

**RELATIONSHIP BETWEEN THE BIG FIVE PERSONALITY
TRAITS AND ENGLISH ACHIEVEMENT OF THE EIGHT-
GRADE STUDENTS AT MTS NU NURUL HUDA SEMARANG**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Gaining the Degree of Bachelor of Education
in English Language Education



by

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**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY
SEMARANG
2021**

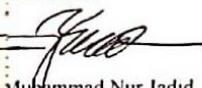
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Asslamualaikum wr wb.

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Title : Relationship Between the Big Five
Personality Traits and English Achievement of
the Eight-Grade Students at MTs Nu Nurul
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ABSTRACT

A person's personality is believed to have a significant effect on one's success. It raises questions related to the success of student achievement in lessons, especially in English at school. Is it also influenced by the personality of the students as well. To confirm this, research is needed to find out whether there is an effect of student personality, in this case the big 5 personality traits on students' scores in English lessons. This study uses a quantitative approach. The research data were obtained through questionnaires from 102 respondents who were in the class. The research was conducted at MTs NU Nurul Huda Grade VIII D, E, F. The results of the study found that the components of the Big 5 personality traits; Neuroticism, Extraversion, Openness, and Conscientiousness have a positive effect on students' English scores. However, the agreeableness component has not been proven to affect student scores in English subjects. Therefore, schools, teachers, and parents should play an active role in helping students to learn more optimally with varied personalities.

Keywords: Big 5 personality traits, Students' achievement, secondary school.

MOTTO

مَا اسْتَوْدَعَ فِي غَيْبِ السَّرَائِرِ ظَهَرَ فِي شَهَادَةِ الظُّوَاهِرِ

“Whatever is deposited in the invisible world of innermost hearts is manifested in the visible world of phenomena.”

AL-HIKAM

IBNU ATHA'ILLAH AS-SAKANDARI

DEDICATION

This thesis is dedicated to:

1. My beloved father Djasri Musthofa and my beloved mother Noor Janah who always give me support emotionally and materially. Thank you for being so patient.
2. My beloved sister Irma Masfia, S. Psi., M. Si., who always give me support and motivation.

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Semarang, 29 March 2021

The researcher,

A handwritten signature in black ink, appearing to read 'Yusuf' or similar, with a long horizontal stroke extending to the left.

Muhammad Nur Jadid

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CHAPTER I

INTRODUCTION

1.1. Background of research

Learning activities cannot be separated from evaluation. Notwithstanding that there are a variety of evaluation means, tests will constantly be the most usually taken as assessment means (Keogh & French, as cited in Sideeg, 2015). Assessment is one of the important means to identify the success of learning process, since it gives information about students competence, which is in line with learning aims or targeted competence. It is therefore, a good language teacher should be able to assess the learning that her or his students has done and made improvement based on those assessments.¹ Hence, examinations or tests periodically have become an integral part of evaluation for students at all education levels in competitive education settings (Reddy, Reddy, Reddy, & Reddy, 2013).

Performance of students on examinations or tests is considered as the basis to decide students' failure or success in academic contexts.² As an outcome of students' learning in the

¹ Ummy Khoirunisya' Masyhudianti, Hanita Masithoh, and Khoirun Nisa, "A Teacher's Beliefs and Practices of Using Video to Teach Speaking: A Case Study At SMA As-Salam Surakarta," *Vision: Journal for Language and Foreign Language Learning*, (Vol 7, Number. 1 2018), p. 11.

² Saeide Majidifar and Mohammad Reza Oroji, "The Relationship among Test Anxiety, Self-Efficacy, and Writing Performance Among Iranian

subject matters, students are expected to master specified materials as proved by their performance on examinations in classes. Hence, achievement of students is appraised as the imperative thing that reflects students' learning outcome.³ Unfortunately, it is found the reality that English achievement of the eighth-grade students at MTS NU Nurul Huda Semarang is lower than the expected standards. Based on the results of English semester final exam on May 27th, 2018, many eighth-grade students who obtained scores under the minimum criteria of mastery learning (KKM).

Highlighting the aforementioned phenomenon, based on literature reviews on a number of studies, lots of researchers have conducted studies in order to increase students' English achievement by using various methods. They focus more on external factors that can affect students' English achievement without considering students' personal characteristics that may predispose students' morale to achieve well⁴ (şen & ağır, 2014).

Intermediate EFL Learners," *International Journal of Language and Linguistics*, (Vol.3, Number. 6, 2015), p. 323.

³ Saeide Majidifar and Mohammad Reza Oroji, "The Relationship among Test Anxiety, Self-Efficacy, and Writing Performance Among Iranian Intermediate EFL Learners," *International Journal of Language and Linguistics*, (Vo. 3, Number. 6, 2015), p. 324.

⁴ Abdullah Hasan, "The Effect of Scientific Approach on Students' English Achievement for Junior High School Level in Riau Province, Indonesia," *American Journal of Educational Research*, (Vol. 6, Number. 2, 2018), p. 123-28.

Besides, students have dissimilar characteristics and readability.⁵ However, studies purposing to examine students' personality traits that may have an impact towards students' English achievement is scarce.⁶ A study by Kao and Craigie⁷ found that particular personality traits have a significant impact on English achievement.

In education settings, the big five personality traits is regarded as the most reputable to examine students' personality.⁸ The Big Five personality traits proposed by Costa and McCrae (in Chamorro-Premuzic & Furnham, 2005)⁹ elaborate the five domain of personality traits consisting of Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. The result of Ghazi, Shahzada, and Ullah's research (2013) shown that students with agreeableness personality trait can generate a

⁵ Atik Rokhayani, "How Does the Students' Readability in Mastering English Material?," *Vision: Journal for Language and Foreign Language Learning*, (Vol 6, Number. 1, 2017), p. 1.

⁶ Po-Chi Kao et al., "Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EFL (English as a Foreign Language) Achievement in University Students," *STUST Journal of Humanities and Social Sciences*, (Vol. 13, 2015), p. 79–109.

⁷ Po-Chi Kao et al., "Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EFL (English as a Foreign Language) Achivment in University Students, p. 79-109.

⁸ S. J. Kumaran and S. Kadiravan, "Personality and Test Anxiety of School Students," *International Journal of Education and Psychological Research*, (Volume. 4, Number. 2, 2015), p. 9–13.

⁹ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*, (London: The British Psychologica Society, 2011).

better result on the English exam, whereas students with other personality traits shown distinct results. So, it can be inferred so far that personality traits are likely related to students' English achievement. It is, therefore, intriguing to further investigate whether the big five personality traits are related to English achievement of the eighth-grade students at MTs NU Nurul Huda Semarang.

1.2. Research Questions:

The problem of this research is focused on:

1. Is there any relationship between the big five personality traits "Neuroticism" and English achievement of the Eighth-Grade Students at MTs NU Nurul Huda Semarang?
2. Is there any relationship between the big five personality traits "Extraversion" and English achievement of the Eighth-grade Students at MTs NU Nurul Huda Semarang?
3. Is there any relationship between the big five personality traits "Openness" and English achievement of the Eighth-grade Students at MTs NU Nurul Huda Semarang?
4. Is there any relationship between the big five personality traits "Experience" and English achievement of the Eighth-grade Students at MTs NU Nurul Huda Semarang?
5. Is there any relationship between the big five personality traits "Agreeableness" and English achievement of the Eighth-grade Students at MTs NU Nurul Huda Semarang?

1.3. Objective of the Research:

The objective of this research is to investigate relationship between the big five personality traits and English achievement of the eighth-grade students at MTS NU Nurul Huda Semarang.

1.4. Significance of the Research:

1. To contribute in developing educational research, especially, in English educational field.
2. To provide information and advice regarding personality traits and students' English achievement for educators, students, and researchers.

1.5. Previous Research:

The first research which is correlated to this topic is “The Relationships between Personality Traits and Students’ Academic Achievement” by Soraya hakimi, Elaheh Hejazi and Masoud Gholamali Lavasani. The aim of this study is to investigate the interrelations between the psychological peculiarities of Russian students, measured by Big five model, and their academic achievements.

This research found that Positive and significant correlations on the whole sample were found between Neuroticism and all educational variables. Agreeableness is positively correlates with USE results for Math and Social Science. Correlations of Consciousness and Extraversion and all academic variables are all insignificant. Openness to experience is

significantly correlated only with USE scores on social science, and its relation with GPA is insignificant.

Their analysis shows that personality is a significant predictor of educational outcomes measured as the results of Unified State Examinations. We found four traits that were significant for academic success: Intraversion (negative relationship), Agreeableness, Neuroticism, and Openness to experience.

The second research which is correlated to this topic is “Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EfL (English as a Foreign Language) Achievement in University Students” by Po-Chi Kao, Philip Craigie, Pei-Lun Kao and Cheng-Shane Hu. The purpose of this study is to investigate the predictive power of foreign language learning anxiety (FLLA) and personality trait on university students’ English as a foreign language (EFL) learning achievement. Based on the discussion, the main focus is to determine how well FLLA and personality traits can explain EFL learning achievement.

The background of this research is to predict english achievement in university students. These studies seem to yield different results between personality and foreign language learning. One of the reasons could be the use of different framework and instruments to measure personality.

The similarities between this journal and this research are the object of the research which is big five personality traits and English achievement. The second is it also provides useful information about linguistic context. Then this journal also used a questionnaire to collect data from the respondents. The differences are there's another subject of this research which is FLLA. This research also tried to find out how this research can predict student achievement using big five personality traits. It also provides useful information about psychological information which is not available in our research. Its population is university students majoring English and our research population just focuses on junior high school students grade eight.

The last research which is related to our topic is "Big Five Personality Traits and Academic Performance in Russian Universities" by John Nye, Ekaterina Orel and Ekaterina Kochergina. This research aims at studying the relationships between personality traits and academic achievement among students. The participants were 285 students (191 female and 94 male). Instruments used were NEO Big Five Personality Factors and student's GPA.

The findings relate to the hypotheses stating personality traits can predict academic achievement and conscientiousness is related to academic achievement. It shows that neuroticism and extroversion were significantly and negatively related to academic

achievement, whereas, agreeableness and conscientiousness and openness were positively related to academic achievement, and the Results from regression analysis revealed personality traits accounted for 48 percent of variance in academic achievement.

CHAPTER II

LITERATURE REVIEW

2.1 Big Five Personality Traits

Basically, many theories have been developed in recognizing personalities. Of the many theories that have contributed to the development of psychology, there are theories that suggest the existence of five types of personality types developed by McCrae and Costa, known as big five personality in Timothy (2000). In this theory there are five forms of personality that underlie individual behavior. The following is the explanation:

John (1990) made an abbreviation for the five Personality Factors with OCEAN, while Digman and Hogan (1996) mentioned that Neuroticism (N) includes negative feelings, anxiety, sadness, easily touched, nervous. The Openness to Experience (O) factor includes openness, depth and complex individual mental and life experiences. Extraversion (E) and the consensus factor (A) including interpersonal that a person can cooperate and get along with other people. The last one is what is called the Accuracy factor (C), which concerns tasks and achievements and controls which are social requirements.

These five personality factors are designed to see the personality traits of a person who are most important in his life. The most basic lexical hypothesis is that individual differences in human transactions will be coded as a single or all terminology of

the world's languages.¹⁰ The variation of the individual differences is more of a combination of the facets.

2.1.1 Neuroticism

Neuroticism is also called the term negative emotionality. This personality type is contradictory in terms of emotional stability and is identical with all forms of negative emotions, such as the emergence of feelings of anxiety, sadness, tension, and nervousness (Timothy, 2000). McCrae and Costa (2001) classify this type in two characteristics. Individuals with high neurotic levels are called reactive (N +) groups and those with low neurotic groups are called resilient (N-) groups.

In individuals who are resilient, they have low concerns and are shown in their attitudes that tend to be calm in responding to anything that is worrying for him. They are not easily upset, able to handle the stressors he faces and are optimistic. People with low negative emotions or resilient seem more confident and able to control the urge to something they have.

Conversely, a reactive person will show an attitude that is too worried and very difficult for him to be calm, especially when confronted with a worrying problem.

¹⁰ Lewis Goldberg, "An Alternative 'Description of Personality': The Big-Five Factor Structure.," *Journal of Personality and Social Psychology*, (Vol. 59, Number. 6, 1990), p. 1216–29.

Reactive individuals will show attitudes and behaviors that are irritable, easily discouraged, and shy. When reactive individuals have a drive for a desire, they are more easily tempted so it is very difficult to control a desire. When injured feelings, reactive individuals will seem difficult to adjust to the circumstances that make him hurt.

2.1.2 Facet Trait Personality Neuroticism

Costa and McCrae (in Pervin et al, 2015;¹¹) describe the trait of the Neurotic personality into six facets, namely:

a. Anxiety

Individuals tend to be worried, afraid, tense, anxious, nervous, and pessimistic in dealing with problems.

b. Angry hostility

This facet describes a personality that is easily emotional, impatient, and vulnerable to being provoked to hostility.

c. Depression

Depressed individuals are characterized by being pessimistic, not easily satisfied, anxious, and moody.

d. Self-consciousness

¹¹ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*,.

Individuals in this facet have a tendency to be shy and timid when dealing with the public, and feel insecure.

e. Impulsiveness

This facet is dominated by great desire because of weak self-control, tend to be selfish and irritable.

f. Vulnerability

This facet tendency refers to an individual's vulnerability when faced with pressure and has negative emotions, and panic in an emergency situation.

The conclusion from the above explanation shows that individuals with personality trait tendencies are easily anxious, prone to psychological pressure and unrealistic ideas because they have a maladaptive coping response. Students with neuroticism personality trait tendencies are identified from attitudes that lack confidence, and feel unable to do assignments. This individual is easily anxious when finding a difficult problem so that he gives up and does not finish the task well. Personality Neuroticism has six facets which include anxiety, angry hostility, depression, self-consciousness, impulsiveness, vulnerability.

2.1.3 Extrovert

According to McCrae and Costa (2001), extrovert personality type is a dimension that concerns the relationship with the behavior of an individual, especially in terms of their ability to experience relationships with the outside world. These personality characteristics can be seen through the extent of an individual's relationship with the surrounding environment and the extent to which their ability to undergo relationships with other individuals, especially when in a new environment.

Extroverts will be shown through their warm, friendly, affectionate attitude, and always show intimacy especially to people they are already know. They often have a high level of interest in socializing and joining social groups. Individuals with extrovert personality types tend to be assertive in making decisions and do not hesitate to put themselves in leadership positions. They always show an active attitude towards changing circumstances and always need an atmosphere that can make him happy so that his attitude tends to be cheerful, especially in appreciating their emotions. Opponents of extrovert personality types are introvert personality types.

