

**THE CORRELATION BETWEEN PERSONALITY TRAITS AND ENGLISH MASTERY
OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG**

A Thesis by

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LANGUAGE AND ARTS EDUCATION DEPARTMENT



**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

PALEMBANG

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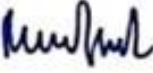
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DECLARATION

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Certify that thesis entitled "The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA MUHAMMADIYAH 6 PALEMBANG" is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Palembang, 24 Maret 2023

The Undersigned,



Cahya Dita Milenia

DEDICATION

I am sincerely dedicated this thesis to:

Allah SWT who has given me physically and mentally health to finish my thesis.

My beloved parents, Haryadi and Ita Aguslindawati, my supporting and beloved brother, Akbar Cahya Dito. Thank you for your love without limits, never ending prayers to me, your support, and for everything you present for me.

Motto:

There are only two choices to win life: courage or sincerity. if you don't dare, be willing to accept it. if not sincere, dare to change it.

- Lenang Manggala -

Nothing is impossible to achieve. nothing is impossible to solve. For "Verily Allah is free to do His will, He has made for every thing according to its measure.

- At-Thalaq: 3 –

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The writer want to say Alhamdulillah and thank to Allah SWT, who has given me a lot of blessings, love, opportunity, and health to complete this thesis.

To myself who always try to be the best version of before, and fought until this moment.

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The Researcher,



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ABSTRACT

This study investigated the relationship between personality traits and English proficiency among eleventh-grade students in SMA Muhammadiyah 6 Palembang. Results indicated that extraversion, agreeableness, and conscientiousness were positively correlated with English proficiency, while neuroticism and openness were negatively correlated. Moreover, these personality traits could significantly predict English proficiency among the participants. Therefore, educators and policymakers should consider incorporating personality traits into their English language teaching strategies and interventions to enhance students' English proficiency. Understanding students' personality traits can help teachers tailor their teaching methods to better suit individual students' learning styles and needs. These findings highlight the importance of considering personality traits as a factor in language learning and can provide insights into how teachers can help students improve their English proficiency.

Keywords: Personality traits, English proficiency, students, correlation, teaching strategies.

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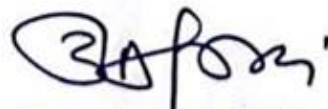
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CHAPTER I

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 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.

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 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><u>NEUROTICISM</u> Conceptual definition : Contrasts emotional stability and even-temperedness with negative emotionally, such as feeling anxious, nervous, sad, and tense. 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><u>EXTRAVERSION</u> Conceptual definition : Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive emotionality. Behavioral Examples : Approach strangers at a party and introduce myself (+); take the lead in organizing a project (+); keep quiet when I disagree with others (-).</p>	Poorer relationships with parents, and rejection by peers.
Years of education completed, better performance on creativity tests, success in artistic jobs, create distinctive looking work, and home environments.	<p><u>OPENNESS TO EXPERIENCE</u> Conceptual definition : Describes the breadth, depth, originality, and complexity of an individual's mental and experiential life.</p>	Conservative attitudes and political party preferences.

	<p>Behavioral Examples : Take the time to learn something simply for the joy of learning (+); watch documentaries or educational TV (+); comeup with novel setups for the living space (+); and look for simulating activities that break up my routine (+).</p>	
Better performance in work groups.	<p><u>AGREEABLENESS</u> Conceptual definitions : Contrasts a prosocial and communal orientation toward others with antagonism, includes traits such as altruism, tender-mindedness, trust, and modesty.</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>	Risk of cardiovascular disease, youth crime, and relationship issues.
Better grade point averages in school, higher work output, adherence to treatment plans, and longer lifespans.	<p><u>CONSCIENTIOUSNESS</u> 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>	Smoking, abusing drugs, following a bad diet and exercising ineffectively, and having attention-deficit/hyperactivity disorder (ADHD).

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. 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 (Dzul kifli & 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 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 that there was no significant correlation between personality traits and English achievement.

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. H_o : 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. H_o: 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.

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 : Creswell (2012, 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 ipop.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

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. 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. 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. 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. 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. Then the manual uses TOEFL - type questions to give students practice in these skills and themes.

The second part is language form & meaning, 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

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:

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

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.

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

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

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 the 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-table 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

Personally 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 Kolmogorov-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 Kolmogorov-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 Squares	df	Mean Square	F	Sig.
English_Mastery *	Between	(Combined) Linearity	6739.755	32	210.617	2.123	.057
		Linearity	152.283	1	152.283	1.535	.224
Personality_Traits	Groups	Deviation from Linearity	6587.472	31	212.499	2.142	.057
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_Traits	English_Mastery
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

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.

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.

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.

2. 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.

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APPENDICES

Appendix A



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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USUL JUDUL SKRIPSI

Nama : Cahya Dita Milenia
NIM : 06011381722074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : 1. Teaching Reading Comprehension Using Communicative Approach Through Songs and Games to the Eighth
2. The Correlation Between Students' Vocabulary Mastery and Reading Comprehension
3. The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

Disetujui Judul Nomor : 3

Pembimbing : Dr. ISMAIL PETRUS, M.A. ()

Palembang, 10 April 2021
Koordinator Program Studi,



Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121002

Tembusan:

1. Dosen Pembimbing
2. Subbagian Akademik

Appendix B



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS SRIWIJAYA
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THESIS EXAM

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

Name : Cahya Dita Milenia

Student Number : 06011381722074

Study Program : English Education

Department : Language and Arts Education

Academic Year : 2022/2023

Approved to participate in Final Exam on March, 2023

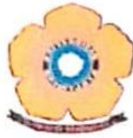
Certified by,
Coordinator of English Education
Study Program,

Advisor,

Eryansyah, MA., Ph.D.
NIP. 196907181995121001

Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Appendix C



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN,
RISET, DAN TEKNOLOGI
UNIVERSITAS SRIWIJAYA
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KEPUTUSAN
DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS SRIWIJAYA
Nomor: 1080-UN9.FKIP/TU.SK/2023

TENTANG
PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

- Menimbang : a. bahwa dalam rangka penulisan dan penyusunan skripsi mahasiswa, dipandang perlu ada pembimbing skripsi mahasiswa;
b. bahwa sehubungan dengan butir a tersebut di atas, perlu diterbitkan Surat Keputusan sebagai pedoman landasan hukumnya.
- Mengingat : 1. Undang-Undang No.20 Tahun 2003;
2. Peraturan Pemerintah No. 4 Tahun 2014;
3. Permen Ristekdikti No. 12 Tahun 2015;
4. Permen Ristekdikti No. 17 Tahun 2018;
5. Kepmenkeu RI No. 190/KMK.05/2009;
6. Kepmenristekdikti RI No. 32031/M/KP/XI/2019;
7. Keputusan Rektor Unsri No.0110/UN9/SK/BUK.KP/2021.

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA TENTANG PENUNJUKAN PEMBIMBING SKRIPSI MAHASISWA PROGRAM STRATA-1 (S-1) PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS KAMPUS PALEMBANG FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS SRIWIJAYA.

- KESATU : Menunjuk/Mengangkat Saudara
Dr. Ismail Petrus, M.A.

Sebagai pembimbing skripsi mahasiswa

Nama : Cahya Dita Milenia
Nomor Induk Mahasiswa : 06011381722074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang

- KEDUA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini dibebankan kepada anggaran biaya Fakultas Keguruan dan Ilmu Pendidikan Universitas Sriwijaya dan/atau dana yang disediakan khusus untuk itu.
- KETIGA : Keputusan ini mulai berlaku sejak tanggal ditetapkan sampai dengan tanggal 31 Juli 2023, dengan ketentuan bahwa segala sesuatu akan diubah dan/atau diperbaiki sebagaimana mestinya, apabila dikemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di : Indralaya
Pada tanggal : 27 Maret 2023


DITETAPKAN
MARTONO
NIP. 196710171993011001 31


Tembusan:


1. Koordinator Prodi Pend. Bahasa Inggris FKIP
2. Dosen Pembimbing
3. Mahasiswa yang bersangkutan
Universitas Sriwijaya



Appendix D


THESIS CONSULTATION CARD



Student's Name : Cahya Dita Milenia
 Student's Number : 06011381722074
 Study Program : English Education
 Department : Language and Art
 Thesis' Title : The Correlation Between Personality Traits and English Mastery of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang.
 Advisor : 1. ISMAIL PETRUS, DR., M.A.

No.	Consulted Topic	Advisor's Comments	Advisor 1
			Date and Signature
1	Proposal	1. Where is your consultation card/sheet? 2. Mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling. (You should make sure that there are no grammar mistakes BEFORE YOU CONSULT ME.) 3. In 1.1 Background, you should describe the importance of English mastery, the importance of personality traits, the correlation between them, and why you choose SMA Muhammad 6 Palembang and why you select the eleventh-grade students. DO NOT describe/explain something that is IRRELEVANT to your study. 4. Look at this (how to write the number of heading/subheading). 1.1. Incorrect 1.1 correct 1.2. Incorrect 1.2 correct 2.1. Incorrect 2.1 correct 3.1. Incorrect 3.1 correct 5. 2. Literature Review 2.1 Personality Traits 2.1.1 2.1.2 2.2 English Mastery 2.3 The Correlation between Personality Traits and English Mastery 2.4 Previous Related Studies 2.5 Hypotheses of the Study	 20 April 2021


		<p>6. In 3.2 Research Variables, use the terms “predictor variable” and “criterion variable”.</p> <p>7. 3.5 Techniques for Collecting the Data 3.5.1 ... Questionnaire (here give all the information about questionnaire) 3.5.2 English Test (here give all the information about test) 3.6 Techniques for Analyzing the Data (In 3.6, you should describe how to score the questionnaire and how to score the English test, the categories/levels of scores for questionnaire and test, testing of assumptions (normality, homogeneity, linearity), correlation and regression analysis.</p> <p>8. References and citation: Make sure you use APA 7th Edition.</p>	
2	Proposal	<p>1. Please put page number.</p> <p>2. Again, mind your English grammar. Please use online grammar checker like “grammarly” to scan and correct the grammar/spelling. (You should make sure that there are no grammar mistakes BEFORE YOU CONSULT ME.) On page 2: “Singh (2014) stated that, the students differ in their personal values, they receive ...” If the statement is still true or relevant now, then the main clause and the subordinate clause should be in PRESENT tense. If the statement is NOT true or irrelevant now, then the main clause and the subordinate clause should be in PAST tense. So → Singh (2014) stated states that the students differ differs in their personal values, they receive ...”</p> <p>3. In the background, when you describe the correlation between two variables, give some evidence that the 2 variables are significantly correlated (for example, mention some previous studies).</p> <p>4. Again, look at these. NO period at the end.</p> <p>1.1. x 1.1 √ 1.2. x 1.2 √ 2.1. x 2.1 √ 3.1. x 3.1 √ 2.5.1. x 2.5.1 √</p> <p>5. Research question 2: Do personality traits</p>	 28 April 2021

