

## **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 style="text-align: center;"><b><u>NEUROTICISM</u></b></p> <p><b>Conceptual definition :</b> Contrasts emotional stability and even-temperedness with negative emotionally, such as feeling anxious, nervous, sad, and tense.</p> <p><b>Behavioral Examples :</b> 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 style="text-align: center;"><b><u>EXTRAVERSION</u></b></p> <p><b>Conceptual definition :</b> Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive emotionality.</p> <p><b>Behavioral Examples :</b> Approach strangers at a party and introduce</p>	Poorer relationships with parents, and rejection by peers.

	myself (+); take the lead in organizing a project (+); keep quiet when I disagree with others (-).	
Years of education completed, better performance on creativity tests, success in artistic jobs, create distinctive looking work, and home environments.	<p><b><u>OPENNESS TO EXPERIENCE</u></b></p> <p><b>Conceptual definition :</b> Describes the breadth, depth, originality, and complexity of an individual's mental and experiential life.</p> <p><b>Behavioral Examples :</b> Take the time to learn something simply for the joy of learning (+); watch documentaries or educational TV (+); come up with novel setups for the living space (+); and look for stimulating activities that break up my routine (+).</p>	Conservative attitudes and political party preferences.
Better performance in work groups.	<p><b><u>AGREEABLENESS</u></b></p> <p><b>Conceptual definitions :</b> Contrasts a prosocial and communal orientation toward others with antagonism, includes traits such as altruism, tender-mindedness, trust, and modesty.</p> <p><b>Behavioral Examples :</b> Emphasize the good qualities of other people when I talk about others (+); lend things to people I know (+); and console 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><b><u>CONSCIENTIOUSNESS</u></b></p> <p><b>Conceptual definition :</b> Describes socially mandated impulse control that supports task- and goal-directed behavior such as planning, organizing, and prioritizing tasks, thinking before acting, deferring gratification, according to norms and regulations, and thinking before acting.</p> <p><b>Behavioral Examples :</b> 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.  $H_0$  : 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.  $H_0$ : 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.