Introverted personality types are shown through the low ability of individuals to establish relationships with their

social environment. This can be seen through their limited relationship with the surrounding environment. Their attitudes and behavior tend to be formal, reserved, and unfriendly. Even in appreciating emotions in happy conditions, he will appear calm and show a flat and not excessive expression. They rarely show an interest in activities that involve groups in the social environment. Introverts have an attitude that tends to give in to circumstances and are left behind to keep abreast of the situation.

According to¹² . In each role, both extroverts and introverts have a complementary relationship with each other. If the individual who has a tendency towards extrovert is more dominant, then basically, the introvert side will someday appear under his conscious nature. And vice versa, in individuals whose conscious behavior is dominated by introverted attitudes, then there are certain times the attitudes of their extroverts will emerge without realizing it. So no individual has an overall extroverted side. There must be an introverted side, even if there is little or vice versa.

¹² Tim De Feyter et al., “Unraveling the Impact of the Big Five Personality Traits on Academic Performance: The Moderating and Mediating Effects of Self-Efficacy and Academic Motivation,” *Learning and Individual Differences*, (Vol. 22, Number. 4, tahun 2012), hlm. 439–48.

2.1.4 Facet Trait Extraversion.

Costa and McCrae (in Pervin et al, 2015; ¹³) detail the Extraversion personality trait into six facets, namely:

a. Warmth

This facet describes individuals who are cheerful, friendly, an easy to make friends with, and enjoy socializing. Individuals who have a low score on this facet tend to like to be alone.

b. Gregariousness

This individual has a tendency to talk a lot, look for fun, to be spontaneous.

c. Assertiveness

This facet shows individuals who have self-confidence, are forthright, enthusiastic, firm, and aggressive.

d. Activity

These individuals are identified with active behavior, enthusiasm, fast moving in their activities, and like to occupy themselves with various activities.

e. Excitement seeking

¹³ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Difference Second Edition*, (London: The British Psychological Society and Blackwell Publishing, 2012).`

In this case it describes individuals who are looking for fun in adventure, brave, passionate, and clever.

f. Positive emotion

This facet describes individuals who create positive emotions by being an optimistic and humorous person.

Conclusion Extraversion's personality trait based on the description above reflects a person who likes to be sociable, active in various activities, fun and friendly. Most of the time extra-version individuals are used to socializing rather than doing work. Extraversion's personality includes six facets, namely warmth, gregariousness, assertiveness, activity, excitement seeking, and positive emotion.

2.1.5 Agreeableness

This personality type, according to Timothy (2000), identifies it with pro social behavior which includes behavior that is always oriented to altruism, humility, and patience. McCrae and Costa identified this personality in two groups. A high score is called an adapter and a low score is called a challenger.

The individual adapters will always look at other individuals as being honest and having good intentions towards them. They are always forthright about the

surrounding environment and always try to put the interests of others above their own interests. This person tends to have a great willingness to give help to others and is sincere in doing so. They have humility, which is shown by the attitude and behavior that is simple and look at other people more capable than himself.

Conversely, in the challenger type he will always look at others with feelings of doubt, suspicion, and tend to be cynical, the low attitude of altruism that he has caused those to be reluctant to do something for others and see it as too complicated. His attitude is always careful in looking at others and tends to be excessive in understanding the truth. They tend to be proud and feel they have many advantages compared to others. The challenger individual has a stubborn nature and is more rational in all his actions.

2.1.6 Agreeableness Personality Trait Facet

Costa and McCrae (in Pervin et al, 2015;¹⁴) describe the personality trait of Agreeableness into six facets, those are:

a. Trust

Personal tendencies with high trust scores are easy to trust and not be suspicious of others, easy to forgive, enjoy peace, and are pessimistic.

¹⁴ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*,..

b. Straightforwardness

Individuals who like to be frank, complicated, do not like demanding, not flirty, not charming, and not clever, do not like to attract attention.

c. Altruism

Individuals with this facet have a gentle personality, prioritize the interests of others over themselves, and have tolerance.

d. Compliance

The tendency of this individual is to succumb, with a view to avoiding debate and conflict.

e. Modesty

The simplicity of the individual is shown by not showing himself and being humble.

f. Tender-mindedness

These individuals tend to easily sympathize and have sincerity through the attention given to others.

Conclusion Trait Agreeableness Personality trait based on the above description depicts a person who is easy to trust others, can work together, be friendly, and warm, and is altruism. Students with Agreeableness personality trait tendencies are described as individuals who have many friends because of their friendly and warm personality, and easy to work with. Agreeableness personality includes six

facets, namely trust, straightforwardness, altruism, compliance, modesty, tender-mindedness.

2.1.7 Conscientiousness

This personality type is to identify the extent to which individuals have a cautious attitude in achieving a certain goal that is manifested in their attitudes and behavior. Costa and McCrae categorize individuals who have low conscientiousness as a group of flexible people and vice versa at a high level are called focused people.

Flexible person is shown through the attitude of individuals who always feel unprepared in everything. In responding to orders, the flexible person will tend to carry out all orders that he receives irregularly, is not well organized, and without clear methods. All that can be known through attitudes and behavior that tends to be arbitrary in carrying out obligations. Their motivation for achievement is that individuals with low conscientiousness tend to have low needs in achievement. They have a habit of procrastinating and often show chaos or confusion in carrying out the tasks assigned to them. When making considerations, individuals with a low level of caution will show attitudes and behaviors that are more spontaneous and rush in making decisions when faced with problems that need deep consideration.nder-mindedness.

Conversely, the focused person tends to show an attitude of feeling able to do things effectively. They tend to be neater and organized as a form of behavior that is always well-organized. Focused people are more careful in completing all the obligations imposed on them and can be trusted and more controlled in carrying out the obligation to achieve the expected success. They focus more all their actions on completing the task as a whole. When making considerations they always think more deeply and carefully before making a decision.

This personality type is more often applied to individuals in their social environment, especially regarding their performance in the world of work which involves the extent to which an individual has the need for achievement, responsibility, and have sincerity and hard work in expressing themselves in an organization. The role of this personality type in general has more influence on health. Hogan et al. In Timothy (2000) explains that individuals with high levels of conscientiousness will lead to health and longevity.

2.1.8 Facet Trait Personality Conscientiousness

Costa and McCrae (in Pervin et al, 2015;¹⁵) describe the personality trait of Conscientiousness into six facets, namely:

a. Competence

Individuals with a tendency to this facet appear from their own confidence, efficient at work, conscientious and intelligent because they always have ideas.

b. The order

The individual's tendency towards orderliness is shown in his attitude to regulate everything precisely and efficiently and in an organized manner, thus minimizing carelessness.

c. Dutifulness

Personal compliance with this facet is shown by being diligent, having a strong attitude so that it is not easily distracted and trying to avoid making mistakes.

d. Achievement-striving

Achievement-oriented individuals are demonstrated by a strong willingness of perseverance

¹⁵ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*, p..

fibers that are persistent in achieving life goals and do not hesitate to innovate.

e. Self-discipline

Self-discipline that is privately owned in this facet appears in an attitude that is full of enthusiasm, diligent, efficient, and organized.

f. Deliberation

Tendency to consider everything before acting, and not rash in making decisions.

Based on the understanding of Conscientiousness's personality level, it can be concluded that individuals have a tendency to be oriented toward achievement, discipline and perseverance to achieve the goals they want to achieve, be independent, and work efficiency so that they have high productivity. Individuals with this tendency are task and achievement oriented, so that they act efficiently and productively in doing work. There are six facets that make up the personality of Conscientiousness, namely competence, order, dutifulness, achievement-straying, self-discipline, deliberation.

2.1.9 Openness

This type identifies how much an individual has an interest in certain fields broadly and deeply. Individuals who have more interest in certain things than other individuals is

an identification that the individual has a high level in this type. Vice versa, if an individual shows low interest, then it is identical with low openness to experience or low openness to experience. A low level is called a preserver (O-) and conversely a high level of openness is called explorer (O+).

McCrae and Costa (2000) explain that individual preserver will tend to focus more on the things that are happening at this time. They have no interest in matters concerning art as a form of aesthetic value. Preserver more often ignores things that concern his feelings and actions are more interested in things that are familiar to him only. They have limited ideas compared to explorer and are rigid in looking at the values of life. Conversely, those who are explorer will display imaginative and daydreaming attitudes. They involve more feelings and emotions in assessing things and have an interest in things that are diverse and inclined to always try things that are considered new. The ideas they have are broader and not infrequently referring to others who are considered smarter. The explorer is more open to re-testing the values of life that already exist so that it is more flexible.

In general, explorer individuals have a high will to create a broader interest in all aspects of life. They have a

high interest to explore new things that are expected to bring new knowledge.

2.1.10 Facet Trait Personality Openness

Costa and McCrae (in Pervin et al, 2015;¹⁶) describe the personality trait of Openness into six facets, namely:

a. Fantasy

This facet tends to have broad dreams and imagination, and is not rigid in behaving through humorous behavior.

b. Aesthetics

This individual has a penchant for esthetic matters and appreciates originality, full of idealistic fiber imagination.

c. Feelings

These individuals tend to respect the opinions and feelings of others because they are open to new ideas and ideas and do things spontaneously.

d. Action

Personal on this facet has a great desire to be adventurous to try new things, so as to master a variety of skills.

e. An idea

¹⁶ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*, p. .

Tend to have unlimited curiosity about many things because of the vast ability of imagination.

f. Values

These individuals tend to be free to follow the values of life, and realize that each individual has different points of view and principles that cannot be forced.

The conclusions from several definitions of Openness personality traits above describe the tendencies of individuals who are open to new things and experiences, have an intellectual curiosity, are creative, pay attention to aesthetics, like to imagine, and are passionate about their activities. Students with this tendency can be identified from the enthusiasm of participating in teaching and learning activities, asking questions, and being challenged to work on difficult assignments because of their curiosity about high knowledge. There are six facets in Openness's personality, namely fantasy, aesthetics, feelings, actions, ideas, and values.

2.2 English Achievement

Describes that learning achievement is evidence of success over individual achievement after making a learning effort. Meanwhile, Hamdani (2011) describes learning achievements in the realm of education as a result of the measurement of students

who cover cognitive, affective, and psychomotor aspects as measured by relevant test kits after students follow the teaching and learning process. The results of the assessment in the form of letters, symbols, or sentences that indicate the acquisition of students in a certain period.

Learning achievement is one indicator of the quality of education¹⁷. Harahap (in Hamdani, 2011) states that achievement is an assessment of learning about the development and progress of students with regard to mastering the substance of scientific disciplines and the values contained in curriculum.

The essence of learning is a mechanism that produces transformation in individuals, namely behavior modification. Understanding learning is a process of alteration of behavior as a result of interaction with the environment in meeting their needs.

Learning achievement is a sentence consisting of two words, namely achievement and learning. To understand more about understanding learning achievement, researchers will describe the meaning of the two words.

According to the Indonesian dictionary, understanding of achievement is the result that has been achieved (from what has been done, done, and so on) (1991: 787). Meanwhile, according to

¹⁷ Tiara Ernita and Rabiatal Adawiah Fatimah, "Hubungan Cara Belajar Dengan Prestasi Belajar Siswa Dalam Mata Pelajaran Pkn Pada Siswa Kelas X Sma Negeri 1 Banjarmasin," *Jurnal Pendidikan Kewarganegaraan*, (Vol. 6, No. 1, tahun 2016), hlm. 971–79.

Saiful Bahri Djamarah (1994: 20-21) in his book learning achievement and teacher competition, that achievement is what has been created, the results of work, the results that are pleasing obtained by the way of working tenacity. In the same book Nasrun Harahap, argues that achievement is an educational assessment of mining and student progress regarding mastery of subject matter presented to students.

From the above understanding it can be concluded that achievement is the result of an activity of a person or group that has been done, created and pleases the heart obtained by working.

Furthermore, for the understanding of learning, according to in his book learning and the factors that influence it that learning is an attempt by someone to obtain a change in overall new behavior, as a result of his own experience in interaction with his environment.

That learning is a stage of change in individual behavior that is relatively settled as a result of experience and interaction with the environment involving cognitive processes. Likewise, according to James Whitaker, quoted by, learning is the process by which behavior is generated or changed through practice and experience.

Based on some of the opinions above that learning is an activity carried out consciously and routinely on a person so that it will experience changes individually both knowledge, skills,

attitudes and behavior resulting from the process of training and the experience of the individual itself in interacting with their environment.

According to Winkel through Sunarto (1996: 162) said that "learning achievement is an evidence of the success of learning or the ability of a student to carry out learning activities in accordance with the weight achieved". It shows that learning achievement is the result of a learning process given by the teacher to students in the classroom.

Based on some of the explanations above, learning achievement can be interpreted as real skills that can be measured in the form of knowledge, attitudes and skills as active interactions between learning subjects and learning objects during the process of teaching and learning to achieve learning outcomes.

1. Factors that influence learning achievement

The factors that affect learning achievement in general according to in outline include internal factors and external factors, namely:

a. Internal factors

In this factor two factors are discussed:

1) Physical factors include:

- a) Health factor
- b) Bodily defects

2) Psychological factors include:

- a) Intelligence
 - b) Attention
 - c) Interests
 - d) Talent
 - e) Motivation
 - f) Maturity
 - g) Readiness
- b. External factors
- This factor is divided into three factors, namely:
- 1) Family factors include.
 - a) How parents educate
 - b) Relations between family members
 - c) Home atmosphere
 - d) Family economic situation
 - e) Understanding parents
 - f) Cultural background
 - 2) School factors include teaching methods, curriculum, and teacher relationships with students, student relations with students, school discipline, learning tools, school time, and standard lessons above size, building conditions, learning methods, and homework assignments.

- 3) Community factors include activities in society, mass media, playmates, forms of community 1 Furthermore clarifies the factors that influence learning.

2.3 Hypothesis

2.3.1 Hipotesis mayor

Based on the above theoretical basis, the hypothesis in this study is: There is a positive relationship between big five personality traits and English achievement of MTs NU Nurul Huda Semarang students. This means that the higher the big five personality traits of students, the higher English achievement, and conversely the lower the big five personality traits of students, the lower English achievement.

2.3.2 Hipotesis minor

1. There is a relationship between the Extraversion personality trait and the English learning achievement of students at MTs NU Nurul Huda Semarang
2. There is a relationship between the Agreeableness personality trait and the English learning achievement of students at MTs NU Nurul Huda Semarang
3. There is a relationship between the Conscientiousness personality trait and the English learning achievement of students at MTs NU Nurul Huda Semarang

4. There is a relationship between the Neuroticism personality trait and the English learning achievement of students at MTs NU Nurul Huda Semarang
5. There is a relationship between the Openness personality trait and the English learning achievement of students at MTs NU Nurul Huda Semarang.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

This research is correlational quantitative research, to determine the relationship between the variable studied based on empirical facts, without giving intervention to the these variable. Quantitative research is research that works with numbers, whose data is in the form of numbers (score or value, rank or frequency), which is analyzed using statistics to answer specific questions or research hypotheses, and to predict that a certain variable affects other variables.¹⁸

This research is also called correlational research, because if the variable X increases, the Y variable also increases. Vice versa, if variable X decreases, variable Y also decreases. Therefore in this study we will use Pearson product-moment correlation or bivariate correlation or often described as a statistic that measures the linear correlation between two variables X and Y.