		<p>CONSULT ME.)</p> <ol style="list-style-type: none"> 2. Look at how you cite: (on page 2) According to Kaur (2014:117-118), ... Is it correct to use colon (:) in (2014: 117-118) or (2014, pp. 117-118)? If you mention the page(s), you should use quotation marks ("...") 3. Where is "significant(ly) in the objectives as it is in the problems??" 4. Look at this: (on page 14) "Meanwhile, one predictor variable in this research is students' personality traits cheating-behavior. Thus, the English Mastery score of the students is influenced by cheating-behavior and the student's personality traits" Omit "cheating behavior". 5. Put Table 6 in 3.6 Techniques for Analysing the Data. And also determine how to decide whether a student belongs to which personality type. (Setiap tipe ada 10 item. Jadi rentangan nilai 10 s/d 50. Dan pada nilai berapa seorang murid digolongkan ke tipe tertentu (extraversion, agreeableness, conscientiousness, neuroticism, or openness)? Jadi dalam analisis data, Anda harus menentukan setiap murid termasuk dalam tipe personality yang mana.) 6. Again, refences and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. 	 3 May 2021
4	Proposal	<ol style="list-style-type: none"> 1. AGAIN AND AGAIN, mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling. 2. On page 2: (Kaur, 2014, pp. "117-118") → (Kaur, 2014, pp. 117-118). Use quotation marks ("...") for the sentence/text you quoted. (Gunakan "... " pada kalimat/teks yang dikutip.) Revise. 3. How to decide whether a student belongs to which personality type (extraversion, agreeableness, conscientiousness, neuroticism, 	 14 May 2021

		<p>or openness)? Ketika analisis data, Anda harus menentukan setiap murid termasuk dalam tipe personality yang mana? Misalnya, siswa A termasuk extraversion; siswa B neuroticism, dsb. Untuk menentukan itu, Anda perlu menentukan pada <u>nilai berapa</u> seorang siswa digolongkan ke tipe tertentu. Setiap tipe ada 10 item. Jadi rentangan nilai 10 s/d 50 untuk setiap tipe. Misalnya, patokannya hanya siswa yang dapat nilai >30 yang dapat digolongkan dalam tipe itu. Misalnya, siswa A dapat nilai 20 pada soal tipe extraversion, 25 pada soal tipe agreeableness, ..., 40 pada soal tipe openness. Jadi, karena siswa A dapat nilai 40 (>30 sebagai patokan), siswa A digolongkan siswa bertipe openness.</p> <p>Table 9 is not clear. Please find/determine the criterion to decide if each student belongs to which type of personality.</p> <p>4. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly.</p> <p>What you texted me is NOT TRUE. I still find many mistakes in grammar and References.</p>	
5	Proposal	<p>Look at my suggestions on 14 May 2021. You should really pay attention to point2, 1, 3 and 4.</p> <p>For point 3, please read carefully and understand what I mean. So, your explanation on pages 25-26 is WRONG. The samples are 66 students, and after all the samples have filled out the questionnaire, you should determine (from their answers) that each student belongs to which type of personality. So, I want you to set/determine the criterion!!!!, for example: the criterion is >30 or what?</p> <p>For References, AGAIN, find the manual, read it carefully, and then correct your references accordingly.</p>	 <p>23 May 2021</p>

	Proposal	<p>1. AGAIN AND AGAIN, mind your English grammar. Please use online grammar checker like "grammarly" to scan and correct the grammar/spelling.</p> <p>2. Omit Table 9 in the proposal. Just write: Whether each student belongs to which personality type is based on the biggest value the student gets in the questionnaire. Put Table 9 in the appendices later and do NOT mention the real names of the students. Use student 1, student 2, student 3, etc.</p> <p>3. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. There are some differences in writing references between APA 7th Edition and 6th Edition. And you are still using APA 6th Edition.</p> <p>4. Revise as suggested. That is all for the proposal. Go to the next step.</p>	 11 June 2021
	Whole draft	<p>1. Write Chapters 1-5 properly. Every chapter begins with an introductory paragraph. Every paragraph begins from the very left margin (except the first line is indented) For example: 1.1 Background (correct)</p> <p>1.1 Background (incorrect)</p> <p>2. Move Table 9 to Appendix. Chapter 3 is the plan; the results are in Chapter 4.</p> <p>3. AGAIN, references and citation: Make sure you use APA 7th Edition. Please find the manual of APA 7th Edition from searching the internet, read it carefully, and then correct your citation and references accordingly. There are some differences in writing references between APA 7th Edition and 6th Edition.</p>	 7 Dec 2021

		<p>And you are still using APA 6th Edition.</p> <p>4. Revise the numbering of tables. For example: Table 3.1 meaning Table number 1 in Chapter 3 Table 3.2 meaning Table number 2 in Chapter 3 Table 4.1 meaning Table number 1 in Chapter 4</p> <p>5. CHAPTER IV RESEARCH FINDINGS AND INTERPRETATION</p> <p>4.1 Findings of the Study</p> <p>4.1.1 Results of Personality Traits - to describe the total results, use Table 8 (Score Range, Category, Frequency, Percentage), and one more table (personality types, frequency, percentage). Omit all the other tables.</p> <p>4.1.2 Results of English Mastery - to describe the results, use a table consisting of score range, category, frequency, percentage. Omit all other tables.</p> <p>4.2 Statistical Analyses</p> <p>4.2.1 Normality Test</p> <p>4.2.2 Homogeneity Test</p> <p>4.2.3 Linearity Test For normality, homogeneity, linearity tests, only present the tables of tests. Omit the graphs and histograms</p> <p>4.2.4 Correlation Analyses - besides the correlation of total personality traits-total English mastery, analyse the correlation of each personality type and total English mastery</p> <p>4.3 Interpretation</p> <p>6. CHAPTER V CONCLUSIONS AND SUGGESTIONS - You should give suggestions based on the conclusions</p>	
--	--	---	--

		<p>In 4.2.1 Normality Test, cari nilai normality untuk data questionnaire and nilai normality untuk data bahasa Inggris. So there are 2 values for normality test.</p> <p>In 4.2.2 Homogeneity Test, gunakan homogeneity test (Levene's test), bukan ANOVA.</p> <p>Make sure you know how to determine whether datasets are normal, homogeneous, or linear. What you did in 4.2.1, 4.2.2 and 4.2.3 is WRONG.</p> <p>In 4.2.4 Correlation Analysis, besides correlating total personality traits and total English mastery, you should analyse/correlate each of the personality types (Extraversion, Agreeableness, Conscientiousness, emotional Stability, openness) with their English mastery.</p> <p>For example, correlate the students of extraversion with their English mastery (14 students); correlate the students of agreeableness with their English mastery (15 students); correlate the students of Conscientiousness with their English mastery (15 students), etc.</p> <p>4. Use APA 7th Edition for writing citation and References, NOT APA 6th Edition.</p> <p>5. Please revise CAREFULLY as I have suggested. OPEN YOUR EYES WIDE. READ AND UNDERSTAND MY COMMENTS.</p>	
Whole draft		<p>1. Look carefully Points 1, 2 of my suggestions on 24Dec2021. You have NOT revised as suggested.</p> <p>2. In 2.5: H₀ H₀: Personality Traits do not significantly influence to English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang. H_a H_a: Personality Traits signifieant significantly influence on English Mastery of the eleventh grade students of SMA Muhammadiyah 6 Palembang.</p> <p>Look at these carefully: H₀ H₀ H_a H_a</p> <p>3. In 3.2: According to Tuckman (1978, p.59 p. 59), The the criterion variable ..</p> <p>In 3.3, give also the operational definition of the whole title.</p>	<p>25Mar2022</p> 

3.4 ~~The~~ Population and Sample of the Study

3.4.1 Population of the Study

3.4.2 Sample of the Study

4.

4.1 ~~Research-finding~~ Findings of the Study

4.1.1 ~~Result~~ Results of Personality Traits

4.1.2 ~~Result~~ Results of English Mastery

4.2 Statistical analysis Analyses

In 4.2.4 Correlation analysis Analyses, revise the hypotheses, making them as in 2.5

Make **only one table** showing the correlation analysis of the components of personality traits and English mastery (total). Or combine all the tables 4.10, 4.11, 4.12, 4.13, 4.14 into one table only:

	Extra...	Agree ...	Consc..	Emotion.	Openness
English Master					

On page 32: ...that ~~H0~~ H_0 is rejected, which means there is a significant correlation between ~~variable~~ Personality Traits and English Mastery. ~~This means that Personality Traits correlated to English mastery.~~

Omit the last sentence or if you want to keep the last sentence, you should add "significantly": This means that Personality Traits **significantly** correlated ~~to~~ with English mastery.

Revise all the similar sentences!!!

Add 4.2.5 Regression Analysis



5. The spacing between paragraphs is the same spacing within paragraph. Revise 3.5, 3.6, 4.3

For example:

.....
.....
.....
.....

.....
.....
.....
.....

(incorrect)

		6. 4.7 4.3 Interpretation	
	Whole draft	<p>You have NOT revised what I suggested on 15 April 2022.</p> <p>For partial regression, you will have ONLY ONE significant component/aspect!!!</p> <p>IMPORTANT: OPEN YOUR EYES WIDE. LOOK CAREFULLY AT MY SUGGESTIONS. DO NOT MISS A WORD, EVEN -S PLURAL!!!</p>	<p>15 May 2022</p> 
	Whole draft	<p>1. In Table 4.8, $r = 0.323$; why in Table 4.10 $r = 0.312$? It should be the same. And in Table 4.10, why r-square = 0.512 and adjusted r square = 0.504? $r = 0.312 \rightarrow r^2 = 0.312 \times 0.312 = 0.0973!!!$, not 0.512 Also in Table 4.11, all the r-squares are wrong.</p> <p>Since you do NOT understand partial regression, OMIT Table 4.12 and the description!!</p> <p>2. Revise 4.3 Interpretation and Chapter V accordingly.</p>	<p>26 July 2022</p> 

Palembang, 21 April 2021

Coordinator of Study Program

Advisor 1,



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

Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Appendix E
The Personality Questionnaire

Petunjuk:

1. Bacalah kuesioner dengan seksama dan jawablah pertanyaan dengan jujur. Jangan ragu untuk memilih atau mengisi jawaban berdasarkan situasi anda sendiri. Anda tidak perlu khawatir tentang hasilnya karena tidak ada jawaban yang benar atau salah.
2. Pilih salah satu jawaban di bawah ini yang paling menggambarkan anda dari jawaban sangat tidak setuju, tidak setuju, netral, setuju, dan sangat setuju.
3. Kuesioner ini akan membantu untuk menentukan kepribadian anda, yaitu kepribadian ekstrovert atau introvert.

