan Sei Selincah Kecamatan Kalidoni Palembang

Nomor : 133/SMA/PGRI-4/C.6/2018
Hal : Persetujuan

Kepada Yth.
Dekan Fakultas Keguruan dan Pendidikan
Universitas Sriwijaya Palembang
di-
Palembang

Dengan hormat,

Sehubungan dengan surat Nomor : 420/791/SMA.1/Disdik.SS/2018, tanggal 25 Juli 2018 tentang Izin Penelitian di SMA PGRI 4 Palembang.

Atas nama:

No	Nama	Keterangan
1.	Drs. Muslih Hambali, M.L.I.S	Ketua Tim
2.	Dr. Soni Mirizon, M.A	Anggota
3.	Hariswan Putra Jaya, S.Pd., M.Pd	Anggota
4.	Fenisyah Anggraini	Anggota
5.	M. Rizki Akbar Nugroho	Mahasiswa
6.	Elja Siti Rmadhanti	Mahasiswa
7.	Sari Resimayani Harahap	Mahasiswa

Benar telah melakukan penelitian di SMA PGRI 4 Palembang dengan Judul " **Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang:** *Apa, Mengapa dan Bagaimana ?* " . Terhitung mulai tanggal 18 Juli s/d 30 Agustus 2018.

Demikian persetujuan ini kami terbitkan untuk dimaklumi. Atas perhatian dan kerjasamanya diucapkan terima kasih.

Palembang, 1 Agustus 2018
Kepala Sekolah,

Drs. Rismian
NIP. 196802132007011005

YAYASAN PENDIDIKAN GMI WIL. II
PERGURUAN KRISTEN METHODIST INDONESIA 3
(TK/SD/SMP/SMA METHODIST 3)
Jln. Jend. Ahmad Yani / Tembok Baru Kel. 9/10 Ulu No. 777A Palembang – 30251 Telp. 711 – 511587

Nomor : 14/W.II.D.I/3007.k/2018
Lamp : ---
Hal : Permohonan Izin Penelitian

Kepada Yth.
Dekan Fakultas Keguruan dan Pendidikan Universitas Sriwijaya
Palembang
Di
Palembang

Menanggapi surat saudara nomor : 420/791/SMA.1/Disdik.SS/2018 perihal permohonan izin Penelitian di SMA Methodist 3 Palembang. Kami menyambut baik dan mereka telah menyelesaikan Penelitian dengan Judul "**Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang**" dari tanggal, 18 Juli s.d. 30 Agustus 2018 di SMA Methodist 3 Palembang.
Adapun nama-nama yang melakukan Penelitian di SMA Methodist 3 Palembang adalah sebagai berikut:

No	Nama	Keterangan
1	Drs. Muslih Hambali, M.L.I.S	Ketua Tim
2	Dr. Soni Mirizon, M.A	Anggota
3	Hariswan Putra Jaya, S.Pd. M.Pd	Anggota
4	Fenisyah Anggraini,S.Pd	Anggota
5	M.Rizki Akbar Nugroho	Mahasiswa
6	Elja Siti Ramadhanti	Mahasiswa
7	Sari Resimayani Harahab	Mahasiswa

Demikian rekomendasi ini diberikan untuk dapat dipergunakan sebagaimana mestinya.

Palembang, 6 Agustus 2018
Kepala Sekolah,

Tonni Nababan,S.Pd

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA PALEMBANG
SMA MUHAMMADIYAH 1
TERAKREDITASI " A " (AMAT BAIK)
Jl. Balayudha No.21 A Km. 4,5 Palembang Telp./ Fax : 0711 - 411316
Website : smamsapalembang.sch.id Email : smamuh1_palembang@yahoo.co.id

Piagam Pendiri
No. 692/II-008/SM.S-56/1978

SURAT KETERANGAN
Nomor : 231/KET/III.4.AU/F/2018

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah 1 Kota Palembang, Atas dasar surat dari Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya Nomor : 2032/UN.9.1.6/PL.5/2018 Tanggal 16 Juli 2018 perihal Izin Penelitian Mahasiswa Program Studi Bahasa Inggris, atas nama :

