

The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

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CHAPTER I INTRODUCTION

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

1.1 Background of the Study

Many factors can affect a student's success or failure as an English learner. According to Kaur (2014, pp. 117-118), "Success explains a person's attitude, behaviors, and thoughts, which are all aspects of his personality. A stable, healthy, and happy life depends on having a positive attitude on life".

Kline (1993) states that an individual's personality is comprised of a combination of important characteristics that determine how they interact with others. These characteristics, or traits, can be measured through a set of items, typically in the form of questions about behavior and feelings, to which the subjects must respond by agreeing or disagreeing with the statements. In essence, in order to provide an explanation that is informed by their personality, students should have a solid understanding of their own traits. Extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism the "Big Five" are the five characteristics that make up the personality approach to attributes (Schultz & Schulltz, 2005). (Nye et al., 2013, p. 3), "show that the big five traits explain related to a wide range of behaviors that explain all personality, including job performance, academic achievement, leadership, and well-being. It is still commonly used in a range of education research".

Singh (2014, p. 30) state that the students differ in their 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 explain success in their learning or career. Educators,

researchers, and psychologists have been constantly searching for a set of variables that predicts the patterns of students' behaviors and their relationship to English mastery. It means that is pertinent for personality can affect the students' English mastery.

English mastery is very important in education, because many books, articles, journals, and so on use English. Students must know and understand what an English person's sentence means from the books. Moreover, books within the academic field, especially for English students, are important to know to use English.

English mastery does not affect the globe of labor, but also all told aspects of life. Students who read books in English must understand what they're reading. If they don't comprehend it, they'll have difficulty learning. Then, referring to Indonesian students' strategy in enhancing English, there have been many research findings found by scholars.

The relationship between personality characteristics and English language proficiency is positively correlated with students. These students share the same traits in their language acquisition, actively seek out opportunities to practice their newly acquired language skills, and frequently seek out more extensive interactions with people who can assist them in speaking the target language. (Ali & Bano, 2012) states that, Personality traits also affect reading skills and other acquisition abilities, as well as mastery of English. English mastery is very important in education. If they don't understand it, they will have a hard time learning. It should not only be problematic about the content of the curriculum, but also the personality of the learners.

In this research, a preliminary study by interview will be carried out some Muhammadiyah 6 Palembang students who are is the most preferred Islamic school in Palembang the 2013 curriculum, especially the writer will choose the eleventh grade, is Where in the eleventh-grade students begin a closer relationship and begin to create a group playing after being in their tenth grade adapt to the new environment of the Middle School era First (SMP). The author will ask about personality traits,

whether these students know their personalities, their lives, especially in the mastery of the English language. Students generally enjoy learning English, but may encounter challenges and issues with their language proficiency. Several elements affected how well they learned. Some students find it challenging ² to write in English, to converse with others, to listen to speakers, or to read texts when studying English. The majority of students never discover personality features that their psychology and education can explain about themselves.

² From the explanation above, the researcher decided to research “The Correlation between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang”.

1.2 The Problems of the Study

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

1. Is there any significant correlation between personality and English mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang?
2. Do personality traits significantly influence English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

1.3 The Objectives of the Study

Explain the problems above, the researcher ¹ formulates the aims of this study are:

1. Find out is there any significant influence correlation between personality traits and English mastery of the eleventh-grade students of SMA Muhammadiyah 6 Palembang.
2. To know students' personality traits significantly influence English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

1.4 The Significance of the Study

The study provides valuable information and contributions to students, teachers, and researchers in the field of language teaching and learning. Specifically, the research focuses on the Big Five personality traits, which have been found to be linked to academic achievement, particularly in English language proficiency. Students are encouraged to recognize the importance of English language learning, as it is a crucial tool for effective communication in the global community. They are also advised to identify their strengths and weaknesses in order to improve their academic performance. English teachers play a significant role in helping students to reach their full potential by understanding the various factors, including personality traits, that influence the learning process and outcomes. Parents are encouraged to celebrate their children's academic success and support them in their efforts to improve. If a student receives a low examination score despite putting in the effort, it is still considered a positive outcome, as long as they have worked hard. Additionally, teachers are advised to promote honesty and integrity in the teaching and learning process. The findings of this study can serve as a valuable resource for other researchers in the field of language teaching and learning. Finally, the author gained valuable experience in educational research through conducting this study.

CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review related to the study, Big five personality, characteristics of Big five personality traits, English mastery, the correlation between personality traits and English mastery and previous related studies.

2.1 Personality Traits

There are some approaches in personality, particularly the trait approach, according to Schultz and Schultz's *Theories of Personality* (2009, p. 239–240). A trait is a distinctive personal attribute or characteristic used to characterize the personalities of people we know. Growing bodies of research support the idea that inherited biological elements play a significant genetic role in personality.

Experts in the field of psychology have been searching for a term that can accurately describe a person's "personality". Personality is an area of scientific study that encompasses various aspects of a person, including perception, attention, cognition, memory, as well as neurons and brain circuits. The aim is to comprehend an individual and create a solid scientific understanding of human identity (McAdams, 2006, p. 2). This suggests that one's behavior can be utilized to comprehend their personality. Personality can be expressed through various individual traits such as cognitive processes, behavior, reactions, emotional responses, and interactions. Additionally, it can be identified through observable differences among individuals. An individual's way of life is a combination of their traits, including creative opinions, life challenges, perceptions, and self-efficacy. Personality is a significant psychological characteristic that describes an individual.

Robert McCrae and Paul Costa start an extended study effort that identifies five dimensions known as Big Five factors after the modern work. These traits include conscientiousness, openness, agreeableness, extraversion, and neuroticism. The extraversion and neuroticism dimensions of Eysenck and the extraversion and neuroticism variables of McCrae and Costa are identical. Moreover, conscientiousness and agreeableness may be at the low end of Eysenck's psychoticism dimension (impulse control). Openness and intelligence have a strong beneficial relationship. Similar to agreeableness, social interest is correlated with Adler's theory of personality.