Catatan*

1= Sangat Tidak Setuju

2= Tidak Setuju

3= Agak Setuju

4= Setuju

5= Sangat setuju

No		Very Inaccurate (Sangat	Moderately Inaccurate	Neither Accurate Nor	Moderately Accurate (Setuju)	Very Accurate (Sangat Setuju)
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		Tidak Setuju)	(Tidak Setuju)	Inaccurate (Agak Setuju)		
1	I enjoy life outside. Saya menikmati kehidupan diluar.					
2	I dwell around strangers. Saya diam di sekitar orang asing.					
3	I feel comfortable around people. Saya merasa nyaman disekitar orang.					
4	Am interested in people. saya tertarik pada orang lain.					
5	I Have little to say. Saya sedikit berbicara					
6	I start a conversation. Saya memulai percakapan.					
7	I have a soft heart. saya mempunyai hati yg lembut.					
8	I Feel little concern for others. Merasa sedikit					

	perhatian pada orang lain.					
9	I am relaxed most of the time. Saya santai sebagian besar waktu.					
10	I always talk to a lot of people outside. saya selalu berbicara dengan banyak orang di luar					
11	I Find it difficult to approach others. saya Sulit untuk mendekati orang lain.					
12	I Seldom feel blue. saya jarang merasa sedih.					
13	I don't mind being the center of attention. saya tidak keberatan menjadi pusat perhatian.					
14	I Bottle up my feelings. Aku memendam perasaanku.					

15	I always Take time out for others. Saya selalu meluangkan waktu untuk orang lain.					
16	Am a very private person. Saya orang yang sangat pribadi.					
17	Get stressed out easily. Say amudah stres.					
18	Am not easily bothered by things. Saya tidak mudah terganggu oleh berbagai hal.					
19	I feel other people's feelings. Saya merasakan perasaan orang lain.					
20	Am not really interested in others. Saya tidak terlalu tertarik					

	pada orang lain.					
21	I Make plans and stick to them. Saya membuat rencana dan menaatinya.					
22	I Make people feel at ease. Saya membuat orang merasa nyaman.					
23	Am not interested in other people's problems. Saya tidak tertarik dengan masalah orang lain.					
24	I am always prepared. saya selalu siap.					
25	I Insult people. Saya menghina orang.					
26	I Often forget to put things back in their proper place. Saya sering lupa untuk					

	mengembalikan barang ke tempatnya semula.					
27	I am hard to get to know. Saya sulit untuk mengetahui.					
28	I am quick to understand things. saya cepat memahami banyak hal.					
29	Am easily disturbed. Saya mudah diganggu.					
30	I rarely get irritated. saya jarang merasa kesal.					
31	I finished the task quickly saya menyelesaikan tugas dengan cepat.					
32	I have a vivid imagination. saya Miliki imajinasi yang hidup.					
33	I am exacting in my work. Saya menuntut dalam pekerjaan saya.					
34	I have difficulty					

	understanding abstract ideas. saya kesulitan memahami ide-ide abstrak.					
35	I don't have a good imagination. saya Tidak punya imajinasi yang bagus.					
36	I Make a mess of things. Saya membuat kekacauan.					
37	I get chores done right away. Saya segera menyelesaikan pekerjaan rumah.					
38	I leave my stuff all over the place. saya meninggalkan barang-barang saya di sembarang tempat.					
39	change my mood a lot. banyak mengubah mood saya.					
40	I Shirk my duties. Saya					

	Menyangkal tugas saya.					
41	I seldom get mad saya jarang marah.					
42	I have difficulty imagining things. saya kesulitan membayangkan sesuatu.					
43	I do things in a half-way manner. Saya melakukan sesuatu dengan setengah jalan.					
44	Have frequent mood swings. Sering mengalami perubahan suasana hati.					
45	I spend time reflecting on things. Saya menghabiskan waktu untuk merenungkan banyak hal.					

46	I get irritated easily. Saya mudah tersinggung.					
47	I avoid difficult reading material. saya hindari bahan bacaan yang sulit.					
48	I can handle a lot of information. Dapat menangani banyak informasi.					
49	I love to think up new ways of doing things. saya senang memikirkan cara baru dalam melakukan sesuatu.					
50	I always worry about things. Saya selalu khawatir tentang banyak hal.					

Appendix F

Tabulation of Personality Traits

No	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	Item 11	Item 12	Item 13	Item 14	Item 15	Item 16	Item 17	Item 18
S1	4	4	3	2	2	3	4	4	4	3	3	3	3	4	3	2	3	4
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S3	3	2	3	1	4	4	4	5	2	4	3	1	3	3	5	3	3	2
S4	2	3	3	4	4	2	4	2	2	4	5	3	2	3	5	3	3	1
S5	3	3	4	2	5	4	2	3	5	4	3	1	5	4	2	2	3	3
S6	1	2	3	2	3	5	3	2	3	4	5	4	2	3	5	3	1	5
S7	3	4	4	2	3	3	4	1	2	3	4	5	2	2	3	3	2	4
S8	5	3	2	3	1	2	3	4	3	2	3	4	3	4	5	5	3	2
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S11	3	2	3	5	2	3	4	4	4	2	4	5	3	2	3	4	3	5
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S15	4	3	3	2	3	3	3	1	3	4	4	5	3	1	5	3	4	4
S16	3	4	4	2	4	4	5	2	3	4	4	4	3	3	2	2	4	4
S17	3	5	4	3	2	1	2	3	4	2	3	2	1	2	3	4	5	4
S18	1	2	2	3	4	3	4	3	4	3	4	5	1	2	2	3	3	4
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S20	2	5	2	4	3	2	1	2	3	3	4	4	5	4	3	2	1	2
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S65	3	4	4	1	2	2	3	4	3	3	1	3	2	2	3	5	2	3
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No	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27	Item 28	Item 29	Item 30	Item 31	Item 32	Item 33	Item 34	Item 35
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No	Item36	Item37	Item38	Item39	Item40	Item41	Item42	Item43	Item44	Item45	Item46	Item47	Item48	Item49	Item50
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S24	1	3	3	4	5	4	3	2	4	3	5	3	2	1	5
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S26	2	3	2	1	2	3	2	1	2	3	4	5	1	2	3
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S41	2	5	1	3	4	1	3	5	2	4	1	3	5	5	2
S42	3	5	3	3	5	4	5	4	3	2	3	4	1	5	2
S43	5	4	2	1	3	4	5	3	1	2	5	4	3	5	4
S44	1	5	4	2	4	2	3	5	2	1	3	4	5	2	3
S45	3	5	5	3	2	4	1	3	4	2	4	4	5	3	1
S46	1	3	2	4	4	5	2	4	4	3	2	1	3	3	2
S47	2	1	2	1	4	2	3	3	2	2	5	5	4	2	1
S48	4	2	1	3	4	4	4	5	3	4	4	3	2	4	1
S49	4	4	2	3	5	1	2	3	3	1	2	5	2	3	5
S50	5	3	3	4	4	2	1	5	1	4	2	4	3	4	5
S51	1	2	4	4	3	3	2	4	5	3	4	3	1	5	4
S52	1	4	3	2	2	5	2	3	2	5	3	2	3	1	5
S53	4	4	2	5	3	2	4	1	3	5	2	3	1	1	4
S54	3	2	5	5	3	1	3	5	3	1	3	2	5	3	1

S55	3	3	3	4	4	5	5	3	5	3	1	4	5	3	3
S56	2	4	3	1	5	2	4	1	4	4	2	4	1	2	2
S57	1	1	3	5	1	3	3	2	3	5	4	1	3	2	4
S58	4	4	1	2	3	3	4	2	2	3	1	1	5	5	1
S59	5	2	5	2	1	2	2	1	3	5	4	2	5	3	2
S60	3	3	3	1	4	2	1	2	4	4	3	4	4	1	5
S61	5	1	4	4	4	1	2	3	5	1	4	2	3	3	2
S62	2	3	2	5	2	3	4	2	1	5	3	1	2	1	4
S63	1	4	1	2	4	5	5	4	3	2	3	1	1	2	3
S64	4	1	3	3	1	2	3	1	4	4	2	4	4	3	1
S65	5	4	5	1	3	3	2	3	4	3	1	5	5	4	3
S66	3	2	3	4	5	4	1	5	3	1	3	1	3	4	5

Appendix G

Name of Students, Personality Questionnaire and Total

No	Nama	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness	Total
1	Abelia Putri Sahara	33	32	26	26	34	151
2	Ahmad Ariyanto	29	30	28	33	24	144
3	Amalia Sari	32	28	31	27	34	152
4	Amanda Ari Kurniati	30	33	35	29	32	159
5	Bella Sartika	35	29	28	34	33	159
6	Carina Putri Intan Ridjani	28	35	27	25	36	151
7	Citra Ananda	29	30	25	32	30	146
8	Dedek Andista	28	37	30	31	33	159
9	Derizky Mirwan	32	29	35	30	32	158
10	Deski Alfarizi	37	32	29	32	35	165
11	Erika Safitri	32	36	26	27	34	155
12	Hamidah Aulia	34	31	31	35	32	163
13	Juriawan Raja Saputra	40	33	35	41	33	182
14	M. Aldy Gustanto	36	34	33	32	35	170
15	Amelia Putri Utami	29	33	32	30	32	156
16	Amrina Amalia Edly	35	34	29	30	34	162
17	Anggi Oktavia	29	28	32	31	23	143
18	Dinda Rezza Aprilia	29	31	35	24	31	150
19	Fadhilah Nurul Izzati	32	29	24	33	24	142
20	Fany Safytra	27	31	29	33	31	151
21	Intan Nuraini	30	28	29	39	24	150
22	Jeisyah Mareta	30	34	31	35	32	162
23	M. Gerry Abdillah	24	35	34	28	29	150
24	M. Irfan Adnan	31	28	37	32	32	160

