

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

A Thesis by

Sari Resimayani Harahap

06011381520038

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

PALEMBANG

2019

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SARI RESIMAYANI HARAHAP

Student's Number: 06011381520038

English Education Study Program

FACULTY OF TEACHER TRAINING AND EDUCATION

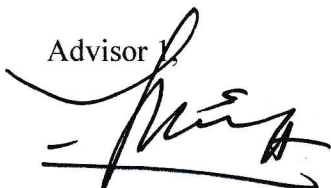
SRIWIJAYA UNIVERSITY

PALEMBANG

2019

Approved by,

Advisor 1,



Drs. Muslih Hambali, MLIS.

NIP. 19578261984031001

Advisor 2,

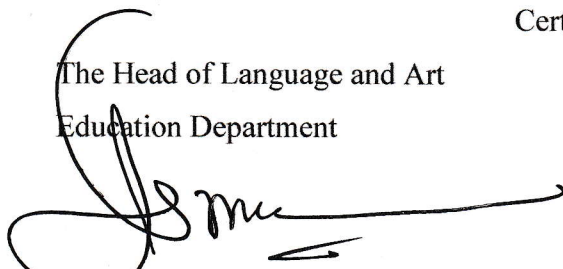


Soni Mirizon, M.A., Ed.D.

NIP. 196711041993031002

Certified by,

The Head of Language and Art
Education Department



Dr. Didi Suhendri, S.Pd., M.Hum.

NIP. 196910221994031001

Coordinator of English Education Study
Program



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

NIP. 197408022002121001

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SARI RESIMAYANI HARAHAP

Students' Number : 06011381520038

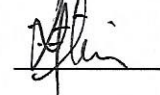
This thesis was defended by the writer in final program examination and approved by examination committee on:

Day : Thursday

Date : June 27th, 2019

EXAMINATION COMMITTEE APPROVAL:

1. Chairperson : Drs. Muslih Hambali, MLIS.
2. Secretary : Soni Mirizon, M.A., Ed.D.
3. Member : Dr. Margaretta Dinar Sitinjak., M.A.
4. Member : Fifitnova, S.S., M.Pd.



Palembang, June 2019

Certified by,

Head of English Education Study Program



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

DECLARATION

I, the undersigned

Name : Sari Resimayani Harahap

Student's Number : 06011381520038

Study Program : English Education

Certify and testify that the thesis entitled "**The Correlation among Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang**" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of the Republic of Indonesia Number 17, 2010 regarding the plagiarism in higher education. Therefore, I deserve to face the court and have to have my bachelor title revoked if I am found to have plagiarized this work.

Palembang, June 2019

The Undersigned,



Sari Resimayani Harahap

NIM. 06011381520038

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Palembang, June 2019

The writer,

Sari Resimayani Harahap

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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 p -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 p -value of 0.054 was higher than 0.05.

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

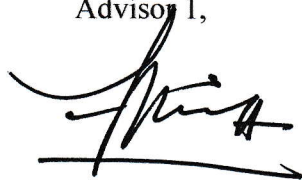
A thesis by an English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University

Name : Sari Resimayani Harahap

Student's Number : 06011381520038

Approved by

Advisor 1,



Drs. Muslih Hambali, MLIS.
NIP.195708261984031001

Advisor 2,



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

Certified by,
Head of English Education Study Program



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

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 proficiency 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

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