3.2 Variable Identity

Research variable is anything in the form that is determined by the researcher to be studied in order to obtain information about it, then describe conclusions. Theoretically, variables can be

¹⁸ Asmaldi Alsa, *PENDEKATAN KUANTITATIF KUALITATIF SERTA KOMBINASINYA DALAM PENELITIAN PSIKOLOGI*, (Yogyakarta: Pustaka Pelajar Offset, 2007).

defined as attributes of a person or subject that have variations between one person and another or one subject to another¹⁹.

Independent variable is variable that affect or cause changes or the emergence of related variables. While the dependent variable is a variable that is influenced or becomes a result, because of the independent variable.

The variables in this study include:

1. Independent variable (X1) : Openness Personality Trait.
2. Independent variable (X2) : Conscientiousness Personality Trait.
3. Independent Variable (X3) : Extraversion Personality Trait.
4. Independent Variable (X4) : Agreeableness Personality Trait
5. Independent Variable (X5) : Neuroticism Personality Trait.
6. Dependent Variable (Y) : English Achievement.

3.3 Operational Definition of Variables

1. Big five personality traits.

In this study, the theory used as a basis refers to Costa & McCrae's big five personality traits theory, with the following personality forms:

- a. Openness, with the following facets:
 - 1) Fantasy
 - 2) Aesthetics
 - 3) Feelings

¹⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan Tindakan* (Bandung: Alfabeta, 2013).

- 4) Actions
 - 5) Ideas
 - 6) Values
- b. Consciousness, with the following facets:
- 1) Competence
 - 2) Order
 - 3) Dutifulness
 - 4) Achievement-straying
 - 5) Self-discipline
 - 6) deliberation
- c. Extraversion, with the following facets:
- 1) Warmth
 - 2) Gregariousness
 - 3) Assertiveness
 - 4) Activity
 - 5) Excitement seeking
 - 6) Positive emotion
- d. Agreeableness, with the following facets:
- 1) Trust
 - 2) Straightforwardness
 - 3) Altruism
 - 4) Compliance
 - 5) Modesty
 - 6) Tender-mindedness

- e. Neuroticism, with the following facets:
 - 1) Anxiety
 - 2) Angst hostility
 - 3) Depression
 - 4) Self-consciousness
 - 5) Impulsiveness
 - 6) Vulnerability
- 2. English achievement is students' English score which is expressed in number form. In this study, English achievement refers to the results of the midterm exam, The higher the students' English scores, the higher the students' English achievement, and vice versa.

3.4 Setting of the Research

1. Place of the Research

This research is conducted in Islamic junior High School NU Nurul Huda (MTs NU Nurul Huda) in the academic year of 2020/2021 in the first semester, located in Kyai Gilang Street, Kauman, Mangkangkulon, Tugu, Semarang, Central Java. This school chosen because based on observation, this school has a lot of backgrounds among students family. This school has three classes, which are seventh grade, eighth grades and the ninth grade. Researcher choose in eighth grade class because they are more compatible to this research in case of personality pressure. Researcher thinks that seventh grade

student are still in transition after graduating from elementary school, otherwise for ninth grade students have a lot pressure to face national examination.

2. Time of the Research

The researcher starts to write the research, developing research instrument, conducting seminar proposal, and collecting data, discussing the data analysis, and last activity is writing the research report. Schedule planning of the research will be as follow:

Tabel 3.1 Time of the Research

Activities	Month							
	September				October			
	1	2	3	4	1	2	3	4
Observation permission								
Proposal draft consultation								
Proposal draft seminar								
Conducting the research								
Thesis draft seminar								

3.5 Population and Sample

1. Population

Population is the entire subjects of research. Population in this research is all the eight-grade at MTs NU Nurul Huda Semarang in the academic year of 2020/2021. The choice of eight-grade students as the population is because students at that level have adapted well to the teaching system and the school environment. The eight grade consists of six classes and total of the eight-grade students is as many as 206 students.

2. Sample

The sample is a part or representative of the population under study. So the research subjects in this study were students of MTs NU Nurul Huda Semarang.

Suharsini Arikunto provides a reference in determining the number of research samples. If the subject is less than 100, then it is better to take all of them so that the research is a population study, then if the number of subjects is bigger, it can be taken between 12-15% or 20-25% or more. Referring to the theory above, the sample to be used in this study is 16% of the total population.

The technique used in this research is cluster random sampling, which is to randomize groups, not individual subjects. The sample consists of classes and having the same opportunity to be used as a research sample and obtained

randomly from several existing groups. This study takes sample for three classes, including class VIII D, VIII E and VIII F with a total of 104.

3.6 Technique of Collecting Data

There are two data collection techniques used in this study, those are measurement of English achievement using the score of midterm exam, and the big five personality traits using the questionnaire that would be count by Likert scale. The Likert scale is a scale used to measure attitudes, opinions and perceptions of a person or group of people against social phenomena. With a Likert scale, the variables to be measured are translated into variable indicators. Then the indicator is used as a starting point for arranging instrument items which can be statements and questions. The answer categories used on this scale are as follows:

Tabel 3.2 Score of Likert Scale

Answer	Explanation	Favorable Score	Unfavorable Score
VA	Very agree	4	1
A	Agree	3	2
D	Disagree	2	3
VD	Very disagree	1	4

Favorable statements are statements that contain things that are positive or support the attitude of the subject.

Unfavorable statements are statements that contain negative things, which is not supporting or contradicting the attitude of the subject to be expressed. The scale used in the study to measure The Big Five student personality traits, that is The Big Five Inventory (BFI) based on Costa and McCrae's big five personality traits theory.

3.7 Validity and Reliability Test

1. Validity Test

Validity means the extent to which the accuracy and accuracy of a measuring instrument is to perform its measure function. It is to measure the instrument can be said to be valid if the measuring instrument has been used to measure what should be measured (Azwar, 2000).Sugiono (2007) explained that a valid instrument means the measuring instrument used to obtain data (measure) is valid. Valid means that the instrument can be used to measure what should be measured.

The instrument test for students of MTs NU Nurul Huda was conducted on students of class VIII A with 36 students, class VIII D with 35 students, class VIII F with 34 students, with a total of 105 students. This instrument test was conducted on November 21, 2020. The scale was distributed in the form of google form through class groups via Whats App due to the implementation of distance learning (PPJ) during this pandemic

so that students could access the BFI scale distribution link via online and return to 102 feedbacks.

2. Reliability Test

Sugiono (2007) explained that a reliable instrument is an instrument that, when used several times to measure the same subject, will produce the same data. Reliability according to Azwar actually refers to the consistency or trustworthiness of measurement results which implies accuracy of measurement. Unreliable measurements will result in unreliable scores because the differences in scores that occur between individuals are more determined by the error factor than the actual difference factor.

Azwar (2000) explained that reliability is expressed as a reliability coefficient whose number is in the range of 0 to 1.00. The higher the reliability coefficient approaching 1.00 means that the higher the reliability and vice versa, the lower the coefficient will be closer to 0. The reliability measurement in this study was carried out using the Cronbach alpha formula because every single scale in this study was presented at one time to a group of respondents. (Single trial administration). In addition, Cronbach's alpha is used when measuring attitude tests that have standard items of choice or in essay form. In principle, Cronbach's alpha includes measuring homogeneity which focuses on two aspects of the heterogeneity of the test.

The reliability of this model scale is indicated by the amount of the alpha coefficient related to the standard error. It means the greater the alpha value, the smaller the error level of measurement, in other words the consistency of the research instrument indicators has reliability. The calculation of the estimated reliability of this study was carried out with the help of the SPSS (Statistical Product For Service Solutions) 26.0 for windows computer program.

3.8 Technique of Analyzing Data

The data analysis used in this research is statistical analysis. The data obtained in this study will be processed by statistical methods. This data analysis method is assisted by using the SPSS (Statistical Product For Service Solutions) program version 26.0 for windows. As a study that will bring up measuring results in the form of numbers (quantitative), the scale score requires a norm of comparison so that it can be interpreted qualitatively with the help of descriptive statistics.

Before the data is analyzed, there are several data tests that will be carried out, the researcher will test for multicollinearity, normality, linearity, validity and reliability. The methods of data analyses used in this research consist of two kinds, as follows:

1. Statistical analysis to test the main-hypothesis

The main hypothesis is tested using multiple regression analysis. This analysis is used to test the correlation between

multi independent variables and one dependent variable (Creswell, 2015). This research has five independent variables (X1, X2, X3, X4, and X5) and one dependent variable (Y), so multiple linear regression analysis techniques are used.

2. Statistical analysis to test the minor-hypotheses

The minor hypotheses in this research are tested using Pearson Product Moment correlation to determine the correlation between each of the personality traits of The Big Five, namely Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness with English achievement.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Data Collection Results

4.1.1 Collected Data

The instrument test for students of MTs NU Nurul Huda was conducted on students of class VIII D with 36 students, class VIII E with 35 students, and class VIII F with 34 students, with a total of 105 students. This instrument test was conducted on November 21, 2020. The scale was distributed in the form of google form through class groups via Whats App due to the implementation of distance learning (PPJ) during this pandemic so that students could access the BFI scale distribution link via online and return to 102 feedbacks of 105 respondents.

Tabel 4.1 Data Collection

No	Total	Questionnaire Total		%	Media
		Sent	Feedback		
1	VIII D	36	33	92%	Questionnaire
2	VIII E	35	35	100%	Questionnaire
3	VIII F	34	34	100%	Questionnaire
	Total	105	102	97%	

4.2 Research Diagram

In order to illustrate the research hypothesis and the relationship between the variables being tested, the first step is to create a diagram to explain the above. From the research hypothesis, a research diagram is drawn up in Fig 4.1.

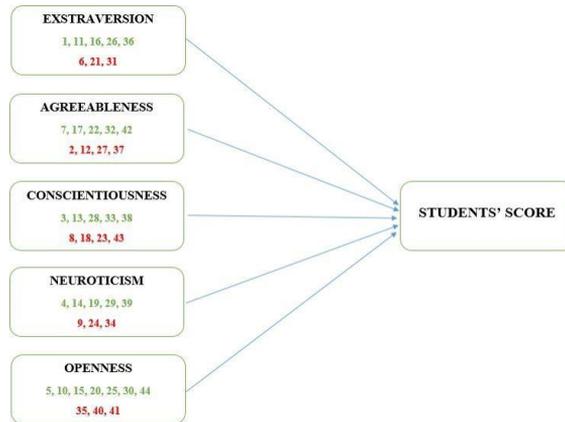


Figure 4.1 Research Diagram

The path diagram above illustrates the relationship of the independent variables, namely Openness, Conscientiousness, Extraversion, Agreeableness, Neuroticism with the dependent variable is English Achievement.

4.3 Instrument Testing Results

4.3.1 Residual Normality Test

The residual normality test is a test for the difference between the observed value and the predicted value obtained

through the true regression model which applies to overall population.

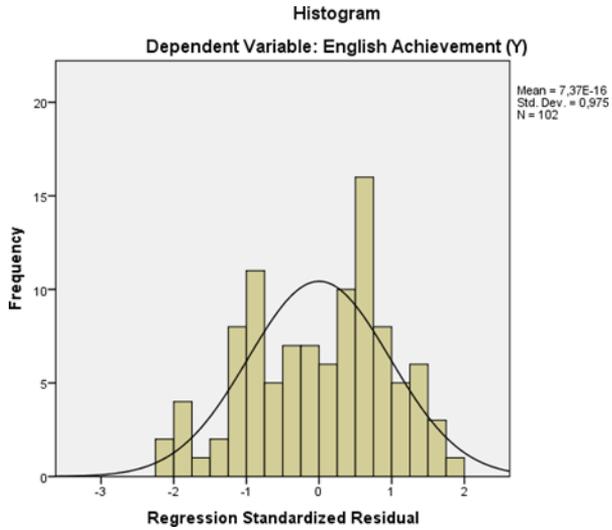


Figure 4.2 Residual Normality Test

Normal P-P Plot of Regression Standardized Residual

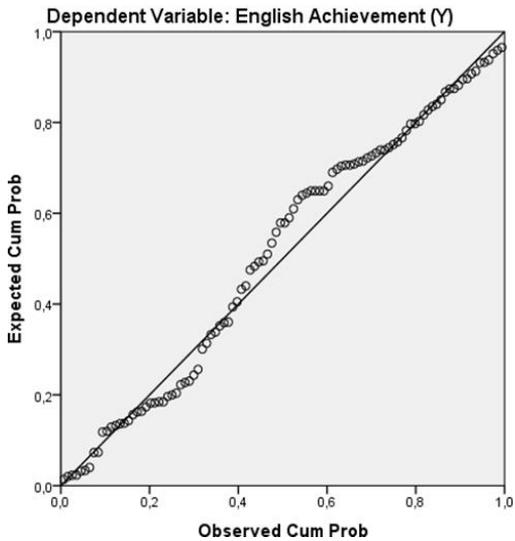


Figure 4.3 Residual Normality Test

Based on the picture above, the results of the normality test using the graph method above. Normal P-P plot of regression standardized residuals, it can be seen that the dots spread around a straight line and follow a diagonal line, so the data is normally distributed. Because the dots spread out around a straight line and follow a diagonal line, the data is normally distributed.

4.3.2 The 2nd Normality Test using the Kolmogorov-Smirnov Method

According to, this normality test aims to test whether in the regression model, confounding or residual variables have a normal distribution. The assumptions that must be met in the regression model are those that are normally distributed or close to normal. If the assumptions are violated, the statistical test becomes invalid for a small sample size. The test used for the residual normality test is the Kolmogorov- Smirnov non-parametric statistical test, If the significance value in this test is greater than 5 percent or > 0.05 , then the residual is normally distributed.

Tabel 4.7 Second Normality Test

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual

N		102
	Mean	0E-7
Normal Parameters ^{a,b}	Std. Deviation	5,28869192
	Absolute	,104
Most Extreme Differences	Positive	,069
	Negative	-,104
Kolmogorov-Smirnov Z		1,049
Asymp. Sig. (2-tailed)		,221
a. Test distribution is Normal.		
b. Calculated from data.		

The results of the regression model normality test obtained a statistical test value of 1.049 with a significance level of $0.221 > 0.05$. It means that it can be concluded that the data are normally distributed in the regression model.