25	M. Jodi Kurniawan	27	28	29	36	29	149
26	M. Supriyadi	21	30	25	30	34	140
27	Abdullah Faqih	33	36	28	26	37	160
28	Annisa Nur Shafira	30	27	32	30	33	152
29	Annisa Putri Nabila	30	29	27	30	32	148
30	Arya Wisesa HS	27	31	28	24	30	140
31	Ayesa Azhara	26	25	24	29	25	129
32	Azizah Rhmawati	31	28	33	30	34	156
33	Bayopi Satria Ramadhan P. Astro	28	25	35	32	26	146
34	Citra Yunita	24	33	29	27	30	143
35	Dwi Firmansyah	36	28	34	34	31	163
36	Dwina Nurul Annisa	29	34	30	32	29	154
37	Farah Febrian Aryani	27	22	28	29	25	131
38	Febi Ayu Soraya	37	25	33	35	28	158
39	Imam Ramadhan	28	30	36	31	23	148
40	Adin Kirana Putri	25	28	31	32	25	141
41	Amaratul Akzal	23	25	30	26	21	125
42	Andika Dwi Tama	26	34	27	31	31	149
43	Anggi Gustiarini. S	37	36	27	29	40	169
44	Chintya Salma Ayu	29	35	29	26	33	152
45	Defita Khoirunnisa	38	33	32	33	40	176
46	Detri Eliza	33	29	34	32	30	158
47	Devi Arifin	34	38	30	27	34	163

48	Difa Aryasatya Ramadhan	24	29	37	30	36	156
49	Dimas Fala Yahzunka	37	35	31	36	39	178
50	Dino Wijaya	30	38	29	34	31	162
51	Khovipa Mahesa	38	37	32	31	39	177
52	Lia Oktavia	26	33	27	28	25	139
53	Andiyansyah	29	27	23	33	30	142
54	Anisa Rahmawati Putri	29	30	28	32	29	148
55	Apridayanti	34	35	27	32	33	162
56	Arya Iman Maheswara	32	22	38	26	34	152
57	Ayu Putri Inayah	27	30	39	31	27	154
58	Bintang Pratama Putra	31	27	36	29	29	152
59	Clara Citra Prambudia	32	26	33	36	33	160
60	Dewi Anjelita	34	33	37	37	38	179
61	Dia Rahmawati	31	25	26	34	26	142
62	Dwi Frima Lisa	30	33	29	25	36	153
63	Feriska Amelia	30	24	36	27	30	147
64	Gathan Din Tanjung	31	29	32	27	31	150
65	Hartini	29	28	30	29	26	142
66	Intan Pebrida	30	29	34	28	32	153

Appendix H
ENGLISH TOEFL TEST

SECTION 1

LISTENING COMPREHENSION

Time-approximately 40 minutes

Directions :

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example :

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example:

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

Go on to the next page, and the test will begin with question number one.

<p>1. What will the students probably do next?</p> <p>(A) Clean up a mess in the laboratory (B) Ask the teacher some questions (C) Present reports about a science experiment (D) Put on safety glasses</p> <p>2. What is the purpose of the talk?</p> <p>(A) To explain to students why debating is important (B) To describe to students the process for the class debates (C) To discuss ways students can improve their classroom debates (D) To find out if students would be interested in starting a debate team</p> <p>3. What did the principal like best about the band?</p> <p>(A) The students wrote their own music. (B) The band played several kinds of music. (C) The band played during the whole festival. (D) The students played many different instruments.</p>	<p>4. What is probably true about the students' parents?</p> <p>(A) They want to place their children in another class. (B) They have been asking about the students' grades. (C) They have reminded their children to attend a conference. (D) They haven't scheduled conferences with the teacher.</p> <p>5. What does the teacher want the students to do?</p> <p>(A) Take everything out of their desks (B) Put the painting supplies in plastic bags (C) Bring paints with them to school on Monday (D) Put covers on their desks to keep the paint off</p> <p>6. What is the purpose of the announcement?</p> <p>(A) To remind students about a visit by a guest speaker (B) To inform students that lunch will be early today (C) To inform students about a trip to a local university (D) To remind students to keep quiet during a performance</p>
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<p>7. What does the teacher say about the plants in the photographs?</p> <p>(A) They can be harmful. (B) They are used in medicines. (C) They are difficult to identify. (D) They no longer grow in the area.</p> <p>8. Why does the principal apologize?</p> <p>(A) The students will have to use the old tables and chairs in the new cafeteria. (B) The students will have to wait before they can eat in the new cafeteria. (C) The cafeteria will be using the same menu as last year. (D) The students will have a shortened vacation this year</p>	<p>9. What is probably true about the students?</p> <p>(A) They are starting to learn about a new topic. (B) They are not good at drawing shapes. (C) They have new pencils and rulers. (D) They have been studying shapes.</p> <p>10. What is the purpose of the talk?</p> <p>(A) To tell students about the library's hours and policies (B) To persuade students to use books instead of computers (C) To give students information about the library's research tools (D) To warn students about unreliable information on the Internet</p>
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Now you will hear some conversation. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet.
 You will hear each conversation only one time.

<p>11. What is the boy's problem?</p> <p>(A) He forgot a phone number. (B) His mobile phone is broken. (C) He cannot find his mobile phone. (D) He left his mobile phone at home.</p> <p>12. What does the boy say his teacher makes the class do?</p> <p>(A) Turn off their mobile phones (B) Leave their mobile phones at home (C) Put their mobile phones inside their desks (D) Keep their mobile phones in their</p>	<p>13. What will the boy and girl probably do next?</p> <p>(A) Call a friend (B) Make some signs (C) Phone the boy's house (D) Write down a list of phone numbers</p>
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Backpacks	
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<p>14. Where is the conversation probably taking place? (A) On a bus (B) At a restaurant (C) In the mountains (D) In a school hallway</p> <p>15. Why is the boy surprised? (A) He did not think he could hike far. (B) He thought it would be a rainy day. (C) He did not expect to see the girl today. (D) He thought he was going to be late for class.</p>	<p>16. What caused plans to change during the trip to the mountains? (A) A student got hurt. (B) It was snowing in the mountains. (C) A path on the mountain was closed. (D) The students were too tired to climb to the top.</p> <p>17. What does the girl suggest about the food on the trip? (A) It did not taste good. (B) There was not enough to eat. (C) It was prepared before the trip. (D) The students enjoyed making it.</p>
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<p>18. What are the speakers mainly discussing? (A) A new art project in the city (B) An assignment for their art class (C) An art display inside the public library (D) A painting that the girl saw downtown</p> <p>19. Why is the boy excited? (A) A famous artist is going to visit his class. (B) His artwork might be seen by many people. (C) His class might visit an art museum. (D) He is getting a good grade in his art class.</p>	<p>20. Where does the boy say he may go this weekend? (A) To the zoo (B) To an art store (C) To Main Street (D) To the public library</p> <p>21. Why does the girl suggest that the boy go to the art room? (A) So that he can hand in his homework (B) So that he can sign up for a class trip (C) So that he can see a new painting (D) So that he can talk to the teacher</p>
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<p>22. What is the girl’s problem? (A) She cannot find her report. (B) The library is closed today. (C) She is late in handing in an assignment. (D) The book she has is damaged.</p> <p>23. How does the girl probably feel when she says, “Wow! Do you think he’ll let me borrow it?” (A) Excited (B) Nervous (C) Upset (D) Uncertain</p>	<p>24. What does the boy say about his uncle? (A) He is very wealthy. (B) He is a famous writer. (C) He used to work in a library. (D) He has many books on architecture.</p> <p>25. What will the girl probably do after school? (A) Study for a test with her friends (B) Go with the boy to meet his uncle (C) Go to the library to write her report (D) Ask her teacher for extra time on an assignment</p>
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Now you will hear some conversation. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet.
You will hear each conversation only one time.

<p>26. What is the main topic of the talk? (A) Places where camels look for food in the desert (B) How camels survive in the desert (C) New kinds of foods discovered in the desert (D) Why temperatures change quickly in the desert</p> <p>27. What false belief about camels does the speaker correct? (A) That they run very fast (B) That they are found only in hot regions (C) That they can easily find water in the desert (D) That they store water in their humps</p>	<p>28. What does the speaker imply about the food that camels eat? (A) It is full of fat. (B) It dries out quickly. (C) It is difficult to find. (D) It contains a lot of water.</p> <p>29. According to the speaker, what is harmful to most animals’ health? (A) Drinking too much water (B) Eating food that is very old (C) Going too long without rest (D) Spending a lot of time in the sun</p>
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<p>30. What are the teacher and student mainly talking about? (A) Learning how to pilot a balloon (B) Breaking records in balloon flights (C) Problems related to flying by balloon (D) Different kinds of balloons used for Transportation</p> <p>31. What event does the girl mention? (A) A ballooning course (B) A ballooning contest (C) A museum exhibit about ballooning (D) A television program about ballooning</p>	<p>32. According to the teacher, what must pilots do before a balloon flight? (A) Check weather reports (B) Find out about other air traffic (C) Follow instructions from someone on the ground (D) Choose the right balloon for the Conditions</p> <p>33. What can be inferred from the conversation about using balloons for transportation? (A) Balloons will probably be used for transportation more in the future. (B) Balloons are unable to fly far enough to be useful for transportation. (C) Balloons are too difficult to control to be used for transportation. (D) Balloons cost too much money to be used for transportation today.</p>
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<p>34. What is the main topic of the talk? (A) A newly discovered type of ant (B) A type of ant with unusual skills (C) An increase in the population of one type of ant (D) A type of ant that could be dangerous to humans</p> <p>35. What does the teacher say many people think must be true about leaf-cutter ants? (A) They eat leaves. (B) They live in plants. (C) They have sharp teeth. (D) They are especially large.</p>	<p>26. According to the teacher, what is one activity that both leaf-cutter ants and people do? (A) Clean their food (B) Grow their own food (C) Eat several times a day (D) Feed their young special food</p> <p>37. What did the experiments show about leaf-cutter ants? (A) How fast they grow (B) Which plants they eat (C) Where they look for leaves (D) How much weight they can carry</p>
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<p>38. What is the main topic of the talk? (A) The influence of the Roman Empire on businesses (B) Improvements in electronic mail services (C) Ways postal services have changed over time (D) Reasons that most people do not send paper documents</p> <p>39. What does the teacher suggest about the early mail carriers who rode on horses? (A) They were highly respected by people at the time. (B) They often took a piece of mail only part of the way. (C) They usually traveled with soldiers for protection. (D) They had to pass a physical test to get the job.</p> <p>40. What happened to the Roman mail system when the Roman Empire ended? (A) It was taken over by a private business. (B) The Romans destroyed most of it. (C) It continued to be used for a period of time. (D) Countries fought to manage it.</p>	<p>41. What led to the establishment of private postal systems during the Renaissance? (A) An increase in international business (B) Growing numbers of people who could read and write (C) Advances in printing technology (D) Changes in land ownership laws</p> <p>42. What does the teacher imply when he says, “Of course, with today’s technology, there may soon be no need for any of them”? (A) Governments and private postal companies will probably use computers more in the future. (B) Modern technology is making international mail delivery more efficient. (C) Most people prefer to communicate by phone rather than by e-mail. (D) People will use only computers for long-distance communication in the future.</p>
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SECTION 2
LANGUAGE FORM & MEANING
Time-approximately 25 minutes

Directions :

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks change is not completely true. If you have ever stood next to rushing river, you.