No.	Nama	Keterangan
1.	Drs. Muslih Hambali, M.L.I.S.	Ketua Tim
2.	Dr. Soni Mirizon, M.A.	Anggota
3.	Hariswan Putra Jaya, S.Pd., M.Pd.	Anggota
4.	Fenisyah Anggraini, S.Pd.	Anggota
5.	M. Rizki Akbar Nugroho	Mahasiswa
6.	Elja Siti Ramadhanti	Mahasiswa
7.	Sari Resimayani Harahab	Mahasiswa

Benar nama tersebut diatas telah melaksanakan penelitian di SMA Muhammadiyah 1 Kota Palembang dengan judul :

"Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang : Apa, Mengapa dan Bagaimana ?"

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Palembang, 6 Agustus 2018
Kepala Sekolah,

MAJLIS PENDIDIKAN DASAR DAN MENENGAH ★ SEKOLAH MENENGAH ATAS ★ SMAM 1 TERAKREDITASI A ★ KOTA PALEMBANG NO. 011030 ★ PIMPINAN DAERAH MUHAMMADIYAH ★ KOTA PALEMBANG

M. Rosyidi, M.Pd.
NBM 06036190712591

YAYASAN NURUL AMAL BIDANG PENDIDIKAN
SMA NURUL AMAL
TERAKREDITASI "A"
Jln. Gersik / Selada No. 127 RT: 21 C 9 Ilir IT II 30113 Palembang Telp. 361702
email: smanurulamal_palembang@ymail.com website: smanurulamal-plg.sch.id

SURAT KETERANGAN

Nomor: 228/I.11/SMA.NA/VII/2018

Yang bertanda tangan di bawah ini kepala SMA Nurul Amal Palembang menerangkan bahwa:

No.	Nama	Keterangan
1.	Drs. Muslih Hambali, M.L.I.S	Ketua Tim
2.	Dr. Soni Mirizon, M.A	Anggota
3.	Hariswan Putra Jaya, S.Pd.M.Pd	Anggota
4.	Fenisyah Anggraini, S.Pd	Anggota
5.	M. Rizki Akbar Nugroho	Mahasiswa
6.	Elja Siti Ramadhanti	Mahasiswa
7.	Sari Resimayani Harahab	Mahasiswa

Benar mahasiswa tersebut telah melaksanakan Penelitian di SMA Nurul Amal Palembang pada tanggal 30 Juli 2018 untuk pengambilan data/Informasi yang berjudul :

"Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang: Apa, Mengapa dan Bagaimana?**".**

Surat keterangan ini dibuat berdasarkan surat dari Dekan Fakultas Keguruan dan Pendidikan Universitas Sriwijaya Palembang Nomor : 2032/UN9.1.6/PL.5/2018 Tanggal 16 Juli 2018.

Demikian keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Palembang,31 Juli 2018
Kepala Sekolah,

Roma Irama Syukri, M.Pd

Tembusan Yth :
- Dekan FKIP Universitas Sriwjaya Palembang
- Ketua Yayasan Nurul Amal Bid. Pendidikan
- Yang bersangkutan

YAYASAN PENDIDIKAN SEJAHTERA PLAJU PALEMBANG
SMA SEJAHTERA PALEMBANG
STATUS : TERAKREDITASI
Alamat : Jalan Ki. Anwar Mangku/ Sentosa Rt. 34 Talang Bubuk Plaju Ulu Palembang
Telp. (0711) 542004 kode pos 30266
E-mail : sma_yp.sejahterapalembang@yahoo.co.id
Website : http://smasejahteraplaju.palembang.idsch.net

Nomor : 111/SMA.S/E7.2018
Lampiran : -
Perihal : izin penelitian

Palembang, 6 Agustus 2018

Kepada Yth
Bapak Dekan Fakultas Keguruan
dan Ilmu Pendidikan UNSRI
di
Palembang

Dengan hormat

Menindak lanjuti surat saudara Wakil Dekan Bidang Akademik FKIP UNSRI No.2032/UN9.1.6/PL.2018 tanggal 16 Juli 2018, yang maksud sebagaimana perihal diatas.