4.3.3 Multicollinearity Test

According to, the multicollinearity test aims to test whether the regression model found a correlation between independent (independent) variables. A good regression model should not have a correlation between the independent variables. If the independent variables are correlated, then these variables are not orthogonal. Multicollinearity test according to can be observed through the tolerance value must be > 0.1 and Variable Inflation

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Openness Personality Trait (X1)	,611	1,637
	Consciousness Personality Trait (X2)	,627	1,594
	Extraversion Personality Trait (X3)	,661	1,514
	Agreeableness Personality Trait (X4)	,541	1,847
	Neuroticism Personality Trait (X5)	,647	1,545

Factor (VIF) with the condition $VIF < 10$, so it can be said that multicollinearity does not occur.

Tabel 4.8 Multicollinearity Test

The multicollinearity test results above show that there is no multicollinearity problem in the regression model. The statement is shown by the results of the value above the multicollinearity test table which shows that the Tolerance value > 0.1 and (VIF) the variance inflation factor obtained from each predictor is less than 10. So it is concluded that there is no multicollinearity.

4.3.4 Autocorrelation Test

It aims to test whether in the linear regression model there is a correlation between confounding errors in the t-1 period (previous). Autocorrelation appears because consecutive observations over time are related to one another, this is often found in time series data. One of the analytical methods to detect autocorrelation is to test the Watson durbine value (DW test)

Tabel 4.9 Autocorrelation Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,588 ^a	,346	,311	5,425	2,087

- a. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Conscientiousness Personality Trait (X2), Agreeableness Personality Trait (X4)
- b. Dependent Variable: English Achievement (Y)

The Durbin-Watson value obtained through the model estimation is 2,087. The DW value 2,087 will be compared with the value from the Durbin-Watson t-table at the 5% significance level. The decision making of the Durbin-Watson value from the results of SPSS processing must be greater than the DU value (durbin waston t-table) and smaller than 4-DU, so it can be concluded that there is no autocorrelation in the data.

4.3.5 Heteroscedasticity Test

According to Ghozali, the heteroscedasticity test aims to test whether in the regression model there is an inequality of variance from the residuals of one observation to another. It can be said that heteroscedasticity if the residuals have unequal variance, but it is said to be homoscedasticity if the residuals have the same variance. A good regression model is one that is homoscedastic or does not occur heteroscedasticity.

The heteroscedasticity test can be done using the Glejser test by regressing the absolute residual value on the dependent variable. If the probability value (sig) > than 0.05, there is no heteroscedasticity.

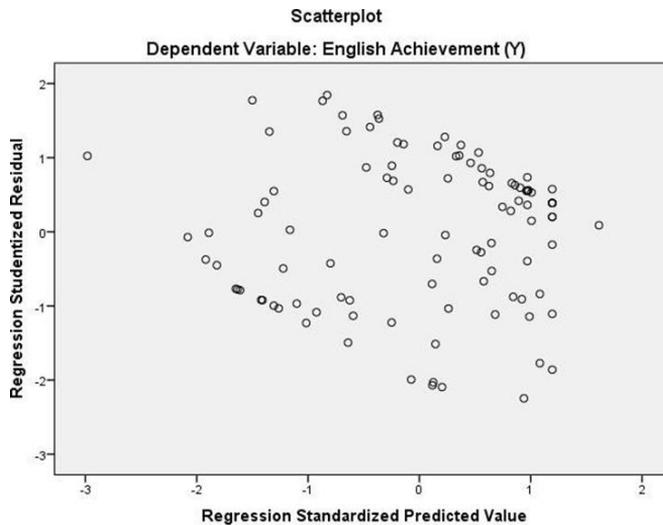


Figure 4.4 Heteroscedasticity Test

See the Scatter Graph above, it is clear that there is no certain pattern because the point spreads irregularly above and below the 0 axis on the Y axis. So it can be concluded that there is no sign of heteroscedasticity or free from heteroscedasticity.

4.3.6 2nd Heteroscedacity Test Using the Glejser Method

Tabel 4. 10 Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9,810	3,177		3,088	,003
	Openness Personality Trait (X1)	-,125	,097	-,163	-1,288	,201
	Consciousness Personality Trait (X2)	,121	,077	,196	1,574	,119
	Extraversion Personality Trait (X3)	-,038	,093	-,050	-,414	,680
	Agreeableness Personality Trait (X4)	,009	,092	,013	,098	,922
	Neuroticism Personality Trait (X5)	-,140	,092	-,188	-1,531	,129
a. Dependent Variable: ABS_RES_1						

4.4 Eligibility of Regression Models

4.4.1 Coefficient of Determination

The coefficient of determination (R²) is used to measure how far the model's ability to explain the variation

in the dependent variable (Kuncoro, 2011). The coefficient of determination (R²) is between zero and one. The small value of R² means that the ability of the independent variables to explain the dependent variable is very limited. If the coefficient of determination is zero, then the independent variable has no effect on the dependent variable. If the magnitude of the determination coefficient is close to number 1, then the independent variable has a perfect effect on the dependent variable. By using this model, the confounding error is kept to a minimum so that R² approaches 1, so that the regression estimates will be closer to the actual situation.

Tabel 4.11 Coefficient of Determination Test

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,588 ^a	,346	,311	5,425	2,087

- a. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Consciousness Personality Trait (X2), Agreeableness Personality Trait (X4)
- b. Dependent Variable: English Achievement (Y)

The coefficient of determination (R^2) is a representation of the model's ability to explain variations in the dependent variable. The R-Square value obtained from the table above is 0.346 or shows that 34.6% of the variation in employee performance (Y) can be explained by the independent variable in the study, while the remaining 65.4% is explained by other variables outside of this research model.

4.4.2 Statistical F Test

The F statistical test basically shows whether all the included independent variables have a joint effect on the dependent or dependent variable (Ghozali, 2005). If the significance probability value < 0.05 , then the independent variables affect the dependent variable.

Tabel 4.12 Statistical F Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1491,670	5	298,334	10,138	,000 ^b
	Residual	2824,996	96	29,427		
	Total	4316,667	101			
a. Dependent Variable: English Achievement (Y)						
b. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Consciousness Personality Trait (X2), Agreeableness Personality Trait (X4)						

The calculated F value is 10,138 with a significance value of 0.000 <0.05. This concludes that the regression fulfills the model's feasibility assumption and simultaneously the independent variable affects the dependent variable.

4.4.3 Statistical T Test

The t test is used to test the hypothesis partially to show the effect of each independent variable individually on the dependent variable. The t test is a test of the regression coefficient of each independent variable on the dependent variable to determine how much influence the independent variable has on the dependent variable (Ghozali 2013: 98). If the significance probability value <0.05, then an independent variable is a significant explanation for the dependent variable.

Tabel 4. 13 Statistical T Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,276	6,208		5,038	,000
	Openness Personality Trait (X1)	,406	,190	,225	2,132	,036
	Consciousness Personality Trait (X2)	,383	,151	,265	2,541	,013
	Extraversion Personality Trait (X3)	,430	,181	,241	2,373	,020

Agreeableness Personality Trait (X4)	-,322	,179	-,202	-1,800	,075
Neuroticism Personality Trait (X5)	,358	,179	,206	2,003	,048

4.5 Hypothesis Testing

After calculations using SPSS, a relationship estimate is obtained for the structural model that describes the relationship between variables. Then the T value and the B value are obtained to interpret the significance of the path coefficient value in this study. Score Path coefficients and their significance are shown in Tabel 4.14.

Tabel 4.14 Hypothesis Test

Model		Unstandardize d Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,276	6,208		5,038	,000
	Openness Personality Trait (X1)	,406	,190	,225	2,132	,036
	Consciousness Personality Trait (X2)	,383	,151	,265	2,541	,013
	Extraversion Personality Trait (X3)	,430	,181	,241	2,373	,020
	Agreeableness Personality Trait (X4)	-,322	,179	-,202	-1,800	,075
	Neuroticism Personality Trait (X5)	,358	,179	,206	2,003	,048

The path coefficient value shows the level of significance in testing the hypothesis. The path coefficient score is indicated by the t statistical value, must be above 1.97 and the value of siq. (Significance) <0.05

Based on these values, the following hypotheses can be explained:

H1: Openness has a positive effect on Student Achievement. The results of data processing obtained a t value of 2.132 (> 1.97). The relationship between the two variables is positive as indicated by the positive path coefficient value of 0.406. This shows that the results of this study support the proposed H1.

H2: Consciousness has a positive effect on Student Achievement. The results of data processing obtained a t value of 2.541 (> 1.97). The relationship between the two variables is positive as indicated by the positive path coefficient value of 0.383. This indicates that the results of this study support the proposed H2.

H3: Extraversion has a positive effect on Student Achievement. The results of data processing obtained a t value of 2.373 (> 1.97). The relationship between the two variables is positive, as indicated by the positive path coefficient value of 0.430. This shows that the results of this study support the proposed H3.

H4: Agreeableness has a positive effect on Student Achievement. The results of data processing obtained a t value of -1.800 (> 1.97). The relationship between the two variables is negative which is shown by the negative path coefficient value of -0.322. This indicates that the results of this study do not support the proposed H4.

H5: Neuroticism has a positive effect on Student Achievement. The results of data processing obtained a t value of 2.003 (> 1.97). The relationship between the two variables is positive as indicated by the positive path coefficient value of 0,358. This shows that the results of this study support the proposed H5.

4.6 Hypothesis Results

4.6.1 Discussion of Hypothesis Test Results

Tabel 4.15 Hypothesis

NO	Hypothesis	Status
1	Openness influences to students' score	Accepted
2	Conscientiousness influences to students' score	Accepted
3	Extraversion influences to students' score	Accepted
4	Agreeableness influences to students' score	Rejected
5	Neuroticism influences to students' score	Accepted

a. The influence of extraversion to students' score

In this case, there are several facets that affect student achievement, including being easy to get along with their friends and always thinking positively and being active in learning activities. This makes students a lot of friends and able to understand the lessons well, if there is something they don't understand, so they ask the teacher or even discuss it with their friends.

This attitude is related to student achievement, the more active they are and are able to think positively and are able to get along with friends in learning, and the better their learning achievement will be.

²⁰in their research "Big Five Personality Traits and Academic Performance in Russian Universities" showed that personality is a significant predictor of educational outcomes measured as the results of Unified State Examinations. We found four traits that were significant for academic success.

The third finding of this research showed that extraversion had significantly positive correlation to students' score. Thus, the higher extraversion the students have, the higher the students' score, and vice

²⁰ John V. Nye, Ekaterina Orel, and Ekaterina Kochergina, "Big Five Personality Traits and Academic Performance in Russian Universities," *SSRN Electronic Journal*, (2013), p.3.

versa. This finding supports a previous study by ²¹
²² explains that the Big Five Personality Traits were positively correlated with academic success. The most identifiable personality traits of the Big-Five model is extraversion. Extroverts have energy, positive feelings, urgency, assertiveness, sociability and a tendency to seek stimulation in the business of others, and talk ability.

They incline to adapt new language more correctly than others because of greater communication abilities. Moreover, extroverts love interacting with individuals and are often viewed as completion of energy. They tend to be passionate, people focused on action. Extroversion is associated with greater motivation to attain beneficial objectives and this is the reason their better performance in learning²³.

Interestingly, this findings is slightly different from a research carried out by Nighute and Sadawarte (2014) founding that extraversion was positively related but not statistically significant. Perchance, This

²¹ Po-Chi Kao et al., "Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EFL (English as a Foreign Language) Achievement in University Students".

²² Rajib Ahmed Faisal, "Influence of Personality and Learning Styles in English Language Achievement," *Open Journal of Social Sciences*, (Vol. 07, Number. 08, 2019), p. 304–24.

²³ Faisal.

difference can be clarified by the result of ²⁴have shown that extraversion personality trait correlates with learning motivation, but not correlated with learning achievement. ²⁵ explicate that motivation is one of the facets of Extraversion, namely assertiveness, in this case enthusiasm and a firm standpoint. Students who have high learning motivation reflect the characteristics of the Extraversion trait. In fact, students who have high or low learning motivation do not correlate with student achievement.

Students who are socially oriented like getting together and looking fun with peers, making these students have less time to study and do school assignments. Individuals with a high tendency to have a high Extraversion personality have many learning disorders which result in low ability to concentrate, because they are very active and talk a lot. The personality with this trait does not try to understand the essence of the material being studied (Yanti,2018).

b. The influence of Agreeableness to students' score

²⁴ De Feyter et al., "Unraveling the Impact of the Big Five Personality Traits on Academic Performance: The Moderating and Mediating Effects of Self-Efficacy and Academic Motivation", *Elsevier*, (2012), p.439-448.

²⁵ De Feyter et al, "Unraveling the Impact of the Big Five Personality Traits on Academic Performance: The Moderating and Mediating Effects of Self-Efficacy and Academic Motivation, p. 439-448.

Agreeableness has several facets, those are trust modesty and tender mindedness, in this case, if students have this facet, it is hoped that students will be able to understand the lesson, but they cannot develop it or discuss it with their friends because they always give up and don't like to debate. This causes no influence on their learning achievement. They will get a score that is not in accordance with the competency standard because they do not want to study nor study the lesson deeper.

Students who have agreeableness personality behave humbly and always succumb to things and are gentle. This causes no relationship with learning achievement because by being humble and gentle, students who if they do not really understand a lesson, they do not try to understand it or are not very interested.

The fourth finding of this study showed that Agreeableness had no correlation to students' score. This is line with ²⁶finding that there is no correlation between Agreeableness and learning achievement. Even more so, Several other researchers such as Conard

²⁶ Safdar Rehman Ghazi, Gulap Shahzada, and Saif Ullah, "Relationship between Students' Personality Traits and Their Academic Achievement in Khyber Pakhtunkhwa, Pakistan," *Journal of Education and Social Research*, (tahun, 2013), hlm. 437-44.

(2006),²⁷ Gray and Watson (2002), as well as Busato, Prins, Elshout, and Hamaker (2000) also prove that learning achievement is not correlated with Agreeableness personality traits. It means that those researches support that agreeableness doesn't influence students' achievement in this study.

Therefore, the results of this study confirm previous researches which states that Agreeableness does not correlate with learning achievement. This is due to the absence of the relevance of the Agreeableness personality trait facets, namely trust, straightforwardness, altruism, compliance, modesty, and tender-mindedness to the learning process and learning achievement. Facets of the nature of Agreeableness are more reflective of the quality of students' interpersonal interactions rather than students' abilities in terms of achievement (Yanti, 2018).

Nevertheless, a research by Laidra et al (2007) shows the inconsistency of the relationship between Agreeableness personality traits and learning achievement. Agreeableness is positively correlated with student achievement only up to the elementary

²⁷ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*,.

school level, and there is no correlation at the next level.

c. The influence of Conscientiousness to students' score

Conscientiousness has several facets, including competence and order. Students who have this facet are classified as smart and conscientious students and are not careless in their behavior. Then in facet dutifulness self-discipline and achievement striving, if students have this facet they tend to be disciplined and diligent. This makes these students able to get good achievements and affects their learning scores.