- (A) still
- (B) very
- (C) quite
- (D) never

The water hammering away at the rocks.

- (A) saw
- (B) see
- (C) are seeing
- (D) may have been

The correct answer to **Sample 1** is (D), “never.” The correct answer to **Sample 2** is (D), “may have seen.”

Questions 1 - 4 refer to the following e-mail.

Hi, Linda!

Thanks for your last e-mail! I know you like art, just like I do, so I wanted

- 1. (A) tell
- (B) Told
- (C) to tell
- (D) telling

you about the special trip my class went on last week. We took a bus into the city and spent two

hours at the art museum

- 2. (A) If there was
- (B) that there was
- (C) which we had
- (D) where we had

our own tour guide. The guide told us about

the different artists and gave us the history of some of the paintings.

- 3. (A) When
- (B) Rather
- (C) During
- (D) Whether

I have

more time, I will send you another e-mail with some of the photos I took that day. I took a lot of

them! If your family comes to

- 4. (A) ask
- (B) visit
- (C) look
- (D) return

us this year, we can go the art museum together

Your cousin,

Samantha

Questions 5 - 8 refer to the following student essay.

- 5. (A) a topic
- (B) an event
- (C) a company
- (D) an introduction

This report is on _____ that is very important to me: the environment.

- (B) an event
- (C) a company

There are things that each of us can do every day _____ and

- 6. (A) less pollution created
- (B) to create less pollution
- (C) and creating less pollution
- (D) the creation of less pollution

to be less wasteful. For example, today, _____ very easy to recycle all kinds

- 7. (A) becoming
- (B) has become
- (C) is becoming
- (D) it has become

of materials, like glass, metal, and plastic. Also, people who drive cars can plan their schedules so

that _____ really need to.

- 8. (A) they only when they drive
- (B) drive they when only they
- (C) they only drive when they
- (D) when they only they drive

Questions 9 - 13 refer to the following part of a student's journal.

I _____ in my bird-watching journal since last month.

I think that
the

- 9. (A) writing
- (B) to write
- (C) had been written
- (D) have been writing

report I wrote today is the most

- 10. (A) exciting
- (B) desperate
- (C) aggressive
- (D) comfortable

one I have written. In the park this

morning, I saw many ducks

- 11. (A) to swim
- (B) swimming
- (C) they swam
- (D) that swimming

in the pond, and I identified several

songbirds flying from tree to tree. Then as I was leaving the park, I

- 12. (A) knew
- (B) wrote
- (C) noticed
- (D) invited

an

unusual bird high in the sky. I wasn't sure what it was, but luckily it landed on a nearby tree, so I

studied it carefully. When I checked my book at home, I discovered

- 13. (A) it was the bird
- (B) that the bird was
- (C) what was the bird
- (D) the bird that it was

a hawk—the first one I have ever seen!

Questions 14 - 17 refer to the following advertisement.

This summer, Riverville Primary School

- 14. (A) holding
- (B) was held
- (C) to be held
- (D) will be holding

a special reading and math

camp for young children, and we are looking for camp tutors. Any student between the ages of

14 and 18 who is

- 15. (A) interesting
- (B) interested
- (C) interests
- (D) interest

in working at the camp as a tutor in math or reading

should call Ms. Turner, the tutor coordinator, at 555-8898. Applicants should have excellent grades

and must be

- 16. (A) available
- (B) different
- (C) likely
- (D) either

for the entire camp session, which will be held

- 17. (A) to
- (B) at
- (C) while
- (D) during

the first two weeks of July.

Questions 18 - 25 refer to the following letter.

Dear class,

Hello from Egypt! Thank you for the letters and e-mails you

- 18. (A) send
- (B) are sent
- (C) sending
- (D) have sent

me over the

last month. I miss

- 19. (A) to see all of my students,
- (B) seeing all of my students,
- (C) all of my students are seen,
- (D) all of my students saw them,

but I am also happy to be having

such a special learning experience myself. As you know, I am

- 20. (A) requiring
- (B) involving
- (C) interesting
- (D) participating

in a

teachers' exchange program here for three months. I am very lucky to be spending this time in Egypt.

Since I am a history teacher,

- 21. (A) it is wonderful
- (B) that wonderful
- (C) wonderful to be
- (D) being wonderful

to visit a country that is famous for its

ancient civilization! I have

- 22. (A) yet
- (B) still
- (C) then
- (D) already

great Pyramid of Giza and many other.

sights. When I visit these

- 23. (A) every
- (B) general
- (C) historic
- (D) possible

places, I have a fantastic guide. His name is

Professor Hassan, and he teaches at a large university in Cairo,

- 24. (A) that is
- (B) is being
- (C) which is
- (D) and which

the

capital city of Egypt. He has taught me so much about the history of the ancient Egyptian kings and queens.

I can't wait to show

- 25. (A) all of you the photographs
- (B) you the photographs all of
- (C) the photographs all of you
- (D) you of all the photographs

that I have taken in this amazing

place!

Mr. Tyler

Questions 26 - 34 refer to the following student essay.

Harry Houdini was perhaps

26. (A) great for a magician
(B) the greatest magician
(C) a magician of the greatest
(D) the magician who was great

of all time.

27. (A) His one
(B) Once his
(C) One of his
(D) This one of

most famous tricks was making an elephant disappear. An elephant

named Jennie

28. (A) brought
(B) bringing
(C) was brought
(D) was bringing

onto a stage. She greeted the audience by

29. (A) raised
(B) raises
(C) raising
(D) raise

her trunk.

30. (A) She was then given
(B) She then gave
(C) Then to give
(D) Then giving

Houdini a kiss and was led

into a giant box. The box contained two rooms

31. (A) both of them
(B) in addition
(C) as well as
(D) and too

some mirrors

The mirrors made

32. (A) Jennie looked like it
(B) Jennie looking like
(C) looking like Jennie
(D) it look like Jennie

had disappeared, but of course, she was still

in the box.

33. (A) Despite
(B) Nevertheless
(C) Because
(D) Therefore

the box was so heavy, twenty men had to push it off the

stage at the

34. (A) end
(B) last
(C) result
(D) finishing

of the trick!

Questions 35 - 42 refer to the following text.

Located in central Africa,

35. (A) Lake Victoria is
(B) and Lake Victoria is
(C) Lake Victoria's being
(D) although Lake Victoria is

a very unusual lake.

36. (A) It not only one is
 (B) Is it one not only
 (C) One is it only not
 (D) Not only is it one

of the largest lakes in the world; it is also one of the youngest.

Estimated to be about 15,000 years old, it is a relative baby compared with Earth's other very

large lakes,

37. (A) to be
 (B) they are
 (C) which being
 (D) which are

more than two million years old. Yet judging by the

variety of life in it, Lake Victoria

38. (A) resembles
 (B) portrays
 (C) views
 (D) likes

a much older body of water.

Usually, lakes need a much longer time

39. (A) is populated
 (B) they are populated
 (C) to become populated
 (D) becoming populating

by a diverse

40. (A) Is
 (B) It is
 (C) Being
 (D) Because it is

common for ne

41. (A) opened
 (B) filled
 (C) satisfied
 (D) purchased

small number of species.

Lake Victoria, however, is

42. (A) many
 (B) as many
 (C) too many
 (D) as many as

with colorful fish, most notably, cichlids.

READING COMPREHENSION

Time-approximately 50 minutes

Directions :

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet.

Before you start, read the sample text and the questions below.

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The picture show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is the text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red
- (B) Green
- (C) Blue
- (D) Gray

The correct answer is A, "Red."

Questions 1 - 4 are about the following announcement.

Student Volunteers Needed

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make Posters	1 P.M – 4 P.M	December 5th
Set up gym	11 A.M – 4 P.M	December 11th
Help performers	9 A.M – 4 P.M	December 12th
Welcome guests	10 A.M – 2 P.M	December 12th
Clean up gym	4 P.M – 7 A.M	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian

1. What time will the festival begin?

- (A) 10 A.M.
- (B) 11 A.M.
- (C) 1 P.M.
- (D) 2 P.M.

2. The word feature is closest in meaning to _____.

- (A) look
- (B) keep
- (C) include
- (D) entertain

3. What job will be done the day before the festival begins?

- (A) Making posters
- (B) Setting up the gym
- (C) Cleaning up the gym
- (D) Helping the performers

4. Who is told to talk to Ms. Braxton?

- (A) Parents
- (B) Students
- (C) Teachers
- (D) Performers

Questions 5 - 11 are about the following story.

“Did you see that?” Joe said to his friend Bill. “You’re a great shooter!”
Bill caught the basketball and bounced it before throwing it again. The ball flew into the net.

Line “Bill, you never miss!” Joe said admiringly.

5 “Unless I’m in a real game,” Bill complained. “Then I miss all the time.”

Joe knew that Bill was right. Bill performed much better when he was having fun with Joe in the school yard than he did when he was playing for the school team in front of a large crowd.

“Maybe you just need to practice more,” Joe suggested.

10 “But I practice all the time with you!” Bill objected. He shook his head. “I just can’t play well when people are watching me.”

“You play well when I’m watching,” Joe pointed out.

“That’s because I’ve known you since we were five years old,” Bill said with a smile.

“I’m just not comfortable playing when other people are around.”

15 Joe nodded and understood, but he also had an idea.

The next day Joe and Bill met in the school yard again to practice. After a few minutes, Joe excused himself.

“Practice without me,” Joe said to his friend. “I’ll be back in a minute.”

20 Joe hurried through the school building, gathering together whomever he could find—two students, a math teacher, two secretaries, and a janitor.

When Joe explained why he needed them, everyone was happy to help.

Joe reminded the group to stay

quiet as they all went toward to school’s basketball court. As Joe had



25 hoped, Bill was still practicing
basketball. He made five baskets in a
row without noticing the silent people
standing behind him.
“Hey, Bill!” Joe called out finally.
30 Bill turned. A look of surprise came
over his face.
“I just wanted to show you that you
could play well with people watching
you,” Joe said. “Now you’ll have
35 nothing to worry about for the next
game!”

