

**CORRELATION AMONG BIG FIVE PERSONALITY TRAITS,
READING HABIT, AND WRITING SKILL OF THE 5th
SEMESTER STUDENTS OF ENGLISH EDUCATION
SRIWIJAYA UNIVERSITY**

A THESIS

by

SITI KHAIRUNNISA

Student Number: 06011181722007

English Education Study Program

Department of Language and Arts Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

INDRALAYA

2021

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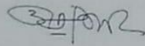
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2021

Approved by,

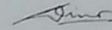
Advisor 1,



Eryansyah, M.A., Ph.D

NIP. 196907181995121001

Advisor 2,



Dr. Mgrt Dinar Sitinjak, M.A

NIP. 195710041988032001

Certified by,

Coordinator of English Education Study Program



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

NIP.107408022002121003



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Siti Khairunnisa

06011181722007

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

Day : Saturday

Date : July 17, 2021

1. Chairperson : Eryansyah, M.A., Ph,D



**2. Secretary : Dr. Mgrt. Dinar Sitinjak,
M.A.**



**3. Member : Prof. Sofendi, M.A.,
Ph.D.**



**4. Member : Soni Mirizon, M.A.,
Ed.D.**



5. Member : Dr. Ismail Petrus, M.A.



Indralaya, July 23rd 2021

Certified by

The Coordinator of English Education Study Program,



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

NIP.107408022002121003

DECLARATION

I, the undersigned,

Name : Siti Khairunnisa
Student's Number : 06011181722007
Study Program : English Education

Certify that the thesis entitled "Correlation among Big Five Personality Traits, Reading Habit and Writing Skill of the 5th Semester of English Education Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic of Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

Indralaya, July 16th 2021
The undersigned,



Siti Khairunnisa
06011181722007

DEDICATION

*To my parents, my biggest motivation to finish this thesis, who always trust me
and stay by side in any circumstances.*

My dearest sisters, Nabila and Najwa, my strength and source of happiness.

Motto:

“Be good, and good will go around you.”

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Indralaya, July 16th 2021

The Writer,

A handwritten signature in black ink, appearing to read 'Siti Khairunnisa', with a stylized flourish at the end.

Siti Khairunnisa

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Correlation among Big Five Personality Traits, Reading Habit and Writing Skill of the 5th Semester of English Education Sriwijaya University

ABSTRACT

This study aimed to find the correlation among Big Five personality traits, reading habit, and writing skill of the 5th Semester students of English Education Sriwijaya University. The research objectives were formulated into to find out whether or not, 1) there is any significant correlation between Big Five Personality Traits and the writing skill, 2) there is any significant correlation between reading habit and the writing skill, and 3) there is any significant correlation among Big five Personality Traits, reading habit and the writing skill, of the fifth-semester students of English Education Sriwijaya University. This study involving the 74 fifth-semester students of English Education Study Program, Faculty of Teacher Training and Education. Students' personality was measured using the Big Five Inventory which consisted of 44 Likert-scale items while students' reading habit was measured using a 15 items Likert-scale questionnaire. To check students' writing skill, an essay writing test was employed. Correlational analysis was done using SPSS 26 (Statistical Package for the Social Science). Spearman's Rank Order was employed to answer the first and second research problems. The results showed that there was no significant correlation between students' personality traits as well as their reading habit and writing skill. To answer the third research problem, regression analysis was utilized. The results showed that Extraversion and reading habit simultaneously explained the 85.3% of variance in students' writing skill.

CHAPTER I

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

Everyone is different from one another. Some of these differences can be seen (e.g., hair color, skin tone, and gender) whereas there are others that cannot be seen such as personality. As stated by Boroujeni et al. (2015), people have different characteristics which influence every facet of their lives including the way they learn. These different characteristics are relatively stable and are related to their personality types.

Personality is a set of aspects that defines how someone acts or thinks. Chamorro-Premuzic and Furnham (2003) defined personality as guidance for one in making decisions and to be persistent in doing activities. It includes the way people think and behave that impacts how they see themselves and the world around them.