Students with a personality who are diligent, concentrated, calm, conscientious, and patient in using their abilities and are able to manage their emotions well in the teaching and learning process, are expected to get good learning outcomes as well. Soraya hakimi, Elaheh Hejazi and Masoud Gholamali Lavasani (2011) in their research "The Relationships between Personality Traits and Students' Academic Achievement" also said that conscientiousness and openness were positively related to academic achievement. It showed that that this research supports our hypotheses in our research.

The second finding of this research showed that. Conscientiousness had significantly positive correlation

to students' score. Thus, the higher Conscientiousness the students have, the higher the students' score, and vice versa. This finding is consistent with previous researches carried out by ²⁸ proving that high Conscientiousness personality traits have a positive correlation with learning achievement.

Students with a tendency of Conscientiousness personality traits have a strong desire for achievement. They have goals in learning and persistence to achieve these goals (Barrick et al in Poropat, 2009). Conscientiousness personality traits refer to personalities that are achievement-oriented, obedient and concentrate on doing tasks (Trautwein, Lüdtke, Schnyder, & Niggli, 2006). Individuals with these characteristics have good learning habits, seen in their ability to manage time and create conducive situations related to learning (Bidjerano & Dai, 2007).

Conversely, a research of Phycyl, Morin, and Salmon (2000 (2000) found that Conscientiousness personality traits do not correlate with learning achievement. There is no difference in achievement between students who prepared themselves a few days

²⁸ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*.

before the exam and students who have just studied before the exam. Preparing oneself is a facet of Conscientiousness which is self-discipline. Basically, students who prepare themselves well reflect the characteristics of the Conscientiousness trait, and it turns out that students who prepare themselves and who do not prepare themselves have no correlation with the results of their learning achievement.

d. The influence of Neuroticism to students' score

In neuroticism, there are several facets that affect learning achievement including the nature of anxiety, panic, irritability, impatience, and impatience. In this case, the higher the student's anxiety level, the lower the student's learning achievement value. Anxiety can affect learning achievement, because anxiety tends to produce confusion for students in a lesson.

²⁹In their research "Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EfL (English as a Foreign Language) Achievement in University Students". The results showed that the neuroticism was the strongest

²⁹ Po-Chi Kao et al., "Analyzing the Predictive Power of Foreign Language Learning Anxiety and Personality Traits on the EFL (English as a Foreign Language) Achievement in University Students, p. 96.

predictor of the GEPT results for the low-proficiency group.

Several studies done by ³⁰ consistently prove that high Neuroticism personality traits have a negative correlation with learning achievement. Students with a tendency of neuroticism personality traits often feel anxious, doubt themselves or do not feel capable of learning, and when facing difficult tasks tend not to be done (Komarraju et al, 2011). Students who have high neuroticism (Poropat, 2009) focus more on anxiety and are unable to concentrate in learning, thus reducing student achievement.

However, the fifth finding of this study showed that Neuroticism had significantly positive correlation to students' score. Thus, the higher neuroticism the students have, the higher the students' score, and vice versa. This finding supports a previous research by Feyter et al (2012) founding that there was no difference in learning achievement for students with high and low neurotics. Facets on neuroticism personality traits such as neuroticism or anxiety inhibit students from achieving learning achievement.

³⁰ E-book: Tomas Chamorro-Premuzic, *Personality and Individual Differences Second Edition*.

Feyter et al (2012) elucidate students who reflect the characteristics of the neuroticism trait, whether students with high or low neuroticism, do not correlate with student achievement. Hence, this study confirms a previous research which states that neuroticism, with one of its characteristics, namely neuroticism, is not correlated with learning achievement.

e. The influence of Openness to students' score

Openness has several facets including fantasy aesthetic feelings and ideas. In this facet, students are able to show their imagination and ideas related to learning materials and are able to develop sub-chapters or themes taught by educators. This can affect their score. Then in facet action and values, if students have this facet, they can express and give learning outcomes that can affect the student's score.

This also relates to student achievement, the better the ideas or imagination in students, the better the learning perspective, so that they are able to express ideas and develop ideas in a lesson.

The first finding showed that that openness had significantly positive correlation to students' score. Thus, the higher openness the students have, the higher the students' score, and vice versa. This finding is in line

with a previous research done by Soraya hakimi, Elaheh Hejazi and Masoud Gholamali Lavasani (2011). Their research “The Relationships between Personality Traits and Students ‘Academic Achievement” said that Conscientiousness and openness were positively related to academic achievement. It showed that this research supports our hypotheses in our research.

Another finding by Laidra et al’s research (2007) proved that Openness has a positive correlation with learning achievement. Individuals who have Openness personality traits reflect ideal students who are intelligent (Poropat, 2009), Intellectual curiosity and open-mindedness shape individual personalities to be intrinsically motivated (Komarraju, Karau, & Schmek, 2009), causing consistency in learning achievement. In contrast to these results, the Chamorro-Premuzic and Furnham’s study (2003) found no correlation between openness and learning achievement. One of the facets in Openness personality trait is ideas. Students who have ideas reflect the characteristics of the Openness trait, and it turns out that students with high and low ideas do not correlate with their learning achievement. Based on this facet, students with the Openness personality trait are better at things related to creativity and art than in

problem solving (Chamorro-Premuzic & Furnham, 2003).

4.7 Research Findings

Based on the research that has been carried out and the results obtained in testing the data, the study found several findings, including:

1. Openness correlated to and affects students' achievement. If the facet openness; fantasy, aesthetics, feelings, actions, ideas and values in students increases, then the student's achievement will also increase, and vice versa.
2. Conscientiousness correlated to and affects students' achievement. If the facet conscientiousness; competence, order, dutifulness, achievements-straying, self-discipline and deliberation in students increases, then student's achievement will also increase, and vice versa.
3. Extraversion correlated to and affects students' achievement. If the facet extraversion; warmth, gregariousness, assertiveness, activity, excitement seeking and positive emotion in students increases, then the student's achievement will also increase, and vice versa.
4. Agreeableness doesn't correlated to and not affects students' achievement. So, if facet agreeableness; trust, straightforwardness, altruism, compliance, modesty and

tender-mindedness in students increases or decreases, then the student's achievement will not be affected by this.

5. Neuroticism correlated to and affects students' achievement. If the facet of neuroticism; anxiety, angst hostility, depression, self-consciousness, impulsiveness and vulnerability in students decreases, then student's achievement will increase, and vice versa.

4.8 Research Limitations

1. Respondents in this study focused on eighth grade students of MTs NU Nurul Huda. It is better if not only students but also teachers, maybe there are several factors besides student personality that can affect student achievement, including teachers. A teacher also plays an active role in teaching and learning activities and in understanding students, therefore the teacher's pedagogy and skills in delivering material for the teacher. It needs to do further research.
2. In this study, the focus was on one school only, MTs NU Nurul Huda and it did not expand to other schools. Maybe when doing research in different schools will produce different results and with so many respondents will certainly produce varied conclusions.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the research that has been done, it can be concluded that:

1. There is a relationship between openness personality traits with English learning achievement, and openness affects student achievement.
2. There is a relationship between conscientiousness personality traits with English learning achievement, and also conscientiousness affects student achievement.
3. There is a relationship between extraversion personality traits with English learning achievement, and also extraversion affects student achievement.
4. There is no relationship between agreeableness personality traits with English learning achievement, and also agreeableness does not affect student achievement.
5. There is a relationship between neuroticism personality traits and English learning achievement, and neuroticism also affects student achievement.

5.2 SUGGESTION

5.2.1 MTs NU Nurul Huda Semarang

1. Teachers should pay more attention to aspects of the student's personality in teaching in order to find out how to teach best suits their personality.
2. Students should be able to be open and show their potential personality so that teachers understand and understand the student's condition in order to improve student achievement.

5.2.2 Further Research

1. It is expected that the next researcher will pay attention to factors other than The Big Five Personality Traits and Students Achievement, including teacher pedagogy, learning facilities and infrastructure in teaching and learning activities.
2. Taking of learning achievement data is suggested to take the pure scores of student tests or exams, in order to be more varied in presenting students' cognitive scores.
3. For further researchers, this research is still basic research, therefore there is a need for further research on the big five personality traits and Students Achievement with a more complex method to strengthen the results of this study.

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APPENDIX QUESTIONAIRE

PETUNJUK PENGISIAN

1. Bacalah setiap pernyataan dengan seksama sebelum memilih jawaban.
2. Jawablah dengan JUJUR sesuai kondisi Anda.
3. Berikut ini merupakan keterangan pilihan jawaban :

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

4. Beri tanda centang (✓) pada pilihan jawaban yang Anda inginkan.

Contoh:

STS

TS

S

SS



5. Jawaban dijamin kerahasiaannya dan tidak memengaruhi nilai Akademik Anda.
6. Pastikan semua pernyataan telah dijawab.

Instrument the Big Five Inventory

Nama	:
Kelas	:

STS	: Sangat Tidak Setuju	S	: Setuju
TS	: Tidak Setuju	SS	: Sangat Setuju

Saya memandang diri saya adalah seorang yang ...

No	Pernyataan	STS	TS	S	SS
1.	Senang berbicara				
2.	Cenderung mencari kesalahan orang lain				
3.	Selalu menyelesaikan masalah hingga tuntas				
4.	Mudah merasa tertekan atau merasa sendu				
5.	Orisinil, sering memunculkan gagasan-gagasan baru				
6.	Suka menyendiri				
7.	Suka menolong dan tidak mementingkan diri sendiri				
8.	Agak ceroboh				
9.	Tenang, mampu mengelola tekana dengan baik				
10.	Ingin tahu tentang berbagai macam hal				
11.	Penuh energy				
12.	Sering memulai pertengkaran (perdebatan) dengan orang lain				
13.	Pekerja yang dapat diandalkan				
14.	Mudah merasa tegang				
15.	Tipe pemikir mendalam dan cerdas				
16.	Selalu membangkitkan semangat				
17.	Mudah memaafkan orang lain				
18.	Cenderung tidak teratur				
19.	Sering cemas				
20.	Memiliki imajinasi yang aktif				
21.	Cenderung pendiam				
22.	Secara umum mudah mempercayai				
23.	Cenderung malas				
24.	Secara emosional cukup stabil				
25.	Penuh daya cipta				
26.	Memiliki kepribadian yang tegas				
27.	Cenderung dingin dan cuek terhadap orang lain				
28.	Tekun dalam menyelesaikan tugas hingga selesai				

29.	Mudah berganti suasana hati
30.	Menghargai pengalaman yang bernilai seni dan estetika
31.	Pemalu, kadang mudah merasa sungkan terhadap orang lain
32.	Cenderung perhatian dan baik hati pada hampir semua orang
33.	Selalu mengerjakan sesuatu dengan efisien
34.	Mampu tetap tenang dalam situasi tegang
35.	Lebih memilih pekerjaan yang memiliki sifat rutin
36.	Mudah bergaul
37.	Kadangkala bersikap kasar (keras) terhadap orang lain
38.	Senang membuat perencanaan dan melaksanakan rencana tersebut
39.	Mudah sekali gugup
40.	Senang untuk memikirkan sesuatu atau senang bermain-main dengan gagasan-gagasan
41.	Memiliki minat yang sedikit terhadap sesuatu yang artistik
42.	Senang untuk bekerjasama dengan orang lain
43.	Mudah teralih perhatian
44.	Menguasai seni, musik, dan sastra

APPENDIX RELIABILITY

X1

Reliability Statistics

Cronbach's Alpha	N of Items
,908	10

X2

Reliability Statistics

Cronbach's Alpha	N of Items
,972	9

X3

Reliability Statistics

Cronbach's Alpha	N of Items
,924	8

X4

Reliability Statistics

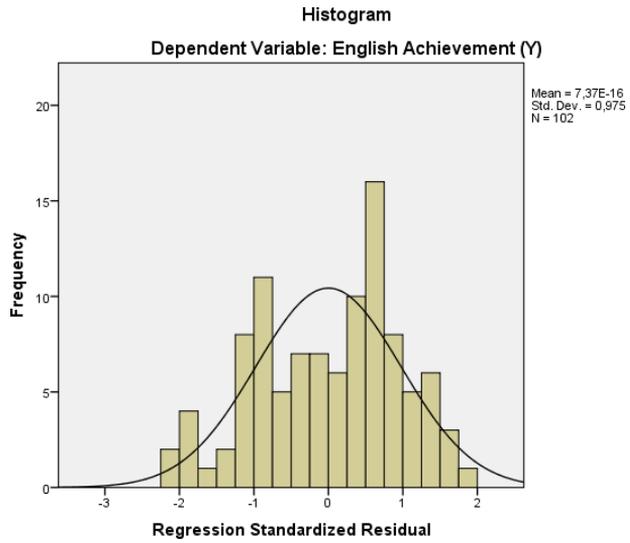
Cronbach's Alpha	N of Items
,953	9

X5

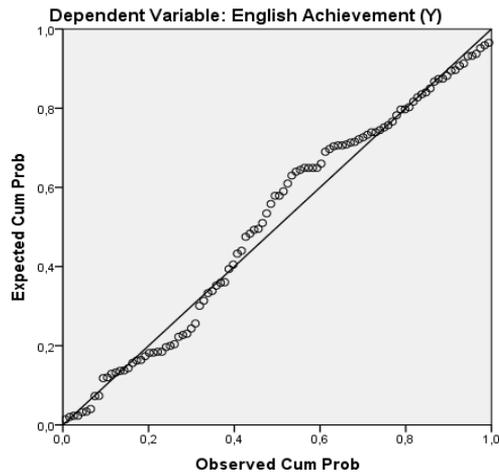
Reliability Statistics

Cronbach's Alpha	N of Items
,950	8

APPENDIX NORMALITY



Normal P-P Plot of Regression Standardized Residual



		Unstandardized Residual
N		102
Normal Parameters ^{a,b}	Mean	0E-7
	Std. Deviation	5,28869192
	Absolute	,104
Most Extreme Differences	Positive	,069
	Negative	-,104
Kolmogorov-Smirnov Z		1,049
Asymp. Sig. (2-tailed)		,221

a. Test distribution is Normal.

b. Calculated from data.