Untuk itu kami dari SMA Sejahtera Palembang menyambut baik dan mengizinkan kepada :

No	Nama	Keterangan
1	Drs. Muslih Hambali, M.L.I.S	Ketua Tim
2	Dr. Soni Mirizon, M.A	Anggota
3	Hariswan Putra Jaya, S.Pd., M.Pd.	Anggota
4	Fenisyah Anggraini, S.Pd.	Anggota
5	M. Rizki Akbar Nugroho	Mahasiswa
6	Elja Siti Ramadhanti	Mahasiswa
7	Sari Resimayani Harahab	Mahasiswa

Tim UNSRI Program Srudi Pendidikan Bahasa Inggris untuk melaksanakan penelitian di sekolah SMA Sejahtera Palembang.

Dalam hal itu para mahasiswa telah melaksanakan penelitian dari tanggal 30 Juli 2018 dan tanggal 1 Agustus 2018.

Demikian atas perhatian dan kerja sama yang baik, kami ucapkan terima kasih.

Kepala Sekolah

Kamil Agen, S.Pd.

YAYASAN XAVERIUS PALEMBANG
Akta No. 7/2005 TBNRI 10/12/2006 No. 12
SMA XAVERIUS 1
TERAKREDITASI : A
Jalan Bangau No. 60/1258, Palembang 30113
☎ (0711) 358005, Fax. (0711) 373061 Website : www.smaxaverius1.sch.id Email : contact@smaxaverius1.sch.id

SURAT KETERANGAN

Nomor : 244/SMA Xav./I/P.16/2018

Menindaklanjuti surat dari Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwikaya. Kepala SMA Xaverius 1 Palembang, dengan ini menerangkan bahwa :

No.	Nama	Keterangan
1	Drs. Muslih Hambali, M.L.I.S.	Ketua Tim
2	Dr. Soni Mirizon, M.A.	Anggota/Dosen
3	Harisman Putra Jaya, S.Pd., M.Pd.	Anggota/Dosen
4	Fenisyah Anggraini, S.Pd.	Anggota/Asisten Peneliti
5	M. Rizki Akbar Nugroho	Anggota/Mahasiswa
6	Elja Siti Ramadhanti	Anggota/Mahasiswa
7	Sari Resimayani Harahab	Anggota/Mahasiswa

Nama tersebut di atas benar telah menyelesaikan penelitian di **SMA Xaverius 1 Palembang**, guna pengambilan data dalam rangka menyelesaikan penelitian dengan judul : **"Ketidak Jujuran Akademik dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas (SMA) di Palembang : Apa, Mengapa dan Bagaimana?"**.

Demikianlah surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Palembang, 10 Agustus 2018
Kepala Sekolah

Dra. M.M. Estri Murwani, M.Si.
NUKS : 17023L0011160142027691

ISO 9001 Quality Management
FS 619177

THESIS CONSULTATION CARD

Student's Name	: Sari Resimayani Harahap
Student's Number	: 06011381320038
Study Program	: English Education
Department	: Language and Arts
Thesis's Title	: The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang
Advisor 1	: **Drs.Muslih Hambali,MLIS.**
Advisor 2	: Drs. Soni Mirizon, M.A.., Ph.D.

No.	Consulted Topic	Advisor's Comments	Signature and Date Advisor 1
1.	Title	ok proceed to Proposal.	9/7-18
2.	Proposal (Draft)	Background (revise)	19/7-18
3.	Proposal (Draft)	Revise your objectives	25/7-18
4.	Proposal	- Limit your background Omit unrelated sentences	17/9-18
5.	Proposal.	- Begin your background with your own statement - Revise your related studies/ previous - Make your category of english test	27/9-18
6	Proposal	ok, proceed to "SEMPRO"	29/10/18
7	Chapter I & II	Revise your grammar error	4/4/19
8.	Chapter III	- add category - Revise grammar errors	11/4/19
9.	Chapter I, II & III	ok chapter I & II, but revise chapter III then proceed to chapt IV	29/4-19

16	Chapter III	Be process to Chapt IV & V	
11	Chapter IV & V	Revise as suggested. is the interpretation & finding	2/5/19
12	Chapter IV & V	Be prepared to "Article"	9/5/19

