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

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CHAPTER 1

INTRODUCTION

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) believes that Indonesian students are passive in the classroom and only respond to their teacher's questions when the students are asked. It usually happens because three reasons: their previous learning process 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. Moreover they lack of English in vocabulary 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. In line with Kaur (2014, p. 117-118), the levelof an individual success can be determine from the attitude, behavior, and thoughts which are form into one's personality. From the explaination, the writer assumes that personality is one of the factors needed to be considered and has a good influence language learning in general.

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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 influencing the way of learners engage theirself in learning and academic performance. In other hands, the students need to be supported by understanding their personality. The personality approach of traits lexical can be viewed toward five dimensions labelled as Big Five. They are extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism (Schultz and Schulltz, 2005, p. 282; and Goldberg, 1990, p. 1217).

Big-five personality traits are based on the belief that learners bring to the classroom. Hakimi, Hejazih, and Lavasani (2011, p. 838) say that in teaching and learning process, the learners are not only different in terms of personality characteristics, backgrounds of family, age and gender; but also shows different attitudes and emotional responses to the environment. The learners have the own personality characteristics that make them prepared for having different in educational settings. Meanwhile, Ibrahim, Yousuf, Razaak, and Norshahadi (2014, p. 148) mention that learners are so passive and negative. It means that the personality consequently can influence their learning process, especially in mastering English.

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 considered 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

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	Feeling committed to work organizations, and greater relationship satisfaction

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	[1] or bragging (-),get upset when somebody is angry (+);and take it easy and relax (-).	
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 [1] disagree with others (-).	[1] 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 documentaries or educational TV (+); come up with novel setups for the living space (+); and look for stimulating activities that [1] break up my routine (+).	Conservative attitudes and political party preferences.
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.	[1] Risk for cardiovascular disease, juvenile delinquency, and interpersonal problems.

	Behavioral Examples: Emphasize the good qualities of other lend things to people I know (+); and consoles a friend who is upset (+).	
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/hyperactivity 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.

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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.
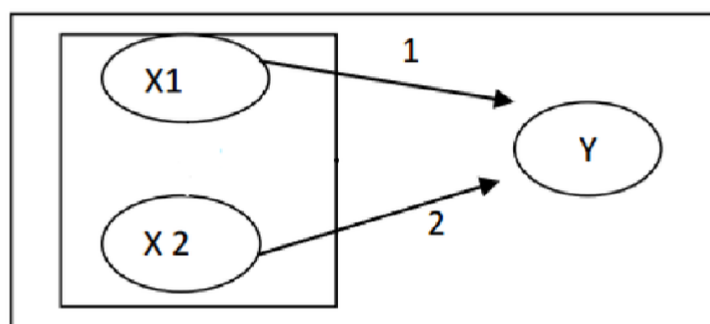
Note:

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).

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3.5.1.1 Personality Questionnaire

In order to measure the students' personality, the writer used the [1] 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 [1] 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:

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

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

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

			.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*

			.038
	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

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

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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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