APPENDIX MULTIKONEARITY TEST

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Openness Personality Trait (X1)	,611	1,637
	Consciousness Personality Trait (X2)	,627	1,594
	Extraversion Personality Trait (X3)	,661	1,514
	Agreeableness Personality Trait (X4)	,541	1,847
	Neuroticism Personality Trait (X5)	,647	1,545

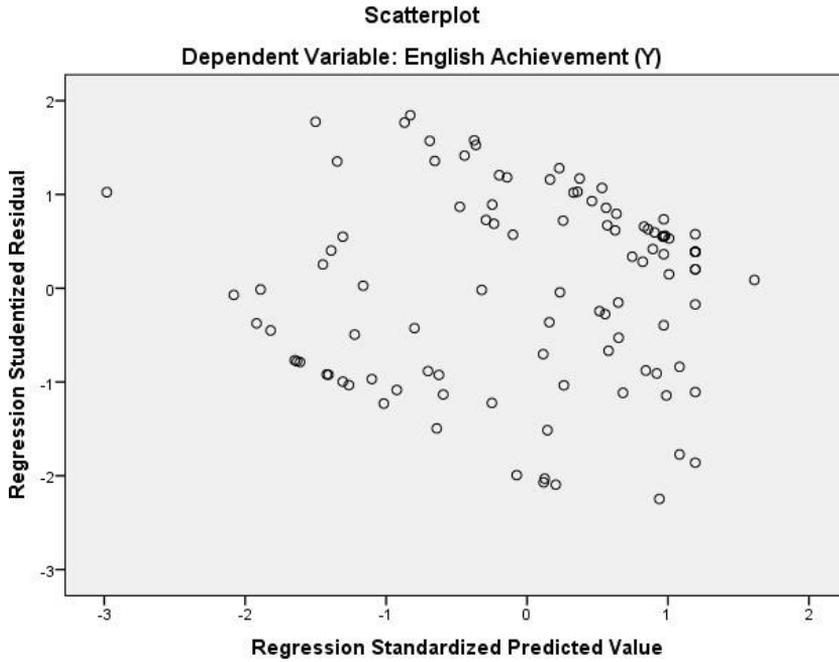
a. Dependent Variable: English Achievement (Y)

APPENDIX HETEROSKEDASTISITY TEST

Coefficients^a

Model	Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9,810	3,177		3,088	,003
Openness Personality Trait (X1)	-,125	,097	-,163	-1,288	,201
Conscientiousness Personality Trait (X2)	,121	,077	,196	1,574	,119
Extraversion Personality Trait (X3)	-,038	,093	-,050	-,414	,680
Agreeableness Personality Trait (X4)	,009	,092	,013	,098	,922
Neuroticism Personality Trait (X5)	-,140	,092	-,188	-1,531	,129

a. Dependent Variable: ABS_RES_1



APPENDIX AUTOCORRELATION TEST

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,588 _a	,346	,311	5,425	2,087

- a. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Consciousness Personality Trait (X2), Agreeableness Personality Trait (X4)
- b. Dependent Variable: English Achievement (Y)

APPENDIX KOEFISIEN DETERMINASI

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,588 ^a	,346	,311	5,425	2,087

a. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Consciousness Personality Trait (X2), Agreeableness Personality Trait (X4)

b. Dependent Variable: English Achievement (Y)

APPENDIX F STATISTIC TEST

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1491,670	5	298,334	10,138	,000 ^b
	Residual	2824,996	96	29,427		
	Total	4316,667	101			

- a. Dependent Variable: English Achievement (Y)
- b. Predictors: (Constant), Neuroticism Personality Trait (X5), Extraversion Personality Trait (X3), Openness Personality Trait (X1), Consciousness Personality Trait (X2), Agreeableness Personality Trait (X4)

APPENDIX T STATISTIC TEST

Model	Unstandardized Coefficients		Standardize d Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	31,276	6,208		5,038	,000
	Openness Personality Trait (X1)	,406	,190	,225	2,132	,036
	Consciousness Personality Trait (X2)	,383	,151	,265	2,541	,013
	Extraversion Personality Trait (X3)	,430	,181	,241	2,373	,020
	Agreeableness Personality Trait (X4)	-,322	,179	-,202	-1,800	,075
	Neuroticism Personality Trait (X5)	,358	,179	,206	2,003	,048

a. Dependent Variable: English Achievement (Y)

APPENDIX STUDENT'S FEEDBACK

NAMA *

AGUSTINA PUTRI PRATIWI

Kelas VIII A/B/C *

- VIII D
 VIII E
 VIII F

Saya memandang diri saya adalah seorang yang senang berbicara... *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang cenderung mencari kesalahan orang lain.... *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang selalu menyelesaikan masalah hingga tuntas.... *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang mudah merasa tertekan atau merasa sendu *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang orisinal, sering memunculkan gagasan-gagasan baru *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang suka menyendiri *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang suka menolong dan tidak mementingkan diri sendiri *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang agak ceroboh *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang tenang, mampu mengelola tekanan dengan baik *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang ingin tahu tentang berbagai macam hal *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang penuh energi *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang sering memulai pertengkaran (perdebatan) dengan orang lain *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang pekerja yang dapat diandalkan *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang mudah merasa tegang *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang tipe pemikir mendalam dan cerdas *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang selalu membangkitkan semangat *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang mudah memaafkan orang lain *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang cenderung tidak teratur *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang sering cemas *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang memiliki imajinasi yang aktif *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang cenderung pendiam *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang secara umum mudah memperasasi *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang cenderung malas *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang secara emosional cukup stabil *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang penuh daya cipta *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang memiliki kepribadian yang tegas *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang cenderung dingin dan cuek terhadap orang lain *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang telus dalam memutarakan urusan bisnis selain *

Saya memandang diri saya adalah seorang yang tekun dalam menyelesaikan tugas hingga selesai *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang mudah berganti suasana hati *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang menghargai pengalaman yang bernilai seni atau estetika *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang pemalu, kadang mudah merasa sungkan terhadap orang lain *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang cenderung perhatian dan baik hati pada hampir semua orang *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang selalu mengerjakan sesuatu dengan efisien *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang mampu tetap tenang dalam situasi tegang *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang lebih memilih pekerjaan yang memiliki sifat rutin *

- SS
- S
- TS
- STS

Saya memandang diri saya adalah seorang yang mudah bergaul *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang kadangkala bertikap kasar (keras) terhadap oranglain *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang senang membuat perencanaan dan melaksanakan rencana tersebut *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang mudah sekali gugup *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang senang untuk memikirkan sesuatu atau senang bermain-main dengan gagasan-gagasan *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang memiliki minat yang sedikit terhadap sesuatu yang artistik *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang senang untuk bekerjasama dengan orang lain *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang mudah teralih perhatian *

- SS
 S
 TS
 STS

Saya memandang diri saya adalah seorang yang menguasai seni, musik, dan sastra *

- SS
- S
- TS
- STS

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	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
1	3	3	3	2	3	3
2	3	3	4	3	4	3
3	4	3	4	3	4	3
4	4	4	4	4	4	4
5	3	3	3	4	3	4
6	3	4	3	3	3	3
7	4	4	4	4	4	4
8	3	4	3	3	4	3
9	4	3	4	3	4	4
10	3	3	3	4	3	3
11	3	3	3	3	4	3
12	3	4	3	3	3	3
13	4	4	4	4	4	4
14	4	4	4	4	4	4
15	4	4	4	4	4	4
16	3	3	3	4	3	4
17	3	3	3	3	3	3
18	3	4	3	3	4	3
19	3	4	3	4	4	3
20	3	3	3	4	3	4
21	3	3	3	3	3	3
22	3	4	3	4	3	3
23	3	3	3	4	3	3
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25	4	3	3	4	3	4
26	4	4	4	4	4	4
27	4	3	4	3	4	3
28	3	3	3	3	3	3
29	4	4	4	4	4	4
30	4	4	3	4	4	4
31	4	4	4	4	4	4
32	4	4	4	3	4	4
33	4	4	4	4	4	4
34	4	4	4	4	4	4
35	3	2	3	2	3	2
36	4	4	3	3	3	4

	X1.7	X1.8	X1.9	X1.10	JMH_X1	X2.1
1	3	2	3	3	28	3
2	3	4	3	4	34	4
3	3	4	3	4	35	3
4	4	4	4	4	40	4
5	3	4	3	4	34	3
6	4	3	3	3	32	3
7	4	4	4	4	40	4
8	3	3	3	3	32	3
9	3	3	3	3	34	3
10	3	3	4	3	32	3
11	4	3	4	3	33	3
12	3	3	4	3	32	3
13	4	4	4	4	40	4
14	4	4	4	4	40	4
15	4	4	4	4	40	3
16	3	3	3	3	32	3
17	4	4	3	3	32	4
18	3	3	4	3	33	4
19	4	4	3	3	35	3
20	3	3	3	3	32	4
21	3	3	4	3	31	3
22	3	3	3	3	32	3
23	3	3	3	4	32	4
24	4	4	4	4	40	4
25	3	3	3	4	34	4
26	4	4	4	4	40	4
27	4	4	3	4	36	4
28	3	3	3	3	30	4
29	3	3	3	4	37	3
30	4	3	4	4	38	4
31	4	4	4	4	40	3
32	4	3	4	4	38	4
33	4	4	4	4	40	3
34	4	4	4	4	40	4
35	3	2	3	2	25	3
36	4	3	4	4	36	3

	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
1	3	3	3	3	3	3
2	4	4	4	4	4	4
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	3	3	3	3	3	3
6	4	3	3	4	3	3
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8	4	3	3	4	3	4
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10	3	3	3	3	3	3
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14	4	4	4	4	4	4
15	3	3	3	3	3	3
16	3	3	3	3	3	3
17	4	4	4	4	4	4
18	4	4	4	4	4	4
19	3	3	4	3	4	4
20	4	4	4	4	4	4
21	3	4	3	3	3	4
22	3	3	4	3	3	3
23	4	4	4	4	4	4
24	4	4	4	4	4	4
25	4	4	4	4	4	4
26	4	4	4	4	4	4
27	4	4	4	4	4	4
28	4	4	4	4	4	4
29	4	3	3	3	3	4
30	4	4	4	4	4	4
31	4	3	3	3	4	3
32	4	4	4	4	4	4
33	4	3	3	3	4	4
34	4	4	4	4	4	4
35	3	3	3	3	3	3
36	4	4	4	3	4	3

	X2.8	X2.9	JMH_X2	X3.1	X3.2	X3.3
1	3	3	27	3	4	4
2	4	4	36	4	4	4
3	3	3	27	4	4	3
4	4	4	36	4	4	4
5	3	3	27	3	3	3
6	4	3	30	3	3	2
7	4	4	36	4	4	4
8	3	3	30	2	3	2
9	3	3	27	3	3	3
10	3	3	27	3	3	2
11	4	3	29	3	2	3
12	4	3	28	3	3	3
13	4	4	36	4	4	4
14	4	4	36	3	4	3
15	3	4	28	3	3	3
16	3	3	27	3	3	2
17	4	4	36	4	4	4
18	4	4	36	4	4	4
19	3	4	31	4	4	3
20	4	4	36	3	3	3
21	4	3	30	4	4	4
22	4	4	30	4	4	3
23	4	4	36	4	4	4
24	4	4	36	3	3	4
25	4	4	36	3	3	3
26	4	4	36	4	4	4
27	4	4	36	3	3	3
28	4	4	36	3	3	3
29	3	4	30	3	3	3
30	4	4	36	4	4	4
31	4	3	30	4	4	3
32	4	4	36	3	4	3
33	4	3	31	4	4	4
34	4	4	36	4	4	4
35	3	3	27	4	4	3
36	3	3	31	4	4	4

	X3.4	X3.5	X3.6	X3.7	X3.8	JMH_X3
1	3	4	3	4	4	29
2	4	4	4	4	4	32
3	3	3	3	4	4	28
4	4	4	4	4	4	32
5	3	3	3	3	3	24
6	3	3	2	3	3	22
7	4	4	4	4	4	32
8	3	2	3	3	2	20
9	3	3	3	3	3	24
10	3	2	3	2	3	21
11	2	3	2	3	2	20
12	3	4	3	3	3	24
13	4	4	4	4	4	32
14	3	3	3	3	4	26
15	3	3	3	3	3	24
16	3	3	2	2	2	20
17	4	4	4	4	4	32
18	4	4	4	4	4	32
19	4	4	4	4	4	31
20	3	3	3	3	3	24
21	4	4	4	4	4	32
22	4	4	4	4	4	31
23	4	4	4	4	4	32
24	4	4	4	4	4	30
25	3	3	3	3	3	32
26	4	4	4	4	4	32
27	3	3	3	3	3	24
28	3	3	3	3	3	24
29	3	3	3	3	3	24
30	4	4	4	4	4	32
31	4	4	4	4	4	31
32	3	4	4	3	4	28
33	4	4	4	4	4	32
34	4	4	4	4	4	32
35	4	4	4	4	4	31
36	4	4	4	4	4	32

	X4.1	X4.2	X4.3	X4.4	X4.5	X4.6
1	4	3	3	4	3	4
2	4	4	4	4	4	4
3	2	3	2	2	3	2
4	4	3	3	4	3	4
5	3	3	3	3	3	3
6	4	3	3	3	3	3
7	4	4	3	4	4	4
8	4	3	3	3	3	3
9	3	3	3	3	3	3
10	4	3	3	4	3	4
11	4	3	3	4	3	4
12	4	3	3	3	3	3
13	4	4	4	4	4	4
14	4	3	3	3	3	3
15	3	3	3	3	3	3
16	4	4	4	4	4	4
17	4	4	4	4	4	4
18	4	4	4	4	4	4
19	4	4	4	4	4	4
20	3	3	3	3	3	3
21	4	4	4	4	4	4
22	4	4	4	4	4	4
23	3	3	3	3	3	3
24	3	3	3	3	3	3
25	3	3	3	3	3	3
26	4	4	4	4	4	4
27	4	4	4	4	4	4
28	3	3	3	3	3	3
29	4	4	4	3	4	4
30	4	4	4	4	4	4
31	4	4	4	4	4	4
32	4	3	3	3	3	3
33	4	4	4	4	4	4
34	3	4	4	4	4	4
35	3	3	3	3	3	3
36	4	4	4	4	4	4

	X4.7	X4.8	X4.9	JMH_X4	X5.1	X5.2
1	3	3	4	31	3	3
2	4	4	4	36	4	4
3	2	3	2	21	3	3
4	3	4	3	31	4	4
5	3	3	3	27	4	4
6	4	4	3	30	3	3
7	4	4	4	35	3	3
8	4	4	3	30	3	4
9	3	4	3	28	3	3
10	3	3	4	31	3	3
11	3	3	4	31	3	3
12	3	4	3	29	3	3
13	4	4	4	36	4	4
14	3	3	3	28	3	3
15	3	3	3	27	4	4
16	4	4	4	36	4	4
17	4	4	4	36	3	4
18	4	4	4	36	3	3
19	4	4	4	36	3	3
20	3	3	3	27	3	4
21	3	4	4	35	3	3
22	4	4	4	36	3	3
23	3	3	3	27	3	3
24	3	3	3	27	3	3
25	3	3	3	27	3	3
26	4	4	4	36	4	4
27	4	4	4	36	3	3
28	3	3	3	27	3	3
29	4	3	4	34	3	4
30	4	4	4	36	3	3
31	4	4	4	36	3	3
32	3	3	3	28	3	3
33	4	4	4	36	3	4
34	4	4	4	35	3	4
35	3	3	3	27	3	3
36	4	4	4	36	4	4