Head of Study Program,

Hariswan Putra Jaya S.Pd., M.Pd
NIP. 197408022002121003

Advisor 1

Drs.Muslih Hambali,MLIS.
NIP. 195708261984031001

THESIS CONSULTATION CARD

Student's Name	: Sari Resimayani Harahap
Student's Number	: 06011381320038
Study Program	: English Education
Department	: Language and Arts
Thesis's Title	: The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang
Advisor 1	: Drs.Muslih Hambali,M.LI.S
Advisor 2	**: Drs. Soni Mirizon, M.A.., Ph.D**

No.	Consulted Topic	Advisor's Comments	Signature and Date Advisor 1
1.	Title of the proposal	Confirm as a part of a big research	8-7-18
2.	Problems of the study & research instruments.	Problematizing the problem & fitting the instruments	19/7/18
3	Proposal draft	Revise as indicated	25/7/18
4	Proposal draft	Revise again as suggested.	17/9/18
5	Proposal draft	Revise again.	24/9/18
6.	Proposal draft	Revise the followings: 1. Background 2. RQs/ROs 3. LR: Personality, Academic Dishonesty & PRS need to be elaborated/expanded 4. Methodology: Questionnaire reliability.	26/9/18

7	Proposal Draft	Ok, proceed to the proposal seminar !	22/10/18
8.	Thesis draft (chapter IV)	Ok, proceed to chapter 5.	10/4/18
9	Thesis draft (1 – 5)	Revise as indicated	9/5/19
10	Thesis draft (1 – 5)	Revise again! There are still some to revise !	11/5/19
11	Article draft	Revise as suggested !	13/5/19
12	Article draft	Revise again !	15/5/19
13	Article draft	Ok, proceed to the seminar !	18/5/19
14	Thesis draft (whole thesis)	Proceed to write thesis draft (whole) Complete all the attachments & proceed to the final exam !	29/5/19

Head of Study Program,

Hariswan Putra Jaya S.Pd., M.Pd
NIP. 197408022002121003

Advisor 2

Drs. Soni Mirizon, M.A.., Ph.
NIP. 196711041993031002

SEMINAR USUL PENELITIAN

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UNIVERSITAS SRIWIJAYA

The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang

Approved to participate in a research design seminar on February, 2019

Name : Sari Resimayani Harahap

Student Number : 06011381520038

Study Program : English Education

Department : Language and Arts Education

Academic Year : 2018/2019

Approved by,

Advisor 1,

Drs. Muslih Hambali, M.L.IS.
NIP. 195782619844031001

Advisor 2,

Drs, Soni Mirizon, M.A.., Ph.D.
NIP. 196711041993031002

Certified by,

Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd

NIP. 197408022002121003

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Srijaya Negara Bukit Besar, Palembang 30139
Telp. (0711) 353265 – Fax. (0711) 353265
Laman :www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang

Name : Sari Resimayani Harahap

Student Number : 06011381520038

Study Program : English Education

Department : Language and Arts Education

Academic Year : 2019/2020

has conducted a preliminary research report seminar on Friday, 15th of February 2019.

Approved by,

Advisor 1,

Drs. Muslih Hambali, M.L.IS.
NIP. 195782619844031001

Advisor 2,

Soni Mirizon, M.A., Ed.D.
NIP. 196711041993031002

Certified by,
Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd
NIP. 197408022002121003

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Srijaya Negara Bukit Besar, Palembang 30139
Telp. (0711) 353265 – Fax. (0711) 353265
Laman :www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

Preliminary Research Report Suggestion List

Name : Sari Resimayani Harahap
Student's Number : 06011381520038
Study Program : English Education
Department : Language and Arts Education
Thesis Title : The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang.
Advisors : 1. Drs. Muslih Hambali, M.LIS.
2. Soni Mirizon, M.A., Ed.D.