Personality traits are variances in the most fundamental human behaviors and experiences. This structure may be explained by the speciesist biological grounds of features or it may be merely psychological in nature as a result of common human experiences with group existence (McCrae & Costa, 1997).

2.1.1 Big Five Personality

In a research project conducted by Costa and McCrae in 1988, they proposed that every individual's personality can be described using one of the Big Five personality factors, with each dimension being a continent in itself, having an opposite end for each Big Five construct, as pointed out by Peeters et al. in 2006.

1. The first dimension, known as openness to experience, refers to individuals who are intellectual, imaginative, broad-minded, and curious. Such people are tolerant of ambiguity and willing to experiment and try new things.
2. The second dimension, known as conscientiousness, pertains to the extent to which a person is responsible, careful, hardworking, and able to plan. Conscientious people are intrinsically motivated and willing to overcome obstacles that they encounter.
3. The third dimension, extraversion, is defined by researchers as talkative, assertive, adventurous, and energetic. Confidence, in particular, is the dominant component of extraversion.

4. The fourth dimension, agreeableness, pertains to individuals who are good-natured, flexible, cooperative, and reliable. Such people are good team players because they can easily work with others and are open to different ideas.
5. Neuroticism. People who are high in neuroticism are defined as anxious, emotional, defensive, and sometimes depressed (Mohammed and Angell, 2003; Peeters et al, 2006; Van Vianen and De Dreu; 2001; Phillips and Loyd, 2006; Taggar,

2.1.2 Characteristics of Big Five Personality Traits

The 50-item Goldberg's IPIP test is an outstanding tool for educational purposes. It is clear and comprehensive. Among the OCEAN of Personality, two are the Big Five domains, which involve assessing individuals on a given trait by using a bipolar scale ranging from high to low scores (John et al., 2008).

Table 2.1 Characteristics of Big Five Personality Traits

High Pole	Traits Scales	Low Pole
Poorer coping and reactions to illness, experience of burnout and job changes	<p>NEUROTICISM</p> <p>Conceptual definition : Contrasts emotional stability and even-temperedness with negative emotionally, such as feeling anxious, nervous, sad, and tense.</p> <p>Behavioral Examples : Accept the good and had in my life without complaining or bragging (-) get upset when somebody is angry (+), and take it easy and relax (-).</p>	Feeling committed to work organizations, and greater relationship satisfaction
Social status in groups and leaderships positions, selection as jury foreperson, positive emotion expression, number of friends and sex partners.	<p>EXTRAVERSION</p> <p>Conceptual definition : Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive emotionality.</p> <p>Behavioral Examples : Approach strangers at a party and introduce</p>	Poorer relationships with parents, and rejection by peers.

	myself (+); take the lead in organizing a project (+); keep quiet when I disagree with others (-).	
<p>1</p> <p>Years of education completed, better performance on creativity tests, success in artistic jobs, create distinctive looking work, and home environments.</p>	<p>OPENNESS TO EXPERIENCE</p> <p>Conceptual definition : Describes the breath, depth, originality, and complexity of an individual's mental and experiential life.</p> <p>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 simulating activities that break up my routine (+).</p>	<p>Conservative attitudes and political party preferences.</p>
<p>Better performance in work groups.</p>	<p>AGREEABLENESS</p> <p>Conceptual definitions : Contrasts a prosocial and communal orientation toward others with antagonism, includes traits such as altruism, tender-mindedness, trust, and modesty.</p> <p>4</p> <p>Behavioral Examples : Emphasize the good qualities of other people when I talk about others (+); lend things to people I know (+); and consoles a friend who is upset (+).</p>	<p>Risk of cardiovascular disease, youth crime, and relationship issues.</p>
<p>Better grade point averages in school, higher work output, adherence to treatment plans, and longer lifespans.</p> <p>2</p>	<p>CONSCIENTIOUSNESS</p> <p>Conceptual definition : Describes socially mandated impulse control that supports task- and goal-directed behavior such planning, organizing, and prioritizing tasks, thinking before acting, deferring gratification, according to norms and regulations, and thinking before acting.</p> <p>Behavioral Examples : Attend appointments on time and early (+); put in extra effort in class to earn the greatest grade (+); Check a term paper one more time for grammatical and spelling mistakes (+); Allow the dishes to accumulate for more than one day (-)</p>	<p>Smoking, abusing drugs, following a bad diet and exercising ineffectively, and having attention-deficit/hyperactivity disorder (ADHD).</p>

Source: (John et al., 2008)

2.2 English Mastery

Ali (2012, p. 1) stated that “English is a distant language or a second language. Intercommunication needs linguistic abilities including speaking, listening, and reading. Speaking, reading, and listening are examples of input competence. English is considered a foreign language in Indonesia and is mandatory in the school curriculum from junior high school to high school. The English language curriculum focuses on developing three primary skills: listening, speaking, and reading.

One crucial aspect of language learning is the development of listening skills. Effective listening comprehension serves as the foundation for enhancing other language skills such as speaking, writing, and reading. To enhance listening skills, it is essential to actively pay attention to what is being said, known as active listening.

A useful habit is to regularly expose oneself to various forms of audio and visual media in the target language such as audiobooks, podcasts, news, songs, videos, and movies.

The second is speaking. Speaking is one of every the four language skills that have to explain mastered by students additionally to listening, reading and, writing. But The writer did not explain the four language skills for writing skills. You can improve your speaking by noticing the language we use in different situations and practicing useful phrases and improve your speaking skills at your speed when it's convenient for you.

The last is reading. ¹ Reading is an activity that's finished getting a mass of data and it provides a lot of advantages for those who like to read. Reading is the process of taking in the sense or meaning of letters, symbols, etc., especially by sight or touch. For educators and researchers, reading is a multifaceted process involving such areas as word recognition, orthography (spelling), alphabet, phonics, phonemic awareness, vocabulary, comprehension, fluency, and motivation. Therefore, on the date of this opinion, the reading skill has been viewed as something that may help students to counterpoint their insight into the English language.