	X5.3	X5.4	X5.5	X5.6	X5.7	X5.8
1	3	3	3	3	3	3
2	4	4	4	4	4	4
3	3	3	4	3	3	3
4	4	4	4	4	4	4
5	4	4	4	4	4	4
6	3	3	3	3	3	3
7	3	3	3	3	3	3
8	3	3	4	3	3	3
9	3	3	3	3	3	3
10	4	3	3	4	3	3
11	3	3	3	3	4	3
12	4	3	3	3	3	3
13	3	4	4	3	4	4
14	4	4	4	4	4	4
15	4	4	4	4	4	4
16	4	4	4	4	4	4
17	3	4	4	4	4	4
18	3	3	3	3	3	3
19	3	3	3	3	3	3
20	3	3	3	3	3	3
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24	3	3	3	3	3	3
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27	3	3	3	3	3	3
28	3	4	4	3	4	4
29	3	3	3	3	3	3
30	3	3	3	3	4	3
31	3	4	4	4	4	4
32	3	3	3	3	3	3
33	4	3	3	3	3	4
34	3	3	3	3	3	3
35	3	3	3	3	3	3
36	3	3	4	3	3	4

J

	JMH_X5	Y	RES_1	ABS_RES_1
1	24	60	-4.05883	4.06
2	32	77	4.51294	4.51
3	25	60	-10.05043	10.05
4	32	77	.46726	.47
5	32	73	4.50102	4.50
6	24	60	-4.14327	4.14
7	24	78	5.62384	5.62
8	26	60	-3.99996	4.00
9	24	60	-5.30957	5.31
10	26	61	-1.95781	1.96
11	25	61	-2.34155	2.34
12	25	60	-4.91758	4.92
13	30	75	.79597	.80
14	30	77	2.79703	2.80
15	32	75	3.68404	3.68
16	32	63	-.06609	.07
17	30	77	6.04093	6.04
18	24	73	3.78557	3.79
19	24	76	8.32067	8.32
20	25	76	7.37155	7.37
21	24	60	-6.42601	6.43
22	29	60	-7.87109	7.87
23	24	77	5.28967	5.29
24	24	77	2.90477	2.90
25	24	76	3.47843	3.48
26	32	74	-.92078	.92
27	24	76	9.00897	9.01
28	28	77	8.10766	8.11
29	25	61	-5.10024	5.10
30	25	77	5.39910	5.40
31	29	60	-11.11605	11.12
32	24	77	4.89847	4.90
33	27	78	6.78741	6.79
34	25	76	3.26546	3.27
35	24	67	2.00840	2.01
36	28	73	3.05151	3.05

Bismillah Data 102 Responden

	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
37	3	3	3	3	3	3
38	3	3	3	3	3	3
39	4	3	4	4	3	3
40	4	4	3	3	4	3
41	4	4	4	3	4	4
42	3	4	4	3	4	4
43	4	4	4	4	4	4
44	4	4	4	3	3	3
45	4	3	3	3	4	3
46	3	3	3	3	3	3
47	4	4	4	4	4	4
48	4	4	4	4	4	4
49	4	4	4	4	4	4
50	4	4	4	4	4	4
51	4	4	4	3	4	4
52	4	4	4	3	3	4
53	3	4	3	4	4	4
54	4	4	4	3	4	3
55	3	3	3	3	4	3
56	4	3	4	3	4	3
57	4	3	4	3	4	3
58	4	4	4	3	4	4
59	3	3	3	4	4	3
60	4	4	4	4	4	4
61	3	3	4	3	4	4
62	4	4	4	3	3	3
63	4	4	3	4	4	3
64	4	4	4	4	4	4
65	4	4	4	4	3	4
66	4	4	4	4	4	4
67	4	4	4	4	4	4
68	4	3	4	3	3	4
69	4	4	4	4	4	4
70	4	4	4	3	4	4
71	4	4	4	4	4	4
72	4	4	4	4	4	4

Bismillah Data 102 Responden

	X1.7	X1.8	X1.9	X1.10	JMH_X1	X2.1
37	3	3	3	3	30	3
38	4	3	3	3	31	3
39	3	3	4	3	34	3
40	4	4	3	4	36	3
41	4	4	4	4	39	4
42	3	4	3	3	35	4
43	4	4	4	4	40	4
44	3	3	3	3	33	3
45	3	3	3	4	33	3
46	3	3	3	3	30	2
47	4	4	4	4	40	4
48	4	4	4	4	40	4
49	4	4	4	4	40	4
50	4	4	4	4	32	4
51	4	4	3	4	38	4
52	4	4	3	4	37	3
53	4	3	4	3	36	4
54	4	3	4	4	37	4
55	3	3	3	4	32	3
56	3	3	3	4	34	3
57	4	4	4	4	37	3
58	4	4	4	4	39	4
59	4	3	4	3	34	3
60	4	4	4	4	40	4
61	4	3	4	3	35	3
62	3	3	3	4	34	4
63	4	4	3	3	36	3
64	4	4	4	4	40	4
65	4	4	4	4	39	4
66	4	4	4	4	40	4
67	4	4	4	4	40	4
68	3	4	3	4	35	3
69	4	4	4	4	40	4
70	4	4	4	4	39	4
71	4	4	4	4	40	4
72	4	4	4	4	40	4

Bismillah Data 102 Responden

	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
37	3	3	3	3	3	3
38	3	3	3	3	3	3
39	3	3	3	3	3	3
40	3	3	3	3	3	3
41	4	4	4	4	4	4
42	4	4	4	4	4	4
43	4	4	4	4	4	4
44	3	3	3	3	3	3
45	3	2	3	2	3	3
46	2	2	2	2	2	2
47	4	4	4	4	4	4
48	4	4	4	4	4	4
49	4	4	4	4	4	4
50	4	4	4	4	4	4
51	4	4	4	4	4	4
52	3	3	3	3	3	3
53	4	4	4	4	4	4
54	4	4	4	4	4	4
55	4	3	4	4	4	4
56	4	3	4	3	3	3
57	3	3	3	3	4	4
58	4	4	4	4	4	4
59	3	3	3	3	3	3
60	4	4	4	4	4	4
61	3	3	4	3	4	3
62	4	4	4	4	4	4
63	3	4	4	3	4	3
64	4	4	4	4	4	4
65	4	4	4	4	4	4
66	4	4	4	4	4	4
67	4	4	4	4	4	4
68	4	3	3	3	4	3
69	4	4	4	4	4	4
70	4	4	4	4	4	4
71	4	4	4	4	4	4
72	4	4	4	4	4	4

Bismillah Data 102 Responden

	X2.8	X2.9	JMH_X2	X3.1	X3.2	X3.3
37	3	3	27	4	3	3
38	3	3	27	3	3	4
39	3	3	27	4	4	4
40	3	3	27	3	3	3
41	4	4	?	?	?	?
42	4	4	?	?	?	?
43	4	4	?	?	?	?
44	3	3	?	?	?	?
45	3	3	?	?	?	?
46	2	2	?	?	?	?
47	4	4	?	?	?	?
48	4	4	?	?	?	?
49	4	4	?	?	?	?
50	4	4	?	?	?	?
51	4	4	?	?	?	?
52	3	3	?	?	?	?
53	4	4	?	?	?	?
54	4	4	?	?	?	?
55	3	4	?	?	?	?
56	3	4	?	?	?	?
57	3	3	?	?	?	?
58	4	4	?	?	?	?
59	3	3	?	?	?	?
60	4	4	?	?	?	?
61	4	4	?	?	?	?
62	4	4	?	?	?	?
63	3	4	?	?	?	?
64	4	4	?	?	?	?
65	4	4	?	?	?	?
66	4	4	?	?	?	?
67	4	4	36	3	3	4
68	3	4	30	3	3	4
69	4	4	36	4	4	4
70	4	4	36	4	4	4
71	4	4	36	4	4	4
72	4	4	36	4	4	4

Bismillah Data 102 Responden

	X3.4	X3.5	X3.6	X3.7	X3.8	JMH_X3
37	4	3	3	3	3	26
38	3	4	3	3	3	26
39	4	4	4	4	4	32
40	3	3	3	3	3	24
41	3	2	3	4	3	24
42	4	4	4	3	4	30
43	4	4	4	4	4	32
44	4	4	4	4	4	32
45	3	3	3	3	3	25
46	2	3	2	2	3	18
47	4	4	3	3	4	29
48	4	3	3	3	4	28
49	4	4	4	4	4	30
50	4	4	4	4	4	31
51	3	3	3	3	3	24
52	4	4	4	4	3	30
53	4	4	4	4	4	32
54	3	4	3	4	3	28
55	4	3	3	3	3	25
56	3	3	3	3	3	24
57	3	3	3	3	3	25
58	4	4	3	3	4	29
59	3	3	3	3	3	24
60	3	4	4	4	4	30
61	3	3	3	3	3	24
62	3	3	4	4	3	28
63	4	3	4	4	3	30
64	3	4	3	4	3	27
65	3	4	3	4	4	30
66	3	4	4	4	4	31
67	3	3	3	4	4	27
68	3	3	4	3	4	27
69	3	4	4	3	4	30
70	3	3	3	3	4	28
71	4	4	4	4	4	32
72	4	4	4	4	4	32

Bismillah Data 102 Responden

	X4.1	X4.2	X4.3	X4.4	X4.5	X4.6
37	3	3	3	3	3	3
38	2	2	2	2	2	2
39	3	3	3	3	3	3
40	3	3	4	3	3	4
41	3	3	3	3	4	3
42	4	4	3	4	3	4
43	4	4	4	4	4	4
44	3	3	3	3	3	3
45	3	3	3	4	3	3
46	2	2	3	2	2	2
47	4	4	4	4	3	3
48	4	4	4	4	4	4
49	4	4	4	4	4	4
50	4	4	4	4	4	4
51	3	3	3	3	3	3
52	3	4	3	4	3	4
53	4	4	4	4	3	4
54	4	4	4	4	3	4
55	3	4	3	3	3	3
56	3	3	3	3	3	3
57	3	4	4	3	4	3
58	4	4	4	3	4	4
59	3	3	3	3	3	3
60	4	4	4	3	4	4
61	3	3	3	3	3	3
62	3	4	4	4	4	4
63	3	3	4	3	4	4
64	4	3	4	3	3	3
65	3	4	4	4	4	3
66	4	4	4	4	4	4
67	4	4	4	4	4	4
68	4	4	4	4	4	3
69	4	4	4	4	4	4
70	4	4	4	4	4	3
71	4	4	4	4	4	4
72	4	4	4	4	4	4

Bismillah Data 102 Responden

	X4.7	X4.8	X4.9	JMH_X4	X5.1	X5.2
37	3	3	3	27	3	3
38	2	2	2	18	2	2
39	3	3	3	27	3	3
40	3	4	3	30	3	3
41	3	3	3	28	3	3
42	3	4	3	32	4	3
43	4	4	4	36	4	4
44	3	3	3	27	4	4
45	3	3	3	28	4	3
46	3	3	3	22	3	3
47	3	4	3	32	4	4
48	4	4	4	36	4	4
49	4	4	4	36	4	4
50	4	4	4	36	4	4
51	3	3	3	27	4	4
52	4	3	4	32	3	3
53	4	4	3	34	4	4
54	4	4	4	35	4	4
55	4	3	3	29	4	3
56	3	3	3	27	3	3
57	4	3	4	32	4	4
58	4	3	4	34	4	4
59	3	3	3	27	3	3
60	4	4	4	35	4	4
61	3	3	3	27	4	3
62	4	4	4	35	4	4
63	4	4	4	33	4	4
64	4	4	3	31	4	4
65	4	4	3	33	4	4
66	4	4	4	36	4	4
67	4	4	4	36	4	4
68	4	4	4	35	4	4
69	4	4	4	36	4	4
70	3	3	4	33	4	4
71	4	4	4	36	4	4
72	4	4	4	36	4	4

Bismillah Data 102 Responden

	X5.3	X5.4	X5.5	X5.6	X5.7	X5.8
37	3	3	3	3	3	3
38	2	2	2	2	2	2
39	3	4	3	3	3	3
40	3	3	3	3	3	3
41	3	3	3	3	3	3
42	3	3	3	3	3	3
43	4	4	4	4	4	4
44	3	3	3	3	3	3
45	2	3	3	3	3	3
46	2	2	3	3	3	3
47	4	4	4	4	4	4
48	3	3	4	3	3	4
49	4	4	4	4	4	4
50	3	4	4	4	4	4
51	4	4	4	4	4	4
52	3	3	3	3	3	3
53	4	4	4	4	4	4
54	4	4	4	4	4	4
55	3	3	3	3	3	3
56	3	3	3	3	3	3
57	3	3	3	3	3	3
58	4	4	4	4	4	4
59	3	3	3	3	3	3
60	4	4	4	4	4	3
61	3	3	3	3	3	3
62	3	3	3	3	3	3
63	4	4	4	3	4	3
64	3	4	3	3	4	3
65	3	4	3	3	3	3
66	4	4	4	4	4	4
67	4	4	4	4	4	4
68	3	4	4	3	4	4
69	4	4	4	4	4	4
70	4	4	4	4	4	4
71	4	4	4	4	4	4
72	4	4	4	4	4	4

Bismillah Data 102 Responden

	JMH_X5	Y	RES_1	ABS_RES_1
37	24	60	-4.86954	4.87
38	16	68	2.69033	2.69
39	25	73	3.56941	3.57
40	24	60	-5.47603	5.48
41	24	60	-10.78702	10.79
42	25	60	-10.81355	10.81
43	32	78	3.07922	3.08
44	26	74	4.61665	4.62
45	24	74	9.43254	9.43
46	22	64	5.12486	5.12
47	32	65	-9.92025	9.92
48	28	78	6.23285	6.23
49	32	78	3.93928	3.94
50	31	63	-7.88741	7.89
51	32	69	-4.57081	4.57
52	24	75	7.18294	7.18
53	32	62	-11.94309	11.94
54	32	71	-1.30619	1.31
55	25	65	-2.26392	2.26
56	24	61	-5.78175	5.78
57	26	77	9.84983	9.85
58	32	69	-4.86985	4.87
59	24	63	-2.63196	2.63
60	31	77	2.97527	2.98
61	25	63	-4.92900	4.93
62	26	77	8.06094	8.06
63	30	67	-3.77235	3.77
64	28	67	-5.94907	5.95
65	27	70	-2.83039	2.83
66	32	70	-4.49075	4.49
67	32	77	4.22938	4.23
68	30	62	-6.04859	6.05
69	32	77	2.93928	2.94
70	32	76	2.23779	2.24
71	32	69	-5.92078	5.92
72	32	76	1.07922	1.08