There are three major theories of personality: psychodynamic, interpersonal, and trait theory. The psychodynamic theory focuses on people's neuroticism and how to overcome it. (Hogan & Sherman, 2020). Interpersonal theory concerns on "how and why people interact with others as they do and how those interactions influence subsequent interaction." (Hogan & Sherman, 2020, p.2). Trait theory, on the other hand, emphasizes that everyone has different traits and personality assessment is aimed to measure traits (Hogan & Sherman, 2020)

Traits are dimensions in which an individual falls somewhere on each dimension. As noted by Bergner (2020), traits are various personal tendencies to engage in certain kinds of behavior or to experience certain emotional states. Accordingly, Diener and Lucas (2019) asserted that personality is not about two

completely different individual's behavior. Instead, traits are about which dimension each person falls in. They can be low, medium, or high in any specific trait. Diener and Lucas (2019) further mentioned that there are three characteristics of personality traits. First is consistency which means, across situations, individuals are supposed to be consistent in their behaviors related to the trait. Second, one's trait is stable over time. Third, personality traits reflect individual differences; everyone does talk, and trait reflects how often he or she talks.

Over the years, experts have presented numerous traits that, they believed, form someone's personality. Allport (1937, in Wright & Woods, 2020) asserted that there are approximately 4000 individual traits, Cattell (1945, in Baumert et al., 2017) believed that there are 16 traits that form one's personality, Eysenck (1952, cited in Riggio, 2020) narrowed the list to consist of only three traits and Goldberg (1990) claimed that there are five major traits that form personality. The latest mentioned, Goldberg's five major personality traits, remain as the most widely accepted system in measuring personality traits (Diener & Lucas, 2019).

The Five-Factor Model was first introduced by Goldberg (1993, in Wright & Woods, 2020). In his work entitled "An Alternative 'Description of Personality': The Big-Five Factor Structure, Goldberg explained that he selected 1,710 trait-descriptive adjectives within the 75 categories adopted from Norman's (1967, in Diener & Lucas, 2019) findings. Employing the lexical study, analyzing the structure of each category, and grouping them in terms of synonyms, Goldberg (1993) found out that there were five irreplaceable factors that later on being called The Big-Five.

The Five-Factor Model of personality or "The Big-Five" consists of Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. As asserted by Diener and Lucas (2019), many of the words that describe traits are overlapping each other. Someone adaptable, friendly, and sociable can be categorized as an extrovert. Thus, The Big-Five remains prominent since it reflects the other traits. In other words, each trait of The Big-Five reflects many other traits.

The Big-Five is often used to predict people's outcomes for their activities, especially their learning outcomes. Ackerman's (1996) framework which was correlating the intelligence-as-process, personality, interest, and intelligence-as-knowledge proved that personality traits are the ones that influence students to get involved in any academic activities (Chamorro-Premuzic & Furnham, 2003). In line with that, Komarraju et al. (2011) proved that Big Five Personality Traits correlated positively with students' GPA. A recent study by Rosito (2018) also proved that Neuroticism, Extraversion, and Conscientiousness were significantly affected academic achievement. Along with that, the result of the study done by Abba and Isa (2019) revealed that Agreeableness and Conscientiousness can predict students' GPA very well.

Several studies had proven that Big Five Personality Traits correlate with EFL students' achievement. A study by Ghapanchi et al. (2011) on Iranian EFL students showed that Openness to Experience, Extraversion, and Conscientiousness were positively related to student's motivation in learning English. Moreover, they proved that students with a higher level of Extraversion and Conscientiousness had a broader English learning experience. Students who were more extroverted and opened to experience were also scored higher in the English proficiency test. A recent study by Cao and Meng (2020) found that Extraversion and Conscientiousness are the best predictors of students' achievement in learning English. However, a study by John et al. (2020) revealed that Neuroticism and Extraversion have no significant correlation with students' academic achievement.