2.3 The Correlation between Personality Traits and English Mastery

Three skill sets are necessary for academic achievement; the cognitive and metacognitive skill set related to memory, goal-setting, and progress monitoring, while the social skill set is comprised of communication, collaboration, listening, and interpersonal skills. The ability to manage one's concentration, drive, and rage is also related to assuring success (Dzulkifli & Alias, 2008). Hence, English Mastery has been influenced by a variety of causes. Personality qualities are one of the elements that show themselves during the teaching and learning process and when achieving the educational aim. A useful technique to understand other personalities is through their personality qualities. The big five personality traits help gauge someone else's attitude, feelings, and conduct.

Reading ability and other learning capacities have been influenced by personality factors. With the exception of neuroticism, all qualities have positive associations with learning. The extroverted kids discover how to express themselves verbally and in writing. They have the same trait in that they actively seek out people to converse with in order to practice their newly acquired language skills. They also prefer to seek out more extensive encounters with people who can assist them in speaking the target language. In other words, they read better than they write. The academic performance of conscientious pupils is highly correlated with their ability to carry out planned, systematic, practical, steady, and fully concentric tasks (Ali & Bano, 2012).

Each person possesses unique personality traits that influence their behavior and responses to different situations. Personality is a stable internal factor that distinguishes one's behavior from others. As such, personality plays a vital role in education and career development. Parents, teachers, and counselors can use an individual's personality to guide and shape their behavior towards a balanced personality. Childhood experiences have a significant impact on personality development, making it important to foster positive experiences from an early age.

Mastery of the English language is closely linked to an individual's personality traits, with trait personalities being significant predictors of English proficiency. Recognizing the individual differences and strengths of students and providing an appropriate learning environment can lead to better academic performance and teacher effectiveness.

2.4 Previous Related Studies

In previous related studies, researchers have investigated variables related to personality and English mastery. Although there are similarities in the variables, there may be differences in the specific aspects of personality and English mastery that were studied.

One related study that explored ² the correlation between personality traits and English achievement was conducted by Yoja Fitria Mahmuda in 2017, titled "The Correlation Between Personality Traits and English Achievement of the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang". However, the findings of this study revealed ² that there was no significant correlation between personality traits and English achievement.

¹ The second study, conducted by Aprianis in 2008, aimed to explore the correlation between personality style and reading comprehension achievement of fifth-semester students in the English Education Study Program at Sriwijaya University. The study found a significant correlation between the two variables, indicating that personality style may have an impact on students' reading comprehension achievement.

Sari Resimayani Harahap conducted a study in 2019 titled "The Correlation among Personality, Academic Dishonesty and English Mastery of Private Senior High School Students in Palembang". The study's findings revealed that academic

dishonesty had a significant correlation with students' English mastery as the p-value was 0.038 which is less than the threshold of 0.05. On the other hand, the study found no significant correlation between students' personality and their English mastery as the p-value was 0.054 which is above the threshold of 0.05.

The fourth study, authored by Alens Papatanger, investigates the relationship between self-efficacy, academic dishonesty, and English mastery among senior high school students in Palembang. The study found that there is no significant correlation among these variables, indicating that self-efficacy and academic dishonesty may not be strong predictors of English mastery in this context.

The fifth study discusses "The Association between Extrovert and Introvert Personality of the First Semester English Education Study Program Students of Sriwijaya University and Their English Ability," which was written by Pareudi in 2012. The study sought to determine whether personality traits such as extraversion or introversion are correlated with English proficiency as well as whether each personality trait is correlated with English proficiency separately. When combining the relationship between each student's extrovert and introvert personality and their level of English proficiency, the study's findings revealed no statistically significant association.

Matsumoto conducted a study in (2000) that the common denominator of effective intercultural communication would seem to be that while knowledge and skills are regarded as necessary elements, they are not sufficient and "must be combined with openness and flexibility in one's thinking and interpretations, and with the motivation to communicate effectively and build a successful relationship" (2000, p. 376).

Backed by the explains related studies mentioned above, it explains draw the conclusion that the researcher's current study and the six explains studies have some similarities and differences. The researcher's current study and the parallels between earlier studies are correlation studies. The discrepancies concern the sample, population, result, and correlated factors.

2.5 The Study's Hypotheses

The following are examples of the research and null hypotheses for this study:

1. **H₀**: There is no significant correlation between Personality Traits and English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.
H_a: There is a significant correlation between Personality Traits and English Mastery of the eleventh-grade students of SMA Muhammadiyah 6 Palembang.
2. **H₀**: Personality Traits do not significantly influence English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.
H_a: Personality Traits significantly influence English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

CHAPTER III METHODS AND PROCEDURES

This chapter presents the research design, research variables, operational definitions, population and sample of the study, techniques for collecting the data, and techniques for analyzing the data.

3.1 Research Design

The research method that will be utilized in this study is correlation research, which will examine the relationship between two variables, namely Personality Traits and English Mastery. The study will be conducted among students at SMA Muhammadiyah 6 Palembang. The data will be collected using a questionnaire to identify the students' personality traits, and their mastery of English will be assessed using SPSS. The relationship between the two variables will be analyzed using regression analysis through SPSS. The final interpretation of the results will be presented as the conclusion of the study.

2
The following is the research design :

X —————> Y

Research Design

X : Personality Traits

Y : English Mastery

3.2 Research Variables

There are two variables explain examined. They are students' personality and English mastery. Two variables consisted of one Criterion Variable (English Mastery) and one Predictor Variables (Personality traits). According to Tuckman (1978, p. 59), the criterion variable is a response variable or output. In this research, the criterion variable is English Mastery explain by one predictor variable. Meanwhile, one predictor variable in this research is the student's personality traits. Thus, the English Mastery score of the students is influenced by the student's personality traits.