5. What would be the best title for the story?

- (A) Joe Joins the Team
- (B) Practice Makes Perfect
- (C) Bill Wins the Big Game
- (D) Bill's Basketball Problem

6. In line 6, the word performed is closest in meaning to _____.

- (A) acted
- (B) played
- (C) moved
- (D) changed

7. Why is Bill upset?

- (A) He plays better in practice than he does during games.
- (B) The school yard is not a good place to practice.
- (C) Joe watches him too closely when he plays.
- (D) His team loses too many games.

8. Why does Bill play well when Joe is watching him?

- (A) He is comfortable with Joe.
- (B) Joe tells him how to play better.
- (C) He does not know that Joe is there.
- (D) He wants to prove to Joe that he is a good player.

9. Why does Joe decide to gather a group of people?

- (A) Because he wants more players for his team
- (B) Because he wants to help Bill feel less nervous
- (C) Because he wants to show them his talent
- (D) Because he wants more people to see the next game

10. At the end of the story, all of the following people watch Bill practice EXCEPT _____.

- (A) Joe
- (B) a janitor
- (C) a math teacher
- (D) the basketball coach

11. Why does the group have to be quiet when they go to the basketball court?

- (A) Because Joe is telling Bill what to do
- (B) Because they do not want Bill to know they are there
- (C) Because Bill likes to practice alone
- (D) Because the group needs to listen to Joe's instructions

Questions 12 - 17 are about the following article.

<p>Last Saturday, the students in Mr. Marshall’s social studies class held the school’s first-ever Current Events Awareness Day. The students <i>Line</i> themselves came up with the idea for the event. 5 As part of their regular studies, Mr. Marshall asks his students to read the newspaper every day and to follow topics that they find particularly interesting.</p> <p>The students became <u>knowledgeable</u> about a number of current events and wanted to get other 10 students from outside their class more interested in the news.</p> <p>For the event, Mr. Marshall’s students formed into five small groups. Each group focused on a</p>	<p>particular area in current events. The main areas 15 included politics, the environment, the economy, science, and international relations.</p> <p>The students prepared posters and short presentations about their topics, which <u>they then</u> shared with the 230 people who attended the event. 20 Mr. Marshall was very proud of his students and impressed with the work they had done.</p> <p>“They made the information easy for everyone to understand,” he said. “They even made it entertaining!” 25 Mr. Marshall hopes the event will become a new school tradition that will take place each year.</p>
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<p>12. Which headline best summarizes the article? (A) Students Focus on Current Events (B) Five Issues Students Care About Most (C) Student Newspaper Read by Hundreds (D) Teacher’s Presentation Inspires Students</p> <p>13. In line 8, the word knowledgeable is closest in meaning to _____ . (A) encouraged (B) bored (C) informed</p>	<p>15. According to the article, what made each student group different from the others? (A) The number of people in it (B) The schedule it had to follow (C) The kind of materials it made (D) The current events it discussed</p> <p>16. In line 18, the word they refers to _____ . (A) topics (B) posters (C) students</p>
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<p>(D) well-known</p> <p>14. According to the article, what assignment does Mr. Marshall regularly give his students?</p> <p>(A) Reading the newspaper (B) Giving class presentations (C) Doing research at the library (D) Writing about current events</p>	<p>(D) presentations</p> <p>17. Based on his comments, what did Mr. Marshall think about the event?</p> <p>(A) It was difficult to plan. (B) It was larger than expected. (C) It was both educational and fun. (D) It was better than last year’s event.</p>
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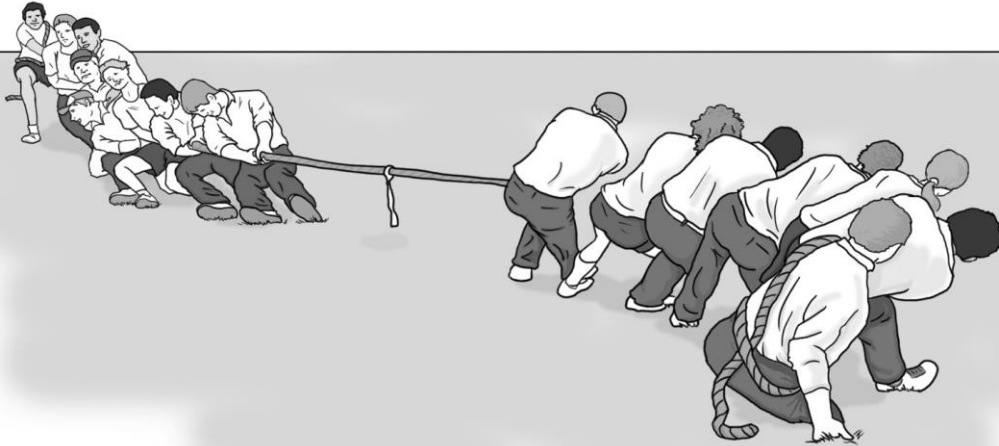
Questions 18 - 23 are about the following passage.

Well-known in many countries, tug-of-war is a sports event with easy rules and a lot of action. On a grassy field, two teams pull on opposite ends of a rope. The team that can pull the other team to its side of the field triumphs. Many places have local tug-of-war clubs that compete against each other. An international organization sets the rules of the competition.

If one tug-of-war team weighs much more than the other team, then it is easier for the heavier team to win. To keep contests fair, all eight pullers on a team must be weighed. Only teams with similar weights compete against each other.

The thrill of tug-of-war has been known for a very long time. In fact, it is one of the world’s oldest events, going back many centuries. Tug-of-war existed in many places in ancient times, including Greece, Egypt, and Korea. At one point it was even included in the Olympic Games. It was introduced into the Olympics in 1900, just four years after the first modern Olympic Games were held in 1896 in Greece. It was a part of the Olympics until 1920, when the rope was pulled for the final time as an official Olympic

15 event.



18. What is the best title for the passage?

- (A) Games of Strength and Speed
- (B) A Simple but Exciting Contest
- (C) Changing the Rules of a Fun Game
- (D) The Oldest Sports at the Olympic Games

19. In line 3, the word triumphs is closest in meaning to _____ .

- (A) wins
- (B) arrives
- (C) relaxes
- (D) gets tired

21. What is done before a contest begins?

- (A) The rope is pulled.
- (B) The field is measured.
- (C) The teams are counted.
- (D) The pullers are weighed.

22. What does the author say about the history of tug-of-war?

- (A) It was played in ancient times.
- (B) It was invented in Greece.
- (C) Its rules were written down in 1900.
- (D) It was a part of the first modern Olympic Games.

<p>20. According to the passage, what might make a tug-of-war contest unfair?</p> <p>(A) Having eight pullers on each team</p> <p>(B) Including pullers who think tug-of-war is easy to win</p> <p>(C) Keeping teams on opposite sides of the same rope</p> <p>(D) Having teams with different weights compete against each other</p>	<p>23. What was the last year that tug-of-war was included in the Olympics?</p> <p>(A) 1896</p> <p>(B) 1900</p> <p>(C) 1904</p> <p>(D) 1920</p>
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Questions 24 - 33 are about the following passage.

The longer food is kept, the more likely it is to attract insects. Even foods stored in containers often attract bugs. To solve this problem, scientists have been working with different odors in an attempt to find one strong enough to keep insects from going near *Line* food. One possibility would be to use plants with strong smells, like garlic or pine, to

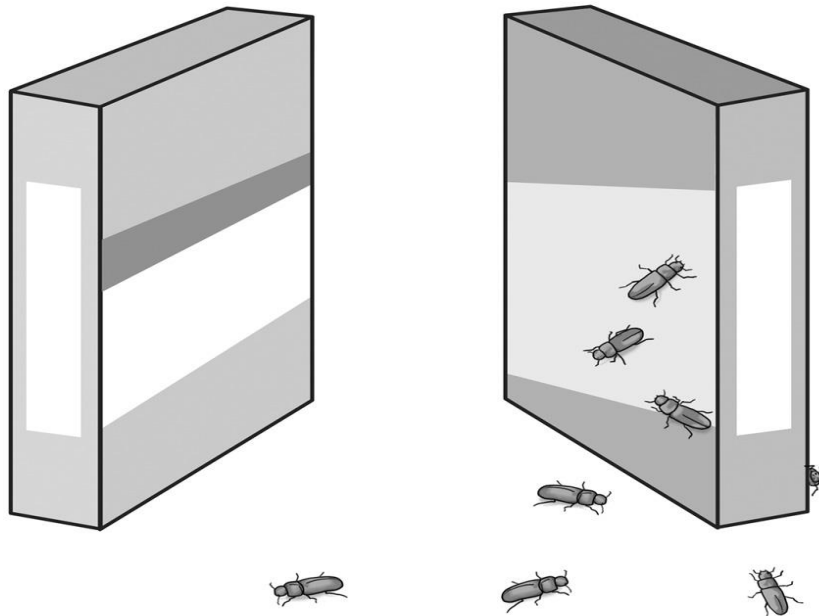
5 keep insects away. Unfortunately, however, using these smells might keep some people away too!

A more promising repellent is citronella oil, which comes from a type of lemongrass. An experiment was done using this oil with a certain insect, the red flour beetle. Scientists sprayed cardboard boxes with citronella oil and noticed that the beetles did not

10 enter those boxes. They were much more interested in boxes that were not sprayed.

One problem with using citronella oil as a repellent, however, is that it is quite ephemeral—it simply does not last very long. After a few months it loses its smell, and bugs no longer find it unpleasant. Scientists hope to improve citronella oil so that its scent remains strong for a longer time. It will also be necessary to make sure that the oil

15 is not harmful to people, as scientists are still not sure whether it is safe to use around food.



24. What is the passage mainly about?

- (A) Oils used in cooking
- (B) Ways of protecting food
- (C) The behavior of a kind of beetle
- (D) Smells produced by different grasses

25. In line 3, the word one refers to

- _____ .
- (A) an odor
 - (B) an insect
 - (C) a scientist
 - (D) a container

26. What does the author imply about the odors of garlic and pine?

- (A) They last for a long time.
- (B) They are not always very strong.
- (C) They can be unpleasant to people.
- (D) They attract certain species of beetles.

29. What does the author say about the sprayed boxes in the experiment?

- (A) Beetles avoided them.
- (B) They were very heavy.
- (C) They did not contain much food.
- (D) Many insects were trapped in them.