English has been an international language for centuries and in Indonesia, English is considered a foreign language. Dardjowidjojo (2003 in Rini, 2014) claimed that English is the first foreign language of Indonesia. It means that English is the most used foreign language in Indonesia. As a foreign language, English in Indonesia is used in many fields such as economic, entertainment, politic, and most importantly, education (Rao, 2019). English has been a compulsory subject for Indonesian students at every level. Generally, English books that are used in every school in Indonesia provide the basic four skills of English: listening, speaking,

reading, and writing. Among those skills, according to Yahwang (2010, cited in Ramadhani, 2018), EFL students considered writing as the most difficult skill to be master.

Writing requires students' broad understanding of the language. Graham et al. (2005) defined writing as the most difficult, complex, and challenging skill to master. Besides grammar, writing also requires students' understanding of how to use the language in the context. As stated by Grami (2010) in Dhanya and Alamelu (2019), writing is a complicated process involving careful understanding, discipline, and high concentration. Therefore, to be a good writer, students need a lot of practice. Additionally, studies had proven that students' writing skill can be improved by having a good reading habit.

Reading habit is simply defined as the desire to keep reading which involves the style and preferences of reading (Fatiloro et al., 2017; Iftanti, 2012). By having a good reading habit, students can perform better in writing. In other words, students who are being more exposed to reading will do better in writing. However, Iftanti (2012) claimed that there were only a few Indonesian EFL learners with a good reading habit. Thus, it can be said that Indonesian EFL learners' writing skill is poor or under average.

An example of EFL learners in Indonesia is the students of English Education Study Program of the Faculty of Teacher Training and Education at Sriwijaya University. As English major students, they are obligated to write the final paper in English. In order to have a well-written final paper, they have to take four writing courses. They are *Paragraph Writing* in the second semester, *Essay Writing* in the third semester, *Creative Writing* in the sixth semester, and *Article Writing* in the seventh semester. In relation to that, the study program also provides reading courses (*Literal Reading, Interpretive Reading, Critical Reading, and Extensive Reading*) that are expected to be the gate for students to improve their reading habit as well as their writing skill.

However, both lecturers and students have little information about how personality traits can influence writing skill. Until very recently, there seem to be no lecturers that count personality traits as one of the approaches that can be used to improve students' writing skill whereas several studies had proven that personality traits play a big role in students' writing. This was the reason why the writer was interested in conducting a study entitled "Correlation among Big Five Personality Traits, Reading Habit, and Writing Skill of The Fifth Semester Students of English Education Sriwijaya University"

1.2 Research Problems

Based on the background, the problems of the present research are formulated in the following questions:

1. Is there any significant correlation between Big Five Personality Traits and the writing skill of the fifth-semester students of English Education Sriwijaya University?
2. Is there any significant correlation between reading habit and the writing skill of the fifth-semester students of English Education Sriwijaya University?
3. Is there any significant correlation among Big Five Personality Traits, reading habit, and the writing skill of the fifth-semester students of English Education Sriwijaya University?

1.3 Research Objectives

Following the problems above, the objectives of this study are:

1. To find out whether or not there is a significant correlation between Big Five Personality Traits and the writing skill of the fifth-semester students of English Education Sriwijaya University.

2. To find out whether or not there is a significant correlation between reading habit and the writing skill of the fifth-semester students of English Education Sriwijaya University.
3. To find out whether or not there is a significant correlation among Big Five Personality traits, reading habit, and the writing skill of the fifth-semester students of English Education Sriwijaya University.

1.4 Significance of the Study

This result of this study is expected to be beneficial for

- A. EFL teachers and lecturers in teaching writing and reading that takes count on student's personality traits.
- B. EFL learners in understanding their personality traits and improving their reading habit and writing skill.
- C. Future related studies in finding sources related to students' personality traits, reading habit, and writing skill.

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