3.3 Operational Definitions

About the title of this study, it is important to define the following terms operationally:

Correlation is employed to explain the linear relationship between two continuous variables (e.g. height and weight). In general, correlation tends to explain used when there is no identified response variable. It measures the strength (qualitatively) and directions of the linear relationship between two or more variables. This study refers to the connection between personality traits and English Mastery.

"The Pearson correlation measures the strength of the linear association between two variables. It explains estimate the population correlation, ρ . When variables are correlated, correlation coefficients are produced. The decimal value of this coefficient ranges from 0.00 to +1.00. The closer the coefficient is to 1.00 or -1.00, the stronger the relationship between the variables. A positive sign indicates a positive correlation, suggesting that high scores on one variable are likely to be associated with high scores on the other. Conversely, a negative sign indicates a negative correlation, implying that high scores on one variable are likely to be associated with low scores on the other. If the coefficient is at or close to 0, it means that there is no correlation between the variables (Frankel, Wallen, and Hyun, 2012, p. 340). The meaning of a given coefficient can be seen below :

Table 3.1 Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00-0.20	Very Weak
0.20-0.35	Weak
0.35-0.65	Fair
0.66-0.86	Strong
0.86-1.00	Very Strong

Source :
(2012,

Creswell
p. 347

Creswell (2012) stated that there are two kinds of correlation studies: explanatory and prediction design. A correlational design known as an explanatory design is used when a researcher wants to explain changes in two or more variables by looking at how changes in one variable affect changes in the others. This design's characteristics include the correlation of two or more variables, the collection of data at one time, the analysis of all participants as a single group, the acquisition of at least two scores for each participant in the group, one for each variable, the reporting of the use of the correlation statistical test in the data analysis, and the formulation of an interpretation or conclusion based on the results of the statistical test. By employing specific characteristics as predictors, the prediction design might be helpful in anticipating future behavior for which the researcher is looking for results. There is only one explanatory research design employed in this study. Also, most academics say that a sample size of at least 30 is required for a correlation study to be considered appropriate (Fraenkel et al., 2012).

Personality Traits are the concept that explains attitude, modes of thought, feeling, impulses, strivings, actions, responses of opportunity, and modes of interacting with another person. A person's personality might be thought of as their distinctive mask. The personality qualities of the participants in this study were one or more distinct personalities that belonged to each participant. Whether the kids

prefer to speak up about their experiences, come across as responsible, explain extrovert, have pleasant interactions, or have positive neuroticism.

Goldberg's IPIP Big-five questionnaire, which can be obtained for free from ipip.co.org, is used by students in the eleventh grade to determine each student's personality.

The outcome of the educational process, or the student's English proficiency score, is called English Mastery. It displayed the results of the students' aptitude. The TOEFL Junior Standard test demonstrates mastery. The TOEFL evaluation shows how to determine how well middle school and lower levels of high school students have mastered academic and social English language skills typical of English-medium learning contexts.

3.4 Population and Sample of the Study

3.4.1 Population of the Study

All of the eleventh-grade students at SMA Muhammadiyah 6 Palembang make up the study's population. In SMA Muhammadiyah 6 Palembang, there are 151 students in the eleventh grade throughout all classes in the upcoming academic year. The research's target audience is then shown in the table below.

Table 3.2 The population of the study

No	Class	Number of Students		
		Male	Female	Sum
1	XI IPA-A	12	21	33
2	XI IPA-B	9	18	27
3	XI IPA-C	12	18	30
4	XI IPS-A	12	17	29
5	XI IPS-B	16	16	32

	Total	61	90	151
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Source : SMA Muhammadiyah 6 Palembang academic year 2020/2021

3.4.2 Sample of the Study

The technique used for selecting a sample in this research was probability sampling, which ensures equal opportunities for each member of the population to be selected as a sample member. Probability sampling enables researchers to generalize their findings to the population from which the sample was drawn. There are four methods of probability sampling: simple random sampling, proportionate stratified random sampling, disproportionate random sampling, and cluster sampling. This study used proportionate stratified random sampling, which involves dividing the population into homogeneous layers (strata) and selecting several subjects randomly from each layer. The number of subjects from each layer (strata) determines the sample size for the research.

In this study, the sample is explained by 45 percent of study participants from each class. The researcher randomly selects the end of this sample by allowing each student to participate in a test to ensure that it is a sampling and not a discrimination. Each class for researchers will have 12 to 14 students. There were 66 pupils used as research samples.

Table 3.3 The sample of study

No	Classes	Number of Students	Sampling
		Sum	45%

1	XI IPA-A	33	14
2	XI IPA-B	27	12
3	XI IPA-C	30	13
4	XI IPS-A	29	13
5	XI IPS-B	32	14

3.5 Techniques for Collecting the Data

This study will employ tests and a questionnaire to gather data.

3.5.1 IPIP Big-five Questionnaire

A questionnaire is a tool used to collect data by asking participants a set of questions about a particular topic. It can take the form of an observational checklist or a series of interview questions. The purpose of a questionnaire is to obtain information about what participants know, their preferences, opinions, and thoughts on a particular subject. According to Creswell (2012), questionnaires are commonly used in research to collect data from a large number of participants efficiently.

To collect data on personality traits, the writer will use a questionnaire developed by Goldberg (1992) available at ipip.ori.org. The questionnaire consists of 50 items using a Likert scale ranging from very inaccurate to very accurate. The 50 items are categorized into five types: extraversion, agreeableness, conscientiousness, neuroticism, and openness, and each type has positive and negative statements. The students will be given 25-30 minutes to answer the questions.

The researcher used a combination of structured and unstructured questionnaires to collect data. Structured questionnaires are closed-ended, making it easy for the researcher to analyze the data and get a large number of responses. On the other hand, unstructured questionnaires are open-ended, allowing respondents to answer the questions in their own words. The researcher provided blank columns on the answer sheet to give respondents the opportunity to answer the questions freely.

In this study, there is an instrument used to measure the variable. The instrument used for data collection is the ready-made questionnaire from Sorgo et al (2015). The questionnaire consisted of 50 items. The Likert scale used is ranging from very accurate (5), moderately accurate (4), neither accurate nor inaccurate (3), moderately inaccurate (2), and very inaccurate (1). The respondents just choose the provided answer. The writer must determine what the score is to determine that a student belongs to that personality type, and the writer must determine the total score category.

