

**THE CORRELATION BETWEEN ADVERSITY QUOTIENT
AND ACADEMIC ACHIEVEMENT OF THE ENGLISH
EDUCATION STUDENTS OF THE FACULTY OF TEACHER
TRAINING AND EDUCATION SRIWIJAYA UNIVERSITY**

A Thesis

By

ROSMELINDA

Student Number: 06011381520070

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYAUNIVERSITY

PALEMBANG

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Approved by,

Advisor 1,



Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409082000122001

Advisor 2,



Dra. Rita Hayati, M.A.
NIP.19600616198803200

Coordinator of English Education Study Program



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

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ROSMELINDA

Student Number: 0601138152070


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

Day : Monday


Date : July 29th 2020

Approved by,

Advisor 1,


Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409082000122001

Advisor 2


Dra. Rita Hayati, M.A.
NIP. 19600616198803200

Coordinator of English Education Study Program


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

DECLARATION

The undersigned's

Name : Rosmelinda

Student Number : 06011381520070

Program Study : English Education

I hereby declare that the thesis entitled:

“THE CORRELATION BETWEEN ADVERSITY QUOTIENT AND ACADEMIC ACHIEVEMENT OF THE ENGLISH EDUCATION STUDENTS OF THE FACULTY OF TEACHER TRAINING AND EDUCATION SRIWIJAYA UNIVERSITY”

Was conducted independently and prepared without unjustifiable assistance. All quotes written and or thoughts of others used in the thesis, either from published sources or not (including from the books, journal, articles, lecture notes, assignments other students and others, have been cited properly in accordance to the rules of academic standard and regulations.

Palembang, July 2020

The Undersigned

Rosmelinda

06011381520070

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However, the writer realizes that this thesis is far from being perfect, so any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Palembang, July 2020

The writer,

Rosmelinda

THESIS DEDICATIONS

This thesis is dedicated to:
My beloved father and mother

MOTTO:

For indeed, with hardship [will be] ease (5). Indeed, with hardship [will be] ease (6). So when you have finished [your duties], then stand up [for worship] (7).

(Surah Al Insyirah (94): 5-7)

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**The Correlation between Adversity Quotient and Academic Achievement
of the English Education Students of the Faculty of Teacher Training and
Education Sriwijaya University**

ABSTRACT

Adversity Quotient is the ability of someone in solving the problems or the adversities in his/her life. The aims of this study were to describe and find whether or not there was a significant correlation between Adversity Quotient (AQ) and Academic Achievement of the English Education Students of the Faculty of Teacher Training and Education Sriwijaya University. The data were collected by using questionnaire, documentation, and interview. Mix method research was used in this study. The findings of the study showed that r -obtained 0.079 and p -value 0.394, thus there was very low significant correlation between variable X and Y. To get more information such as the factors which influenced Students' Adversity Quotient and Students' Academic Achievement, the interview was used to know the factors. The result of the interview showed that the support from parents, friends, even the students self could influence the students' effort to increase their Adversity Quotient or Academic Achievement.


Keyword: *Adversity Quotient (AQ), Academic Achievement, the factors of students' AQ or students' Academic Achievement*

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

Name : Rosmelinda
Student Number : 06011381520070

Approved by,

Advisor 1,


Erlina, S.Pd., M.Pd., M.Ed.
NIP. 197409082000122001

Advisor 2


Dra. Rita Hayati, M.A.
NIP.19600616198803200

Coordinator of English Education Study Program


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

CHAPTER I

INTRODUCTION

This chapter discusses: (1) background of the study, (2) the problems of the study, (3) the objectives of the study, (4) the significances of the study

1.1 Background

Learning is an obligation of everyone to improve their knowledge as one of the ways to raise their success. “Learning was associated with cognition narrowly defined by processes that were believed to create verifiable knowledge” (Kezar, 2005). In education, learning process will show the academic scores as the result of students’ academic achievement whether it is from elementary up to university level.

The efforts and desire are necessary in getting good academic achievement, because those are the parts which will prove the quality of their academic achievement. It is more difficult to get good academic achievement for the students of university, because they are required to be independent in looking for information, science, and facing the problems in doing project or tasks from the lecturer. According to Suryabrata (1994), the scores which are already listed in the report are the final result of the students’ progress or academic achievement during their study. In University, students’ academic achievement can be proven from their GPA or Grade Point Average. For example, in English Education Study Program, every semester the students will get their each semester GPA. There are three categories of students’ GPA or the level of students’ academic achievement. GPA 3.51-4.00 is cum laude, GPA 2.76-3.50 is very satisfactory, and GPA 2.00-2.75 is satisfactory. To finish the study, they have to accomplish the minimum of 145 credit semester in 4 or 5 years. The GPA of students of English education in Sriwijaya University showed that the students of the academic year of 2016 until 2019 are divided into cum laude category (23% or 67 students), very satisfactory (72% or 207 students), and satisfactory (4% or 12 students).