30. In line 12, the word ephemeral is closest in meaning to _____ .

- (A) weightless
- (B) short-lived
- (C) overpriced
- (D) not distinguishable

<p>27. What are repellents? (A) A food source for beetles (B) Machines used to get oil from plants (C) Substances used to keep insects away (D) Chemicals used to speed up plant Growth</p> <p>28. Which substance is NOT mentioned as being unpleasant to insects? (A) Pine (B) Flour (C) Garlic (D) Citronella oil</p>	<p>31. What are scientists hoping to do in the future? (A) Breed larger beetles (B) Produce better-tasting foods (C) Grow lemongrass in greater quantities (D) Make the odor of citronella oil last Longer</p> <p>32. In line 14, the word scent is closest in meaning to _____ . (A) smell (B) flavor (C) nature (D) standard</p> <p>33. What do scientists still not know about citronella oil? (A) What chemicals it contains (B) Where it comes from (C) Why beetles like it (D) How safe it is</p>
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Questions 34 - 42 are about the following passage.

When another old cave is discovered in the south of France, it is not usually news. Rather, it is an ordinary event. Such discoveries are so frequent these days that hardly anybody pays heed to them. However, when the Lascaux cave complex was discovered
Line in 1940, the world was amazed. Painted directly on its walls were hundreds of scenes
5 showing how people lived thousands of years ago. The scenes show people hunting animals, such as bison or wildcats. Other images depict birds and, most noticeably, horses, which appear in more than 300 wall images, by far outnumbering all other animals.

Early artists drawing these animals
10 accomplished a monumental and difficult task. They did not limit themselves to the easily accessible walls but carried their painting materials to spaces that required climbing steep walls or crawling into narrow
15 passages in the Lascaux complex. Unfortunately, the paintings have been

exposed to the destructive action of water



and temperature changes, which easily wear the images away. Because the Lascaux caves
20 have many entrances, air movement has also damaged the images inside. Although they are not out in the open air, where natural light would have destroyed them long ago, many of the images have deteriorated and
25 are barely recognizable. To prevent further damage, the site was closed to tourists in 1963, 23 years after it was discovered.



The Scoring of English Test

$$\text{TOEFL Junior Test} = \frac{\text{the number of the right answers}}{\text{the total number of the test}} \times 100$$

Range of students English Mastery

No	Percentage Range	Qualification	Category
1	89-100	Very Good	A
2	77-88	Good	B
3	66-76	Average	C
4	0-65	Poor	D

Source : Administration of SMA 6 Muhammadiyah Palembang

APPENDIX I

ANSWER KEY

Practice Test – Answer Key					
Listening Comprehension Section		Language Form and Meaning Section		Reading Comprehension Section	
1. D	22. D	1. C	22. D	1. A	22. A
2. D	23. A	2. D	23. C	2. C	23. D
3. A	24. D	3. A	24. C	3. B	24. B
4. D	25. B	4. B	25. A	4. B	25. A
5. D	26. B	5. A	26. B	5. D	26. C
6. A	27. D	6. B	27. C	6. B	27. C
7. A	28. C	7. D	28. C	7. A	28. B
8. B	29. A	8. C	29. C	8. A	29. A
9. D	30. C	9. D	30. B	9. B	30. B
10. C	31. B	10. A	31. C	10. D	31. D
11. C	32. A	11. B	32. D	11. B	32. A
12. A	33. C	12. C	33. C	12. A	33. D
13. B	34. B	13. B	34. A	13. C	34. B
14. D	35. A	14. D	35. A	14. A	35. C
15. C	36. B	15. B	36. D	15. D	36. B
16. C	37. D	16. A	37. D	16. C	37. C
17. A	38. C	17. D	38. A	17. C	38. A
18. A	39. B	18. D	39. C	18. B	39. D
19. B	40. C	19. B	40. B	19. A	40. B
20. A	41. A	20. D	41. B	20. D	41. D
21. D	42. D	21. A	42. D	21. D	42. A

LISTENING COMPREHENSION SCRIPT

- 1. (Narrator):** Listen to a science teacher speaking to her students.
(Woman): Remember, the first step is to put on your safety glasses. Safety is the most important rule when doing experiments. We're going to be observing what happens as we heat and cool different substances, and it's possible that some of the containers might break and cause a mess. If there are no questions, let's start with the first one.
(Narrator): What will the students probably do next?
- 2. (Narrator):** Listen to a history teacher talking to a class.
(Man): You've all been doing a really great job with the class debates this month. So ... I'd like to know how many of you would be interested in starting a new debate team? The team would meet a few times a week, and we'd do the same kind of debates that you've been doing in class. The only difference is you'd be competing with students from other schools, instead of each other. Now, how many of you would be interested in doing something like this?
(Narrator): What is the purpose of the talk?
- 3. (Narrator):** Listen to a school principal talking to a group of students
(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Students bands usually play something traditional, but you actually composed something original. That's really impressive!
(Narrator): What did the principal like best about the band?
- 4. (Narrator):** Listen to a teacher talking in an English class.
(Man): I haven't gotten any phone calls yet, so I'd like you to remind your parents to contact me about scheduling their mandatory parentteacher conferences next week. These conferences will be about your academic standing within my class. All of your parents need to contact me as soon as possible to schedule an appointment.
(Narrator): What is probably true about the students' parents?

5. (Narrator): Listen to a teacher making an announcement at the end of the day.
(Man): Remember that a team of painters is coming in tomorrow to paint the walls. In this box on my desk are sheets of plastic that I want you to slip over your desks. Make sure you cover your desks completely so that no paint gets on them. Everything will be finished and the plastic will be removed by the time we return on Monday.
(Narrator): What does the teacher want the students to do?
6. (Narrator): Listen to a principal speaking to the students over the intercom.
(Man): Good morning, students. Don't forget that a guest speaker, Professor Walter Smith, will be here early this afternoon. He is a scientist at our local university and has some great experiments to show you! Please proceed to the auditorium right after lunch.
(Narrator): What is the purpose of the announcement?
7. (Narrator): Listen to a teacher speaking to a class.
(Man): We identified a lot of plant species on our field trip yesterday and even talked about ways people use some of these plants for food or to make natural medicines. All of those plants were, of course, perfectly harmless to people and animals. But today, I'll show you photographs of some other plants you might also find in our area. However, unlike the plants we saw yesterday, the plants in these pictures are noxious to humans. You need to be able to identify noxious plants so that you'll know to avoid them.
(Narrator): What does the teacher say about the plants in the photographs?
8. (Narrator): Listen to a message from a school principal.
(Woman): I am very happy to announce that the new cafeteria we've been building all year has finally been completed! But I am sorry to say that we won't be able to eat in there until after the school vacation. Even though the building is finished, we are still waiting for the new tables and chairs to be delivered
(Narrator): Why does the principal apologize?

9. (Narrator): Listen to a math teacher talking to his class.

(Man): OK everyone, take out a piece of paper. We have been talking about shapes for a few weeks now, so today we are going to practice drawing them from memory. By now, you should know the names of the basic shapes and how to draw them. You will need a pencil and a ruler. When I say the name of a shape, you will draw it on the paper and then compare with a partner. Ready? Here's the first one...

(Narrator): What is probably true about the students?

10. (Narrator): Listen to a librarian talking to a class.

(Woman): Here in the library we have a number of different tools that you can use for your research projects. Of course, we have a large number of books, but we also have magazines and journals. You can use the computers to search the Internet for information or to access our collections of academic articles.

(Narrator): What is the purpose of the talk?

11-13 (Narrator): Listen to a conversation between two friends at school.

(Girl): You look a little frustrated, Ken. What's wrong?

(Boy): [Frustrated] Where's my mobile phone?! I'm sure I put it in the side pocket of my backpack, but it's not here. It must have fallen out.

(Girl): I'm sure it's on the floor somewhere close by. Hey, I have an idea. You can borrow my phone, dial your number, and we can listen for your ringtone. If the phone is around here, it'll start ringing, and then we'll know where it is. Here, take my phone.

(Boy): I wish we could do that, but we won't hear my phone because it's turned off! The teacher makes us turn off our phones when we're in class, remember? I hadn't switched it back on after I left the classroom.

(Girl): Hmm. In that case, I think the best thing to do is make a few signs asking anyone who finds your phone to bring it back. You can hang them up on the walls all around the school.

(Boy): But how will they contact me if they don't know me? I don't have my phone!

(Girl): You can put my number on the signs. They can call me, bring the phone to me, and I'll give it back to you. Come on, let's get started. I've got some paper right here.

(Narrator): Now answer the questions.

14-17 (Narrator): Listen to a conversation between two friends.

(Girl): Hi, Mark. Are you on your way to science class now? I'll walk over with you.

(Boy): [a bit surprised to see her] Cathy.... Oh, hi. Yes, but . . . what are you doing here? I thought you would still be on the trip to Pine Mountain with the nature club.

(Girl): You're right. We weren't supposed to drive back until tonight. But we ended up coming back on the bus yesterday instead.

(Boy): Why? I hope that nothing bad happened. Or was the weather bad? I heard it can snow in the mountains, even when it's warm here.

(Girl): No, nothing bad happened—I mean . . . no one got hurt or anything—and it was sunny and warm in the mountains.

(Boy): So . . . why did you come back early?

(Girl): Well, I guess, in a way, weather was the issue. On the last day of the trip, we were going to climb to the top of Pine Mountain. But, apparently, last week it rained so much that parts of the hiking trail were washed away, so they closed it.

(Boy): Wasn't there some other way to get to the top?

(Girl): No, there was just the one path. We did go on a lot of nature walks the first two days, and we were getting kind of tired by then. But everyone was still really disappointed that we couldn't go all the way to the top. I will say one thing though, it was nice to get home and eat my mother's home-cooked meal.

(Boy): [understanding her point] Right. Food cooked outside over a campfire isn't always very tasty!

(Narrator): Now answer the questions.

18-21 (Narrator): Listen to a conversation between two friends at school.

(Boy): Hi, Lisa.

(Girl): Hi, Jeff. Hey, have you been to the art room today?

(Boy): No, why?

(Girl): Well, Mr. Jennings hung up a notice about a big project that's going on downtown. You know how the city's been doing a lot of work to fix up Main Street—you know, to make it look nicer? Well, they're going to create a mural.

(Boy): You mean, like, make a painting on the entire wall of a building?

(Girl): Exactly!

(Boy): But where?

(Girl): It's that big wall on the side of the public library. And students from this school are going to do the whole thing . . . create a design, and

paint it, and everything. I wish I could be a part of it, but I'm too busy.

(Boy): [excitedly] Cool! I'd love to help design a mural. Imagine everyone in town walking past that wall and seeing my artwork, every day.

(Girl): I thought you'd be interested. They want the mural to be about nature, so I guess all the design ideas that students come up with should have a nature theme.