The Likert scale level of the positive and negative keyed items on the inventory are shown in the following table. The results for each survey item are displayed in table 4 below.

Table 3.4 The Personality Questionnaire Items Scoring

Very Inaccurate	Moderately Inaccurate	Neither Accurate Nor Inaccurate	Moderately Accurate	Very Accurate
(+) 1	2	3	4	5
(-) 5	4	3	2	1

Source : www.ipip.ori.org

The questionnaire will be translated into Bahasa Indonesia. This is explained to avoid the possibility of different perception in understanding the statement. Therefore, using Bahasa Indonesia in the statement will be useful for students to understand and answer the question. From the table above, the question number of personality questionnaire could be seen in the Table 3.5 below:

Table 3.5 The Question Number of Personality Questionnaire

Personality Type	Question Number (Positive)	Question Number (Negative)
Extraversion	1,3,6,10,13	2,5,11,14,16

Agreeableness	4,7,15,19,22	8,20,23,25,27
Conscientiousness	21,24,31,33,37	26,36,38,40,43
Emotional Stability	9,12,18,30,41	17,29,44,46,50
Openness	28,32,45,48,49	34,35,39,42,47

3.5.2 English Test

TOEFL Junior describes how to assess pupils' command of English in this study. ¹ Another instrument is an objective test in the form of multiple choices that include the three skills of English: listening, speaking, and reading. There are 126 questions on the test. **first**, a listening assessment. You'll hear a teacher or other member of the faculty conversing with students. One question follows each talk. ² Choose the best response to each question, then write the letter that corresponds to it on your answer sheet. It consisted of 42 questions. **Second**, language form & meaning. Answer the 42 questions that are contained in the seven texts. Each text contains boxes with four different options to end a sentence. ² Choose the word or words from each box to finish each statement correctly. On your answer sheet, write the letter representing the right response. **Third**, reading tests. You will have to read seven texts and respond to 42 inquiries. ² Choose the appropriate response to each question, then write the letter of that response on your answer sheet.

The first part is the listening section. Such as understanding inference or listening for the measure. Time, comparison, opinion. Etc. Such as identifying correct sounds. Predicting the topic. They used these themes and skills to organize the listening section. ⁷ Then the manual uses TOEFL - type questions to give students practice in these skills and themes.

The second part is language form & meaning, ⁷ This is somewhat imbalanced, considering the score for this section is worth much less than the other sections of the

computer-based TOEFL. The structure of this section is similar to the listening section. The students are given a short explanation of a grammar rule and a practical question that is answered and explained, then 10 to 15 practice TOEFL questions which specifically test that grammar rule in a very analytical way. My opinion that studying this section may improve students' ability to answer questions in Section two of the TOEFL but beyond that, it provides little benefit to students' language learning in other contexts of communication. Many students have developed an ability to identify the correct answer or error (depending on what the case explains) without even reading the questions.

The last part is the Reading Comprehension Section. The manual provides a series of TOEFL-type readings and practice questions. Some advice is given on how to answer specific types of questions that explain the TOEFL. There is some focus on developing vocabulary in this section but only by getting students to identify synonyms from a multiple-choice list. The reliability coefficient and the standard error of measurement are two statistics that are frequently used to describe the reliability of test takers' scores. The dependability coefficient is a calculation of the correlation between test results on various formats. In the group of all test takers, the dependability coefficient of the four TOEFL Junior standard scores explains to be as follows:

Table 3.6 TOEFL Junior Reliability

Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

p. 26 of the 2015 TOEFL Junior Handbook

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Table 3.7 Standard Error of Measurement for each of the TOEFL Junior Standard Test Scores

Standard Error of Measurement for each of the TOEFL Junior Standard Test Scores	
Listening Section	9.8
Language Form & Meaning Section	9.0
Reading Section	10.0
Total	16.7

Source : *TOEFL Junior Handbook, 2015, p. 26*

3.6 Techniques for Analyzing the Data

The analysis technique used by the writer is correlation analysis, which aims to examine the statistical relationship between two variables. Specifically, the writer utilized the Pearson Product Moment Correlation Coefficient to determine the correlation between personality traits and mastery of English. The writer also calculated the scores of the students based on their responses to the questionnaire to determine their personality traits. The scores were then compared to the median score of the questionnaire, where scores equal to or higher than the median were considered high characteristics. The analysis results were presented in terms of frequency and percentage.

Personality Traits questionnaire consisted of 50 items with a score value of 1 (very inaccurate) to 5 (very accurate). Since there were 50 items altogether, the researcher calculated each student's score and compared it to the median score on the questionnaire while analyzing the questionnaire data to determine the personality traits of the students. Students had high characteristics if their trait score was greater than the median or equal to it. The outcome was then divided into instances after frequency and percentage analysis.

The student's overall share in the English test explains by calculating the correct answer. Correct responses receive a 1 while incorrect ones receive a 0. Each segment contains 42 items, making 126 questions total for the section. From the highest score, there are 100. The number of right answers divided by the total number of tests multiplied by 100 provides an explanation of the student's English proficiency. Once the TOEFL score Junior test results are explained to the students of SMA Muhammadiyah 6 Palembang, the percentage range and qualifications are given as the interval value. In scoring the general test, the writer used the formula, like the following:

English Mastery Test : $\frac{\text{The total number of correct answer}}{\text{The total number of test item}}$

The total number of test item

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

Table 3.8 The Category of English

KKM Education Unit	Interval	A (Very Good)	B (Good)	C (Sufficient)	D (Poor)
75	$25/3 = 8.3$	Above 92	83 to 92	75 to 85	Below 75

Achyar (2014) describes three key considerations when using the Pearson product-moment correlation coefficient. First, the variables being analyzed should be measured at the interval or ratio level of measurement. Second, the data should have a normal distribution. Lastly, the sample size should be at least 50 participants. In this study, two instruments were used to measure the variables of interest: a questionnaire to measure personality traits and the Test of English as a Foreign Language (TOEFL) to measure English mastery, both of which are in the form of ordinal data. In order to convert ordinal data to nominal data, SPSS (Statistical Program for Social and Science) was used.