By knowing their GPA, people know that there were many students who got good scores and it may be influenced by their efforts during learning process. In

their efforts, the students will also face difficulties in accomplishing their study either from internal or external factors. According to Purwanto (1998) as cited in Wahyuni (2017), there are two factors which influence students' academic achievement, internal and external factors. Internal factors involve of intelligence, interest, motivation and talent while, external factors include family, school, and social environment. The similar opinion of these factors, Senge (1990), the advances and the changes of technology, science, values, environment, and international relationship are the parts of the challenges or the adversities in education. How the students solve the challenges such as these things are called adversity quotient.

Adversity quotient or AQ describes about the perspectives, the actions, the efforts, or even the ways of someone toward the difficulties of life. The first founder of AQ, Stoltz (1997) in his book, namely "Adversity Quotient: Turning Obstacles into Opportunities" explains that AQ is the capacity of someone to deal with the adversities of life. It is related to how someone responds to any problem that he or she gets. According to Parvathy n Praseeda (2014), adversity quotient is very important for someone's life including the students who face a lot of situations or challenges of their daily life. There are three kinds of person in adversity quotient (Stoltz, 1997). First, quitter refers to a person who does not like complicated events or easily give up in solving the problems, refuses the opportunities, easily blames others and etc. Second, camper, a person who is brave to face the problems, but considers the latter effects, sometimes does not really finish the problem and feel satisfied with what she or he obtained. The last is climber, a person that has perseverance and hard work in getting something that he or she wants, able to deal the adversities or the difficulties. Life is like climbing the mountain because, the climbers have the challenges to ascent it such as the weather, distance, load of goods carried which adds the fatigue in climbing, but all the difficulties are paid off by reaching the end of the climb. AQ has the important role in determining someone's success and IQ or EQ of someone are not enough to make her or him to be successful.

In assessing of someone's AQ, it can be seen from the aspects of AQ, control, origin and ownership, reach, and endurance. The research from Huijuan

(2009) describes the differences among those four dimensions or aspects of adversity quotient. First, Control is about the perspective of someone in facing the adversities through the actions. And then Origin and Ownership refers to find the cause of the adversities. Third, Reach refers to how the adversities events do not often happen and how those can affect in life. And the last is endurance means the possibility of adversities events impact as being permanent or temporary. One of the examples related to endurance is the periods that students need to finish their study. For example, in Sriwijaya University at students year 2011 to 2014, there were 38 % or 99 students need 3 years 4 months until 3 years 11 months, 51 % or 133 students who need 4 years to 4 years 10 months, 8 % or 21 students who need 5 years to 5 years 10 months, 1 % or 3 students, even 0.3 % or 1 student who needs 7 years to finish the study. This case proved that they believe and able to complete their study although some of them need much time for it.

The study entitled " The adversity quotient and academic performance among college students at st. Joseph's college, Quezon city" by Huijuan (2009) shows that there was a significant correlation between adversity quotient and academic performance of students St. Joseph's College, Quezon City during the school year 2008-2009.

Another study related to adversity quotient was done by Wahyuni (2017), she found that there was a positive correlation between adversity quotient and students' English achievement of the tenth grade students of SMAN 2 NgadirojoPacitan in academic year 2016/2017 because from the coefficient correlation which was 0.560, it was higher than r_{table} 0.349. The instruments used for data collection in this research were questionnaire which consisted of 30 statements and documentation involving finding test value, vision and mission, goal, history, and infrastructure of SMAN 2 NgadirojoPacitan.

Espanola (2016) did the research Adversity Quotient (AQ) and Academic Performance of Selected Students in Mindanao State University Marawi City. The result of this study showed that there was only weak positive correlation between AQ and academic performance because, $r_{obtained}$ 0.14 was lower than r_{table} 0.207.

Related to the same research, Khairani& Abdullah (2018) found the result from their study that AQ had a positive and strong relationship with academic well-being among Malaysian Undergraduates.

The research by Huda and Mulyana (2017) showed that the influence of academic achievement at the psychology students 2013 was only 0,044 or 4.4%. It meant that AQ was one of the low factors that affect academic achievement. Based on this, the writer was interested in conducting a research entitled “The correlation between adversity quotient and academic achievement of the English education students of the Faculty of Teacher Training and Education Sriwijaya University”.

1.2 The Problems of The Study

The problems of this study are formulated in the following questions

1. Was there any significant correlation between adversity quotient and academic achievement of the English Education Students of the Faculty of Teacher Training and Education Sriwijaya University?
2. What were the factors which influenced Students’ Adversity Quotient and Students’ Academic Achievement?

1.3 The Objectives of The Study

Based on the problems above, the objectives of this study were to find out,

1. Whether or not there was a significant correlation between adversity quotient and academic achievement of the English Education Students of the Faculty of Teacher Training and Education Sriwijaya University.
2. The factors which influenced Students’ Adversity Quotient and Students’ Academic Achievement.

1.4 The Significances of The Study

For the lecturer, hopefully they can understand and give motivation to the students in facing and solving any adversity during teaching and learning process. For the students, hopefully they realize and improve their adversity quotient. For future researchers, hopefully they have the best way to get the information about adversity quotient and academic achievement.

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