

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 prerequisite analysis and hypothesis testing, the researcher counted the data of the personality traits to know the personality types of students. Then, the following table shows the result of data analyzed.

Table 4.1 The Result personality traits category

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

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

Table 4.2 Descriptive analysis of personality types

Personality Traits	Frequency	Percentage
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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

		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 (\geq 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
Personality_Traits	Groups	Deviation from Linearity	152.283	1	152.283	1.535	.224
			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_Trait	English_Mastery
		s	
Personality_Traits	Pearson Correlation	1	.323
	Sig. (2-tailed)		.04
	N	66	66
English_Mastery	Pearson Correlation	.323	1
	Sig. (2-tailed)	.04	
	N	66	66

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

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

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

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

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

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

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

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

4.2.5 Regression Analysis

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

Table 4.10 Regression Test between Personality Traits and English Mastery

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

a. Predictors: (Constant), Personality_Traits

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

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

	E	A	C	ES	O
R	0.166 ^a	0.137 ^a	0.137 ^a	0.007 ^a	0.052 ^a

English Mastery	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.