¹ Furthermore, the categories of personality traits are shown in Table 3.8 below:

Table 3.9 The Categories of Personality Traits

Scoring Range	Category
201-250	High
200-151	Moderate
150-50	Low

Source: Sorgo et al (2015)

3.6.1 Test For Normality

In this study, the Big Five and TOEFL Junior were examined through a normality test of the IPIP data that was collected. The normality test was conducted using the Kolmogorov-Smirnov I-sample to determine whether the research data is normally distributed. If the significance value (Sig.) is greater than 0.05, then the research data is considered normally distributed. Conversely, if the significance value (Sig.) is less than 0.05, the research data is considered not normally distributed.

3.6.2 Linearity Test

² By utilizing a one-way Anova, the linearity test was utilized to determine if the data from testing was linear or not. If p-output is more than 0.05, the outcome provides explanation.

3.6.3 Homogeneity Test

¹⁰ In the test of homogeneity, I will select random samples from each subgroup or population separately and collect data on a single categorical variable. The null hypothesis says that the distribution of the categorical variable is the same for each subgroup or population.

To determine the⁶ relationship between students' personality characteristics and their command of English, the researcher utilized the SPSS (Statistical Program for Social and Science) computer program's Pearson - Product Moment Correlation Coefficient. It was determined whether the correlation existed if the r-obtained value exceeded the r-table² and the p-value (sig2-tailed) was less than 0.05. Simple regression analysis (stepwise approach) using SPSS explains the study to determine the impact of personality factors on English proficiency. The analysis provides context by calculating the pupils' personality attribute and English proficiency scores.

CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION

The researcher would like to offer the research findings in this chapter, which describe the findings of the study and the analysis of the data gathered. As stated in chapter one, the interpretation provides a response to the research difficulties. The purpose of this study was to determine the relationship between personality characteristics and English proficiency among SMA Muhammadiyah 6 Palembang students in the eleventh grade.

4.1 Findings of the Study

4.1.1 Results of Personality Traits

The discussion on the result of personality traits discusses the results of the questionnaires that have been answered by students. Because, before conducting the pre-requisite analysis and hypothesis testing, the researcher counted the data of the personality traits to know the personality types of students. Then, the following table shows the result of data analyzed.

Table 4.1 The Result personality traits category

Score Range	Category	Frequency	Percentage
201-250	High	0	0
151-200	Moderate	40	60.60
50-150	Low	26	39.40
Total		66	100.00

Based on the findings of the descriptive analysis, it was determined that there were 26 students, or 39.40%, who fit into the Personality Traits Category Low and 40 students, or 60.60%, who fit into the Personality Traits Category Moderate. The bulk of the kids fall into the moderate category, research revealed.

Table 4.2 Descriptive analysis of personality types

Personality Traits	Frequency	Percentage
--------------------	-----------	------------

Extraversion	7	10.60
Agreeableness	13	19.70
Conscientiousness	17	25.76
Emotional Stability	15	22.73
Openness	14	21.21
Total	66	100.00

Based on the results of descriptive analysis obtained the number of students with Personality Types Extraversion as many as 7 students (10.60%), Personality Types Agreeableness as many as 13 students (19.70%), Personality Types Conscientiousness as many as 17 students (25.76%), Personality Types Emotional Stability as many as 15 students (22.73%), and Personality Types Openness as many as 14 students (21.21%).

The majority of students, as indicated by the personality questionnaire, possessed the Conscientiousness trait, with 25.76% of them (17 students) exhibiting this personality type. On the other hand, the minority of students, only 10.60% of them (7 students), displayed the Extraversion trait. When someone is classified as having a particular type of personality, it means that individual does not exhibit the traits of other types of personalities. It simply implies that they exhibit dominant traits for that certain personality type.

4.1.2 Results of English Mastery

The discussion regarding the result of English mastery discusses the results of the TOEFL test that have been answered by students. Because, before conducting the pre-requisite analysis and hypothesis testing, the researcher counted the data of the English mastery to know the result of students' English mastery. The TOEFL test consists of three parts, namely listening test, writing test, and reading test. Each section consists of 42 questions. Thus, the total questions answered by students were 126 questions. Calculations are based on the theory discussed in chapter 3 on page 23. The value scale ranges between 0 as the lowest value and 100 as the maximum value. Then, the following table shows the result of data analyzed.

Table 4.3 The Result TOEFL Junior Test

Score Range	Category	Frequency	Percentage
-------------	----------	-----------	------------

> 92	Very Good	0	0
83-92	Good	0	0
75-82	Sufficient	46	69.70
< 75	Poor	20	30.30
Total		66	100.00

According to the table provided, it was observed that none of the students in the sample scored in the Very Good or Good categories, indicating that no student performed exceptionally well on the TOEFL test. The majority of the students, which is 46 out of 66 students (69.70%), scored in the Sufficient category, while the remaining 20 students (30.30%) scored in the Poor category, indicating that a significant number of students were unable to pass the TOEFL test.

4.2 Statistical analyses

Statistics have a part in scientific inquiry as a giver of instruments to uncover and rediscover knowledge concealed in numbers. In contrast, it serves as a tool for self-analysis and interpretation of quantitative scientific data in statistical research so that the data can be read and understood. In this study, statistical analysis was used to determine the relationship between the two variables, namely the dependent variable, Students' English mastery, and the independent variable, students' personal traits. The relationship is seen from three things, namely normality, homogeneity, and linearity. The results can be seen below:

4.2.1 Normality test

The normality test in this study used the Kolmogorof Smirnov normality test. This is part of the classical assumption test. The normality test is aimed to examine whether the variable data research distribution is normal distributed or not. A good research data is normal distribution data. The following is the basis decision making in normality testing K-S, they are:

- If the significance value (Sig.) is higher than 0.05 so the research data is a normal distribution.