No	Participants' Name	Suggestions	Signature
1.	Drs. Muslih Hambali, MLIS.	● Revise as suggested	
2.	Soni Mirizon, M.A., Ed.D.	● Revise as suggested	
3.	Ida Rosmalina, S.Pd., M.Pd.	● Revise as suggested ● Fix some grammar mistakes ● Add some missing references	
4.	Fifitinova, S.S., M.Pd.	● Revise as suggested ● Fix some grammar mistakes ● Add some missing references	

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Srijaya Negara Bukit Besar, Palembang 30139
Telp. (0711) 353265 – Fax. (0711) 353265
Laman :www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

Palembang, February 25th 2018

Approved by,

Advisor 1,

Drs. Muslih Hambali, M.LIS
NIP. 19578261984031001

Advisor 2,

Soni Mirizon, M.A., Ed.D.
NIP.196711041993031002

Certified by,

Head of English Education Study Program,

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jln. Raya Palembang-Prabumulih, Km.32, Indralaya, OganIlir, 30662, Sumsel
Telp : (0711) 353265 – Fax. (0711) 353265
Laman :www.fkip.unsri.ac.id, Pos-el : support@fkip.unsri.ac.id

The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang

Approved to participate in a preliminary research report seminar on May , 2019

Name	: Sari Resimayani Harahap
Student Number	: 06011381520038
Study Program	: English Education
Department	: Language and Arts Education
Academic Year	: 2018/2019

Approved by,

Advisor 1,

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The Correlation among Personality, Academic Dishonesty, and English Mastery of Private Senior High School Students in Palembang

Name : Sari Resimayani Harahap

Student Number : 06011381520038

Study Program : English Education

Department : Language and Arts Education

Academic Year : 2018/2019

has conducted a preliminary research report seminar on Friday, 20th of May 2019.

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Preliminary Research Report Suggestion List

Name : Sari Resimayani Harahap
Student's Number : 06011381520038
Study Program : English Education
Department : Language and Arts Education
Thesis Title : The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang.
Advisors : 1. Drs. Muslih Hambali, M.LIS.
2. Soni Mirizon, M.A., Ed.D.

No	Participants' Name	Suggestions	Signature
1.	Drs. Muslih Hambali, MLIS.	● Revise as suggested	
2.	Soni Mirizon, M.A., Ed.D.	● Revise as suggested	
3.	Dr. Margaretha Dinar Sitinjak., M.A.	● Revise as suggested ● Change the title to become" the correlation…" ● Add some missing references	
4.	Fifitinova, S.S., M.Pd.	● Revise as suggested ● Change the abstract ● Check grammatical error ● The validity of personality	

		questionnaire	
5.	Lingga Agustina Suganda, S.Pd., M.Pd.	● Revise as suggested ● Add interpretation about conscientiousness ● Check grammatical error	

Palembang, May 27th 2018

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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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The Study of Academic Dishonesty, Personality and English Mastery of Private Senior High School Students in Palembang

Approved to participate in a final examination on June , 2019

Name	: Sari Resimayani Harahap
Student Number	: 06011381520038
Study Program	: English Education
Department	: Language and Arts Education
Academic Year	: 2018/2019

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The Correlation among Personality, Academic Dishonesty, and English Mastery of Private Senior High School Students in Palembang

Name : Sari Resimayani Harahap
Student Number : 06011381520038
Study Program : English Education
Department : Language and Arts Education
Academic Year : 2018/2019

has conducted a final examination on Thursday, 27th of June 2019.

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THESIS FINAL EXAM SUGGESTION LIST

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NIM : 06011381520038
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Judul Skripsi : The Correlation among, Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang
Pembimbing : 1. Drs. Muslih Hambali, M.LIS.
2. Soni Mirizon, M.A., Ed.D.

No	Participants' Name	Suggestions	Signature
1.	Drs. Muslih Hambali, MLIS.	• Revise as suggested	6/7/19
2.	Soni Mirizon, M.A., Ed.D.	• Revise as suggested	2/7/19
3.	Dr. Margaretha Di nar Sitinjak., M.A.	• Revise as suggested • Add some references • Fix some grammar mistakes	
4.	Fifitinova, S.S., M.Pd.	• Revise as suggested • Add the introduction of each chapter • Fix some grammar mistakes • Add the instruction about English mastery test	9/7/2019

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Palembang, July 2nd 2018

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APPENDIX AA

DOCUMENTATION