(Boy): That makes sense—they've been planting so many trees and plants along the streets and in the park.

(Girl): If you're interested you should talk with Mr. Jennings.

(Boy): [half listening, daydreaming] This could be so much fun. Maybe I'll try to visit the zoo this weekend . . . you know, to see the wild animals and get some ideas, something to inspire me!

(Girl): [with humor] Well maybe you should go to the art room first to get more information from Mr. Jennings.

(Boy): [slightly sheepishly] Oh yeah. Good idea. Thanks for letting me know, Lisa! I'll go there right away.

(Narrator): Now answer the questions.

22-25 (Narrator): Listen to a conversation between two students at school.

(Boy): Is something wrong, Amanda? You look upset today.

(Girl): [mildly upset] Oh, I got a book from the library today that I need for my report on ancient architecture. But I just realized it's missing a few pages!

(Boy): Well, it's not a problem if it's just a few pages, right? You can use the rest of the book for your report.

(Girl): No, it's missing pages from the most important section that I need for my paper.

(Boy): Oh. Have you checked if there are other copies in the library?

(Girl): Yes, and the librarian told me this was the only one they had.

(Boy): Hmm. Well, if you tell the librarian about the missing pages, she can probably order a new copy of the book. That's what she does when books get too old to be used anymore.

(Girl): But my report is due in two days! The new book won't get here for at least a week.

(Boy): OK, then—I have a different idea. Did you say your report is about ancient architecture?

(Girl): That's right.

(Boy): Well, my uncle studies architecture. He has so many books about architecture at his house, it's almost like a library! I'm sure he has a

copy of the book you're looking for--or at least a different book with the same information.

(Girl): Wow! Do you think he'll let me borrow it?

(Boy): Of course. We can walk over to the house together after school today. Then you can talk to him about the book.

(Girl): That sounds great! I'll meet you at the main entrance right after school.

(Narrator): Now answer the questions.

26-29 (Narrator): Listen to a part of a radio program about nature.

(Woman): The camel is an example of an animal that is especially adapted to survive in harsh conditions. First of all, camels have humps on their backs. Now, many people think that camels hold water in their humps. But that is actually not true. While camels do have to store water, what they carry in their humps is not water, but fat. That's their emergency supply of energy in case there's little food to eat. Of course, camels wouldn't need to carry a safety supply of fat if it were easy to find something to eat where they live. Unfortunately, in the deserts camels can sometimes walk for days in the hot sun looking for food and water. So when there is little to eat, the fat from their hump allows them to survive for quite a long time—even up to two weeks—without eating anything.

When they do get an opportunity to eat and drink, camels consume as much as possible. A camel can drink incredible amounts of water, a lot more than most other animals can take in without getting sick. You see, there's a limit on how much an animal can drink. If an animal were to drink more than necessary, that could even be bad for that animal's health. But a camel's body does not suffer the effects of too much water. After it has stored up plenty of food and water, it can go on for days in the hot desert.

(Narrator): Now answer the questions.

30-33 (Narrator): Listen to part of a discussion in a history class.

(Man): We've been learning about transportation and how trains and automobiles have changed how people live. Now, a more recent development has been air travel. When the first airplane was flown just over a hundred years ago . . . well, we're used to it today. But imagine what it was like to see airplanes flying for the first time. Yes, Anna—you have a question?

(Girl): But didn't people fly in balloons before that—I mean those big, hotair balloons?

(Man): Well, actually, yes—you're absolutely right, Anna. In fact, the first hot-air balloon carrying a person flew more than two hundred years ago. Balloons were quite popular at first, but one problem with balloons is that they depend on wind . . . and pilots never know for sure where the wind will take them. Sometimes a balloon lands hundreds of miles away from a planned landing spot. The problem today is not as serious as it was in the past, because these days a balloon pilot can simply use a radio or cell phone and call for help. But if you're using balloons for transportation, it's a big problem.

(Girl): I guess if you're going to buy a ticket to travel somewhere, you want to know where you're going! But . . . the reason I thought of balloons is, on the TV news they said that there's going to be a ballooning contest in our town next month. A lot of people flying hot air balloons are going to take off from the high school field. They're all supposed to fly somewhere and see who gets there first.

(Man): Oh, that would be great to go see! And you can be sure that the pilots in that contest will be finding out the weather forecast. The most crucial factor is the wind—its direction and strength. If you get onboard but forgot to check the wind, a balloon flight may turn out to be a long adventure before you touch the ground again. So you can see why hot-air balloons are used today mostly just for fun.

(Narrator): Now answer the questions.

34-37 (Narrator): Listen to a teacher talking in a biology class.

(Woman): We've talked before about how ants live and work together in huge communities. Well, one particular kind of ant community also grows its own food. So you could say these ants are like people—like farmers. And what do these ants grow? They grow fungi [FUN-guy]. Fungi are kind of like plants—mushrooms are a kind of fungi. These ants have gardens, you could say, in their underground nests. This is where the fungi are grown.

Now, this particular kind of ant is called a leaf-cutter ant. Because of their name, people often think that leaf-cutter ants eat leaves. If they cut up leaves they must eat them, right? Well, they don't! They actually use the leaves as a kind of fertilizer. Leaf-cutter ants go out of their nests looking for leaves from plants or trees. They cut the leaves off and carry hem underground . . . and then feed the leaves to the fungi—the fungi are able to absorb nutrients from the leaves.

What the ants eat are the fungi that they grow. In that way, they are like farmers!

The amazing thing about these ants is that the leaves they get are often larger and heavier than the ants themselves. If a leaf is too large, leaf-cutter ants will often cut it up into smaller pieces—but not all the time. Some ants carry whole leaves back into the nest. In fact, some experiments have been done to measure the heaviest leaf a leaf-cutter ant can lift without cutting it. It turns out, it depends on the individual ant. Some are stronger than others. The experiments showed that some “super ants” can lift leaves about 100 times the weight of their body!

(Narrator): Now answer the questions

38-42 **(Narrator):** Listen to a talk in a history class.

(Man): If you think about it, thanks to e-mail and computers we hardly write letters on paper anymore. Most people don't even pay bills through the mail anymore, or mail in forms to schools or to the government. It seems almost everything can be done online now. Keep in mind, though, that e-mail is a very recent development. But postal services—systems for delivering physical, paper letters and documents and other items—well, they've been around for a long time.

For example, we know that in ancient times, documents were transported by riders on horseback. They usually used a relay system, which means that one mail carrier would travel a certain distance with the mail and then pass it on to someone else whose job was to take it the next part of the way. In ancient China, for example, the government set up a large network of stations where fresh horses were kept, so mail carriers could deliver official documents to faraway parts of the kingdom more quickly. Now, during the Roman Empire almost 2,000 years ago, Roman rulers established their own system of roads and stations for mail delivery across the empire's vast lands. Interestingly, even after the Roman Empire ended, its postal system remained intact. In other words, even though there was no official Roman Empire to govern the territories, the people living in the area found the postal system created by the empire so useful that they continued to use it! Then, about 500 years ago, during the Renaissance in Europe, different countries began to travel farther and farther when they started trading goods. This led to a need for commercial documents

to be delivered quickly and safely. That's when private businesses got involved and started their own postal systems. So now it wasn't only governments that were delivering mail. And that's pretty much what it's like in the world today. Most governments operate their own postal services, but there are also many private companies that deliver letters and documents. Of course, with today's technology, there may soon be no need for any of them!

(Narrator): Now answer the questions.

APPENDIX J

THE RESULT OF TOEFL

No	Nama	Listening	Language Form	Reading
1	Abelia Putri Sahara	18	31	31
2	Ahmad Ariyanto	17	17	19
3	Amalia Sari	16	19	20
4	Amanda Ari Kurniati	15	21	18
5	Bella Sartika	14	20	20
6	Carina Putri Intan Ridjani	26	18	18
7	Citra Ananda	18	20	18
8	Dedek Andista	17	17	18
9	Derizky Mirwan	28	18	17
10	Deski Alfarizi	17	15	14
11	Erika Safitri	14	16	17
12	Hamidah Aulia	19	18	15
13	Juriawan Raja Saputra	19	17	20
14	M. Aldy Gustanto	14	15	13
15	Amelia Putri Utami	20	18	15
16	Amrina Amalia Edly	18	15	17
17	Anggi Oktavia	18	19	17
18	Dinda Rezza Aprilia	14	17	14
19	Fadhilah Nurul Izzati	15	18	19
20	Fany Safytra	17	17	17
21	Intan Nuraini	16	18	17
22	Jeisyah Mareta	17	16	13
23	M. Gerry Abdillah	12	16	15

24	M. Irfan Adnan	18	14	12
25	M. Jodi Kurniawan	10	11	11
26	M. Supriyadi	13	9	13
27	Abdullah Faqih	13	12	13
28	Annisa Nur Shafira	11	14	10
29	Annisa Putri Nabila	15	16	12
30	Arya Wisesa HS	14	12	10
31	Ayesa Azhara	10	17	10
32	Azizah Rhmawati	16	16	13
33	Bayopi Satria Ramadhan P. Astro	15	10	11
34	Citra Yunita	10	11	11
35	Dwi Firmansyah	10	13	11
36	Dwina Nurul Annisa	10	12	16
37	Farah Febrian Aryani	11	14	10
38	Febi Ayu Soraya	18	11	16
39	Imam Ramadhan	12	10	10
40	Adin Kirana Putri	11	12	10
41	Amaratul Akzal	18	10	15
42	Andika Dwi Tama	12	15	11
43	Anggi Gustiarini. S	13	10	10
44	Chintya Salma Ayu	10	14	12
45	Defita Khoirunnisa	13	11	10
46	Detri Eliza	11	11	13
47	Devi Arifin	12	14	11
48	Difa Aryasatya Ramadhan	10	14	10
49	Dimas Fala Yahzunka	10	17	15
50	Dino Wijaya	13	13	10
51	Khovipa Mahesa	14	10	14
52	Lia Oktavia	12	12	10
53	Andiyansyah	10	14	11
54	Anisa Rahmawati Putri	14	12	16
55	Apridayanti	10	12	12
56	Arya Iman Maheswara	10	10	12
57	Ayu Putri Inayah	10	15	11
58	Bintang Pratama Putra	13	14	12
59	Clara Citra Prambudia	12	13	10
60	Dewi Anjelita	11	12	10

61	Dia Rahmawati	12	10	11
62	Dwi Frima Lisa	12	16	13
63	Feriska Amelia	10	10	15
64	Gathan Din Tanjung	10	11	10
65	Hartini	12	14	10
66	Intan Pebrida	16	17	15