- If the significance value (Sig.) is smaller than 0.05 so the research data is not a normal distribution.

Furthermore, the analysis result of normality testing can be seen in the following tables.

Table 4.4 Personality Traits Normality Test

One-Sample Kolmogorov-Smirnov Test			Personality_Traits
N			66
Normal Parameters ^{a,b}	Mean		153.61
	Std. Deviation		11.422
Most Extreme Differences	Absolute		.084
	Positive		.084
	Negative		-.056
Test Statistic			.084
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.286
	99% Confidence Interval	Lower Bound	.274
		Upper Bound	.297

Based on Table 4.4, the Kolmogrov-Smirnov test obtained the Asymp value. The signature (2-tailed) is 0.200. Due to the Asymp value. The signature (2-tailed) is greater than the significant level = 5% or (0.200 > 0.05), it means that the personality traits data are normally distributed. Thus, the variable was able to meet the assumption of normality to perform regression analysis.

Table 4.5 English Mastery Normality Test

One-Sample Kolmogorov-Smirnov Test			English_Mastery
N			66
Normal Parameters ^{a,b}	Mean		42.38
	Std. Deviation		9.617
Most Extreme Differences	Absolute		.176
	Positive		.176
	Negative		-.125
Test Statistic			.176
Asymp. Sig. (2-tailed) ^c			.051
Monte Carlo Sig. (2-tailed) ^d	Sig.		.000
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

Based on Table 4.5, the Kolmogrov-Smirnov test obtained the Asymp value. The signature (2-tailed) is 0.051. Due to the Asymp value. The signature (2-tailed) is greater than the significant level = 5% or (0.051 > 0.05), it means that the english mastery data are normally distributed. Thus, the variable was able to meet the assumption of normality to perform regression analysis.

4.2.2 Homogeneity Test

Homogeneity test is used to determine whether some population variance is same or not. The similarity test of two variances is used to test whether the distribution of the data is homogeneous or not, by comparing the two variances.

In this study used Levene test. The data that was tested was said to be homogeneous based on its significance value. The significance value ($p > 0.05$) indicates the data group comes from a population that has the same variance (homogeneous). The significance value ($p < 0.05$) indicates that each group of data comes from a population with different variances (not homogeneous).

Table 4.6 Homogeneity Test

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Personality _Traits	Based on Mean	2.393	13	37	.059
	Based on Median	1.216	13	37	.307
	Based on Median and with adjusted df	1.216	13	20.165	.336
	Based on trimmed mean	2.322	13	37	.022

Based on Table 4.6, it showed that the personality traits variable was homogeneous because the significance of homogeneity was 0.059 (≥ 0.05). It can be concluded that the data was homogeneous.

4.2.3 Linearity test

The linearity test serves to determine the form of the relationship between the independent variable and the dependent variable. This relationship is likened to a straight-line relationship. In this study, the linearity test was used to determine the relationship between students' English mastery and students' personal traits. The basis for making this test decision is that there is a linear relationship between the two variables if the significance value is more than 0.05 (significant value > 0.05). On the other hand, there is no linear relationship between the two variables if the significance value is less than 0.05 (significant value < 0.05). The results of the analysis can be seen as follows:

Table 4.7 Linearity Test

			ANOVA Table				
			Sum of		Mean		
			Squares	df	Square	F	Sig.
English_M	Betwe	(Combined)	6739.755	32	210.617	2.123	.057
astery *	en	Linearity	152.283	1	152.283	1.535	.224
Personalit	Group	Deviation	6587.472	31	212.499	2.142	.057
y_Traits	s	from					
		Linearity					
		Within Groups	3274.200	33	99.218		
		Total	10013.955	65			

The results show that there is the linear relationship between the two variables. This is because the significance value is 0.057 which is more than 0.05. Based on this value, it can be concluded that there is linear relationship between the two variables.

4.2.4 Correlation analyses

After examining the pre-requisite of data analysis above, the researcher tested the hypotheses that already stated in chapter one. It used correlation testing in which it is to know whether there is correlation between dependent variable and independent variable individually or continuously or not. To be able to give an interpretation of the strength of the relationship, it can be used guidelines such as the following table: (Sugiyono, 2004).

Table 4.8 Correlation Test between Personality Traits and English Mastery

		Correlations	
		Personality_Trait	English_Mastery
		s	
Personality_Traits	Pearson Correlation	1	.323
	Sig. (2-tailed)		.04
	N	66	66
English_Mastery	Pearson Correlation	.323	1
	Sig. (2-tailed)	.04	
	N	66	66

Based on the known output the sig value between Personality Traits and English Mastery is $0.04 < 0.05$ so that H_0 is rejected, which means there is significant correlation between variable Personality Traits and English Mastery. The whole computation of hypothesis testing is listed in appendices, but the summary can be seen in the following table:

Table 4.9 Correlation Test between Extraversion (E), Agreeableness (A), Conscientiousness (C), Emotional Stability (ES), and Openness (O) and English Mastery

		E	A	C	ES	O
English Mastery	Pearson Correlation	0.668	0.580	0.496	0.485	0.555
	Sig. (2-tailed)	0.03	0.04	0.004	0.001	0.003
	N	7	13	17	15	14

The sig value between variable extraversion and English Mastery is $0.03 < 0.05$ based on the known output, which means H_0 is rejected because there is a substantial association between the two variables.

According to the known output, the sig value between the variable agreeableness and English Mastery is $0.04 > 0.05$, which suggests that H_0 is not accepted because there is a substantial connection between the two variables.

According to the known result, the sig value between the variables Conscientiousness and English Mastery is $0.004 > 0.05$, which suggests that H_0 is not accepted because there is a strong connection between the two variables.

The sig value between variable Emotional stability and English Mastery is $0.001 > 0.05$ based on the known output, rejecting H_0 , indicating that there is a substantial link between these two skills.