Bismillah Data 102 Responden

	X1.1	X1.2	X1.3	X1.4	X1.5	X1.6
73	4	4	4	4	4	4
74	4	4	4	4	3	4
75	4	4	4	4	4	4
76	4	4	4	4	4	4
77	3	3	3	3	3	3
78	4	4	4	4	4	4
79	4	4	4	4	4	4
80	4	4	4	4	4	4
81	4	3	4	3	4	4
82	4	4	4	4	4	4
83	4	4	4	4	4	4
84	4	4	4	4	4	4
85	4	4	4	4	4	4
86	4	4	4	4	4	4
87	4	4	4	4	4	4
88	4	4	4	4	4	4
89	3	4	4	3	4	3
90	4	3	4	3	4	4
91	4	3	4	3	4	3
92	4	4	4	4	4	4
93	4	4	4	4	4	4
94	3	3	3	4	3	3
95	4	4	4	4	4	4
96	3	3	3	3	3	3
97	4	4	4	4	4	4
98	4	4	4	4	4	4
99	4	4	4	4	4	4
100	4	4	4	4	3	4
101	4	4	4	4	4	4
102	4	4	4	4	4	4

Bismillah Data 102 Responden

	X1.7	X1.8	X1.9	X1.10	JMH_X1	X2.1
73	3	3	4	3	37	3
74	4	4	3	4	38	3
75	4	4	4	4	40	4
76	4	4	4	4	40	4
77	3	3	3	3	30	3
78	4	4	4	4	40	4
79	4	4	4	4	40	4
80	4	4	4	4	40	4
81	4	4	4	4	38	4
82	4	4	4	4	40	4
83	4	4	4	4	40	4
84	4	4	4	4	40	4
85	4	4	4	4	40	4
86	4	4	4	4	40	4
87	4	4	4	4	40	4
88	4	4	4	4	40	4
89	4	3	4	4	36	2
90	4	4	3	4	37	4
91	3	4	3	4	35	4
92	4	4	4	4	40	4
93	4	4	4	4	40	4
94	3	3	4	3	32	3
95	4	4	4	4	40	4
96	4	3	4	3	32	2
97	4	4	4	4	40	4
98	4	4	4	4	40	2
99	4	4	4	4	40	4
100	4	3	4	4	38	4
101	4	3	3	3	37	4
102	4	3	3	4	38	4

	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7
73	3	3	3	3	3	3
74	3	4	3	4	3	4
75	4	4	4	4	4	4
76	4	4	4	4	4	4
77	3	3	3	3	3	3
78	4	4	4	4	4	4
79	4	4	4	4	4	4
80	4	4	4	4	4	4
81	4	4	4	4	4	4
82	4	4	4	4	4	4
83	4	4	4	4	4	4
84	4	4	4	4	4	4
85	4	4	4	4	4	4
86	4	4	4	4	4	4
87	4	4	4	4	4	4
88	4	4	4	4	4	4
89	2	3	2	2	3	2
90	4	4	4	4	4	4
91	4	4	4	4	4	4
92	4	4	4	4	4	4
93	4	4	4	4	4	4
94	4	4	3	4	3	4
95	4	4	4	4	4	4
96	2	2	2	2	3	2
97	4	4	4	4	4	4
98	2	3	2	3	2	2
99	4	4	3	3	4	4
100	3	4	3	3	3	3
101	4	3	4	3	3	4
102	4	3	3	3	4	4

	X2.8	X2.9	JMH_X2	X3.1	X3.2	X3.3
73	3	3	27	4	4	4
74	3	4	31	3	3	4
75	4	4	36	4	4	4
76	4	4	36	4	4	4
77	3	3	27	2	2	3
78	4	4	36	3	3	4
79	4	4	36	4	4	4
80	4	4	36	3	3	3
81	4	4	36	3	4	4
82	4	4	36	4	4	4
83	4	4	36	3	3	4
84	4	4	36	4	4	4
85	4	4	36	4	4	4
86	4	4	36	4	4	4
87	4	4	36	4	4	4
88	4	4	36	3	3	4
89	3	2	21	4	4	4
90	4	4	36	3	3	4
91	4	4	36	4	4	4
92	4	4	36	4	4	4
93	4	4	36	4	4	4
94	3	4	32	4	4	4
95	4	4	36	4	4	4
96	2	2	19	4	4	4
97	4	4	36	4	4	4
98	2	2	20	3	3	3
99	3	4	33	3	4	4
100	3	3	29	4	4	4
101	4	4	33	4	4	4
102	4	4	33	4	4	4

	X3.4	X3.5	X3.6	X3.7	X3.8	JMH_X3
73	4	4	4	3	4	31
74	3	3	3	4	3	26
75	3	3	3	3	4	28
76	4	4	4	4	4	32
77	2	2	3	3	3	20
78	3	3	3	3	3	25
79	3	4	4	4	4	31
80	3	3	3	3	3	24
81	4	4	4	4	3	30
82	3	3	3	4	3	28
83	3	3	4	4	4	28
84	4	4	4	4	4	32
85	4	4	4	4	3	31
86	3	4	4	3	4	30
87	4	4	4	4	4	32
88	3	4	4	4	4	29
89	3	4	4	4	4	31
90	3	3	3	3	4	26
91	4	4	4	4	3	31
92	4	4	4	4	4	32
93	4	4	4	4	4	32
94	4	4	4	4	4	32
95	3	4	4	4	3	30
96	4	4	4	4	4	32
97	4	4	4	4	4	32
98	3	4	4	4	3	27
99	3	3	4	3	4	28
100	4	4	4	3	3	30
101	4	4	4	4	4	32
102	4	4	4	4	4	32

	X4.1	X4.2	X4.3	X4.4	X4.5	X4.6
73	3	4	4	4	4	4
74	4	4	4	4	3	4
75	3	4	3	3	4	4
76	4	4	4	4	4	4
77	3	3	3	3	3	3
78	3	3	4	4	4	3
79	4	4	4	4	4	4
80	3	3	3	3	3	3
81	4	4	4	4	3	4
82	4	4	4	4	4	4
83	4	4	4	4	4	4
84	4	4	4	4	4	4
85	4	4	4	4	4	4
86	4	4	4	4	4	4
87	4	4	4	4	4	4
88	4	4	4	4	4	4
89	3	3	3	3	4	4
90	3	3	3	3	4	3
91	4	4	4	4	4	4
92	4	4	4	4	4	4
93	4	4	4	4	4	4
94	4	4	4	4	4	4
95	4	4	4	4	4	4
96	4	4	4	4	4	3
97	4	4	4	4	4	4
98	4	4	4	4	4	4
99	3	4	4	4	4	4
100	4	4	4	3	4	4
101	4	4	4	4	4	4
102	4	4	4	4	4	4

	X4.7	X4.8	X4.9	JMH_X4	X5.1	X5.2
73	4	4	4	35	4	4
74	4	4	4	35	4	4
75	4	4	4	33	4	4
76	4	4	4	36	4	4
77	3	3	3	27	4	4
78	3	3	4	31	4	4
79	4	4	4	36	4	4
80	3	4	3	28	4	4
81	4	4	3	34	4	4
82	3	4	3	34	4	4
83	4	4	4	36	4	4
84	4	4	4	36	4	4
85	4	4	4	36	4	4
86	4	4	4	36	4	4
87	4	4	4	36	3	3
88	4	4	4	36	4	4
89	4	4	3	31	3	3
90	3	3	4	29	3	3
91	4	4	4	36	4	4
92	4	4	4	36	4	4
93	4	4	4	36	4	4
94	4	4	4	36	3	3
95	4	4	4	36	4	4
96	4	4	4	35	4	4
97	4	4	4	36	4	4
98	4	4	4	36	2	3
99	4	4	4	35	3	3
100	4	4	4	35	3	3
101	4	4	4	36	4	4
102	4	4	4	36	3	3

	X5.3	X5.4	X5.5	X5.6	X5.7	X5.8
73	3	4	4	4	4	4
74	3	4	4	4	4	4
75	4	4	4	4	4	3
76	4	4	4	4	4	4
77	4	4	4	4	4	4
78	4	4	4	4	4	4
79	4	4	4	4	4	4
80	4	4	4	4	4	4
81	3	3	4	4	4	3
82	4	4	4	4	4	3
83	4	4	4	4	4	4
84	4	4	4	4	4	4
85	4	4	4	4	4	3
86	4	4	4	4	4	4
87	2	3	3	2	3	3
88	4	4	4	4	4	4
89	3	3	3	3	3	3
90	3	4	3	3	4	3
91	4	4	4	4	4	4
92	4	4	4	4	4	4
93	4	4	4	4	4	4
94	3	4	3	3	3	3
95	4	4	4	4	4	4
96	3	3	4	4	4	4
97	4	4	4	4	4	4
98	2	3	2	3	2	3
99	3	4	3	4	4	4
100	4	3	4	3	3	4
101	4	4	4	4	4	4
102	3	2	3	3	2	3

	JMH_X5	Y	RES_1	ABS_RES_1
73	31	76	6.21145	6.21
74	31	76	6.42294	6.42
75	31	77	3.19055	3.19
76	32	76	1.07922	1.08
77	32	72	6.84363	6.84
78	32	77	3.47748	3.48
79	32	65	-9.49075	9.49
80	32	72	-2.05966	2.06
81	29	72	-81913	.82
82	31	75	1.51294	1.51
83	32	75	1.79934	1.80
84	32	77	2.07922	2.08
85	31	68	-6.13237	6.13
86	32	77	2.93928	2.94
87	22	66	-5.33701	5.34
88	32	77	3.36931	3.37
89	24	66	.13571	.14
90	26	71	-.23021	.23
91	32	71	-1.46265	1.46
92	32	77	2.07922	2.08
93	32	77	2.07922	2.08
94	25	63	-4.63414	4.63
95	32	76	1.93928	1.94
96	30	66	1.23398	1.23
97	32	77	2.07922	2.08
98	20	62	-.33792	.34
99	28	69	-1.93975	1.94
100	27	69	-.09716	.10
101	32	69	-3.55414	3.55
102	22	63	-6.37599	6.38



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: B-5094/Un.10.3/D.1/PP..00.9/11/2020

17 November 2020

Lamp : -

Hal : Mohon Izin Riset

a.n. : Muhammad Nurjadid

NIM : 1403046118

Yth.

Kepala Pusat Pengembangan Bahasa UIN Walisongo
Di Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama : Muhammad Nurjadid

NIM : 1403046118

Alamat : Desa Mangkang Kulon, Kecamatan Tugu, Kota Semarang

Judul skripsi : Relationship Between The Big Five Personality Traits
and English Achievement of The Eight-grade Students at MTs NU
Nurul Huda Semarang

Pembimbing :

1. Dr. H. Ikhrom, M. Ag

2. Nadiyah Ma'mun, M. Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama tiga hari, mulai tanggal 23 Oktober 2020 sampai dengan tanggal 25 Oktober 2020.

Demikian atas perhatian dan tercabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
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17 November 2020

Lamp : -

Hal : Pengantar Pra Riset

a.n. : Muhammad Nurjadid

NIM : 1403046118

Yth.

Kepala Pusat Pengembangan Bahasa UIN Walisongo
di Semarang

Assalamu 'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : Muhammad Nurjadid

NIM : 1403046118

Alamat : Desa Mangkang Kulon, Kecamatan Tugu, Kota Semarang

Judul skripsi : Relationship Between The Big Five Personality Traits
and English Achievement of The Eight-grade Students at MTs NU
Nurul Huda Semarang

Pembimbing :

1. Dr. H. Ikhrom, M. Ag

2. Nadiyah Ma'mun, M. Pd

Mahasiswa tersebut membutuhkan data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut di ijinakan melaksanakan riset selama 2 hari/bulan, mulai tanggal 10 Oktober 2020 sampai dengan tanggal 11 Oktober 2020. Demikian atas perhatian dan kerjasama Bapak/Ibu/Sdr. disampaikan terimakasih.

Wassalamu 'alikum Wr. Wb.



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



LEMBAGA PENDIDIKAN MA'ARIF NU
YAYASAN NU NURUL HUDA
MTs NU NURUL HUDA KOTA SEMARANG
TERAKREDITASI : A

NSM : 121233740015 N5S : 212337401023 NIS : 210070 NPSN : 20364653
Jl. Irigasi Utara Kauman Mangkangkulon Tugu Kota Semarang 50155 Telp. 024 - 8961983
Email : mtanuruluhuda@yahoo.com // mtanunh@gmail.com

SURAT KETERANGAN PENELITIAN

Nomor : 0201/SKP.02/MTs-NH/IX/2020

Berdasarkan surat dari Universitas Negeri Semarang, Perihal Permohonan Izin Riset, Kami yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah NU Nurul Huda Kota Semarang :

Nama : Drs. H. Samsudin, S.Pd
Jabatan : Kepala MTs NU Nurul Huda Semarang
Alamat Sekolah : Jl. Irigasi Utara Kauman Mangkangkulon Tugu Kota Semarang Jawa Tengah

Dengan ini menerangkan bahwa :

Nama Mahasiswa : Muhammad Nur jadid
N I M : 1403046118
Program Studi : Pendidikan Bahasa Inggris, S1

Menerangkan bahwa mahasiswa tersebut di atas telah melaksanakan kegiatan penelitian di MTs NU Nurul Huda Kota Semarang pada tanggal 23 Oktober 2020 sampai dengan 25 Oktober 2020 dengan Judul Skripsi "**Relationship Between The Big of The Eight – grade Students at MTs NU Nurul Huda Semarang**".

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Semarang, 27 Nopember 2020
Kepala Madrasah,


Drs. H. Samsudin, S.Pd

Tembusan :

1. Mahasiswa Bersangkutan
2. Arsip

CURRICULUM VITAE

A. Person Identify

1. Name : Muhammad Nur Jadid
2. Place & Date of Birth : Semarang, 17 February 1991
3. Address : Rt 01/Rw 03, Mangkang Kulon, Tugu, Semarang
4. Phone : 0812 1742 3988
5. E-mail : jadidm.noer@gmail.com

B. Education Background

1. Formal Education
 - a. TK Tarbiyatul Athfal, graduated 1997
 - b. MI Ianatussibyan, graduated 2003
 - c. MTs NU Nurul Huda, graduated 2006
 - d. SMA Ky Ageng Giri, graduated 2009
 - e. UIN Walisongo Semarang, graduated 2021
2. Non Formal Education
 - a. MADIN Ianatussibyan
 - b. Pon Pes Girikusumo, Mranggen, Demak
 - c. Pon Pes Al-Fadlu, Kaliwungu, Kendal
 - d. Pon Pes Luhur Dondong, Ngaliyan, Semarang

Semarang, 27 April 2021



Muhammad Nur Jadid