H_0 is rejected because the sig value between the variables Openness and English Mastery is $0.003 > 0.05$ based on the known output, indicating that there is a substantial connection between the two variables.

4.2.5 Regression Analysis

Simple Linear Regression Analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis to determine the direction of the relationship between variables.

Table 4.10 Regression Test between Personality Traits and English Mastery

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.512	.097	12.413

a. Predictors: (Constant), Personality_Traits

Based on the table provided, the correlation coefficient between the two research variables is 0.323, indicating a sufficient level of correlation. Additionally, the table shows the coefficient of determination (CD) or R Square value, which represents how well the regression model formed by the independent and dependent variables is. The CD value obtained in this research is 50.4%, which indicates that the independent variable (X) contributes 50.4% to the dependent variable (Y).

Table 4.11 Regression Test between Extraversion (E), Agreeableness (A), Conscientiousness (C), Emotional Stability (ES), and Openness (O) and English Mastery

		E	A	C	ES	O
English Mastery	R	0.166 ^a	0.137 ^a	0.137 ^a	0.007 ^a	0.052 ^a
	R Square	0.27	0.019	0.019	0.000	0.003

	Adjusted R Square	0.12	0.003	0.003	-0.016	-0.013
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Based on the table provided above, the correlation coefficient value for the variable extraversion is 0.166. This value indicates that there is a sufficient level of relationship between the two variables being studied. Moreover, the Coefficient Determination value is 33%, which implies that the independent variable extraversion has a contribution effect of 33% on the dependent variable English Mastery.

In the table above, the correlation value for agreeableness is 0.137. This indicates that there is a sufficient level of relationship between the two variables being studied. The coefficient determination value obtained is 27%, which means that the independent variable of agreeableness has a contribution effect of 27% on the dependent variable of English mastery.

The table indicates that the correlation coefficient between conscientiousness and English Mastery is 0.137, suggesting a sufficient relationship between the two variables. The coefficient determination value of 27% indicates that conscientiousness has a contribution effect of 27% on English Mastery as an independent variable.

In the table above, the value of the correlation emotional stability is 0.007. This value can be interpreted that the relationship between the two research variables is in the sufficient category. Coefficient Determination value that obtained is 1%. Thus, it can be interpreted that the independent variable emotional stability has a contribution effect of 1% on the English Mastery variable.

In the table above, the value of the correlation openness is 0.052. This value can be interpreted that the relationship between the two research variables is in the sufficient category. Coefficient Determination value that obtained is 10%. Thus, it can be interpreted that the independent variable openness has a contribution effect of 10% on the English Mastery variable.

4.3 Interpretation

Based on the descriptive analysis of personality traits in the findings, the researcher found that there is correlation between students' personality trait and their English mastery, The researcher is aware of the pupils' strongest personality types. It is demonstrated that there is a substantial correlation between variable Personality Traits and English Mastery since the sig value between these two variables is $0.04 > 0.05$, rejecting H_0 . This means that the high or low of Personality Traits are correlated to the high low of English.

The researcher then asserts that there is a relationship between students' personality types and their command of English because the majority of them (41 students) displayed moderately positive personality qualities, while (25 students) displayed negatively positive personality traits. It means that the personality of the students influences their mastery in English. Perhaps, the student's mastery in English is caused by other factors such as their educational background, learning motivation, and the English material used.

It is Agreeableness as well as Conscientiousness which got 17 responses from the students, followed by Emotional Stability (15 students), Openness (14 students) and agreeableness (13 students). It can be said that this study is similar with the findings of previous study that done by Harahap (2019) since she said that the students' agreeableness and conscientiousness personality was as majority personality types used.

Then for the value of students' English mastery is still sufficient category. Based on the calculations in the study, it was found that the minimum score for students' English mastery is 25 and the maximum is 75. This indicates that the TOEFL junior test English students' abilities are in category C or Sufficient. This is in accordance with the theory of Achyar (2014) which states that if a student's score is below 80, it can be said that the student's ability is in the sufficient category. Therefore, in the case of this study, students, or participants with mastery of English were categorized as sufficient.

To sum up, the researcher found that the students' personality traits correlate with their English mastery at eleventh grade in SMA Muhammadiyah 6 Palembang in the academic year 2020/2021. It means that if the personality traits are high, the student's English mastery will be good. However, four of personality traits was the major used by the students than others. Hence, it is suggested for the teachers to know how to trigger the students in using their personality traits well in mastering English. Perhaps, the teacher also can look for other factors that related with their personality traits to improve their English.

1 CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions.

5.1 Conclusions

The main findings of the study, which involved eleventh-grade students at SMA Muhammadiyah 6 Palembang, were compiled as follows:

1. The most prevalent personality feature among students in the eleventh grade was conscientiousness, and as a result of their proficiency in English, their TOEFL Junior score was sufficient.
2. Based on the Pearson Product Moment outcome correlations between personality qualities and proficiency in English, it was determined that the students' personalities traits correspond with their proficiency in English. It is advised that teachers understand how to encourage pupils to use their personality features effectively when learning English. To help the students improve their English, the teacher might also consider other aspects of their personalities. This indicates that the study's attempt to determine the relationship between the eleventh-grade students at SMA Muhammadiyah 6 Palembang's personality qualities and English proficiency was successful. Other variables that will be connected include IQ, motivation, curiosity, anxiety, self-concept, family history, learning styles, self-esteem, and so on.

1 5.2 Suggestions

Based on the previous conclusions, some recommendations are offered to students, parents, teachers, and future researchers.

1. Students should leverage their strengths in personality traits and work on improving their weaknesses to achieve academic success, particularly in mastering the English language. Teachers of English can also identify, understand, and enhance individual personality traits as potential contributors to academic success.

If students receive a low score on an exam despite their own hard work, it is better for their overall development. Teachers should also prioritize honesty in the teaching and learning process by working closely with their students.

The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

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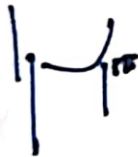
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