THE CORRELATION BETWEEN STUDENTS' PERSONALITY AND LEARNING ACHIEVEMENT IN READING COMPREHENSION AT SMPN 20 KOTA BENGKULU

THESIS

"submitted As A Partial Requirements For The Degree Of Sarjana (S.Pd)
In English Education Study Program"

By :

SITI NUR AIDAH

SRN. 1316230882

PROGRAM STUDY OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TADRIS

STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) BENGKULU

2019

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS

Alamat :Jln. Raden Patah Pagar Dewa. Telp. (0736) 51276,5117 Fax (0736) 51171 Bengkulu

ADVISORS SHEET

Subject   : Thesis of Siti Nur Aidah

NIM   : 1316230882

To   : The Dean of Islamic Education and Tadris Faculty

              IAIN Bengkulu

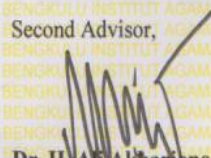   In Bengkulu

Assalamualaikum Wr. Wb.

After reading thoughtly and giving necessary advises, herewith, as advisors we state that the thesis proposal of:

Name   : Siti Nur Aidah

NIM   : 1316230882

Title   : The Correlation Between Students' Personality and Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu

Has already fulfilled the requirements to be presented before The Board of Examiners (*munaqosyah*) to gain Bachelor Degree of Sarjana in English Study Program. Thank you for the attention.

Wassalammualaikum Wr. W.

                                      Bengkulu, January, 2019

First Advisor,   Second Advisor,

Riswanto, Ph.D   **Dr. H. Ali Akbarjono, M.Pd**
NIP. 197207101999032002   **NIP. 197509252001121004**

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KEMENTERIAN AGAMA
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FAKULTAS TARBIYAH DAN TADRIS

Alamat :Jln. Raden Patah Pagar Dewa. Telp. (0736) 51276,5117 Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the *Sarjana* thesis entitled: **"THE CORRELATION BETWEEN STUDENTS' PERSONALITY AND LEARNING ACHIEVEMENT IN READING COMPREHENSION AT SMPN 20 KOTA BENGKULU"** by Siti Nur Aidah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* (S.Pd) in State Institute For Islamic Studies (IAIN) Bengkulu.

Chairman

Hj. Asiyah, M.Pd   (.............................)
NIP. 196510272003122001

Secretary

Pebri Prandika Putra, M.Hum   (.............................)
NIDN. 2003028901

Examiner I

Riswanto, Ph.D   (.............................)
NIP. 197207101999032002

Examiner II

Endang Haryanto, M.Pd   (.............................)
NIDN. 2004058601

Bengkulu, February 21th 2019

Approved by The Dean of Tarbiyah and Tadris
Faculty IAIN Bengkulu

Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031001

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DEDICATION

I dedicated this thesis for:

1. My beloved parents (My father Johan, My mother Siti Herti and My bunda Ida Rosalina). You are my truly heroine that always give support, guidance, love spirit and pray for me. Thanks all and my hope that Allah SWT always blessing us. I love you so much.

2. My beloved brothers (Abdul Halim, Ahmad Fauzan, and Muhammad Farhan Arifian). Thanks a lot of your support, love and pray. I love you.

3. Thanks for my best friends (Rofika, Iki, Purniah, Yani, Soni, Arif and Radit) who always give me supports, and motivations.

4. Thanks for my beloved friend (Rivo Megi) who always comforts me even when I am sad and happy. And thank for sweet memories that always make my daily life are so colorful and happy.

5. Thanks for all of my family in Kosan Jelita (Septi kecik, Melda, Arumi, Lili, Bella, Rani, Wina, Aas, Yopa, Septi besak, Neni, Elsi, Ulfa, Eren, Resti, Aya, Astika) who always give me supports, motivations, love and prays. I love you guys.

6. Thanks for my friends in KKN Kel 4 Margo Mulyo. Thanks for sweet memories that make me always so happy.

7. My great almamater and beloved green campus.

MOTTO

"And in the end, it's not the years in your

life that count. It's the life in your years."

By Abe Lincoln

ACKNOWLEDGMENT

Assalamu'alaikum Wr. Wb.

Alhamdulillah, all praises be to Allah SWT. The God, the Lord of the world and the creator of everything. By His blessing and mercy, the researcher has finished this thesis. May peace and salutation be upon to our great prophet Muhammad SAW (Peace be upon Him) a long with his family and companions.

The purpose of this thesis is to fulfill the requirements for the degree of strata 1 (S1) at Faculty of Tarbiyah and Tadris in English study program with the title "*The Correlation Between Students' Personality and Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu*". It is applied to be a thesis.

The researcher considered that in finishing this thesis, the researcher is very indebt to member of people who always guide, supports, suggests, assist, and help from several sides. Therefore, the researcher would like to express my deepest gratitude for:

1. Prof. Dr. H. Siradjuddin, M.Ag. M.H as the Rector of State Institute For Islamic Studies (IAIN) Bengkulu.

2. Dr. Zubaedi, M.Ag. M.Pd as Dean of Tarbiyah and Tadris Faculty of State Institute For Islamic Studies (IAIN) Bengkulu.

3. Eva Dewi, M.Ag as Chief of Language Education Departement of State Institute For Islamic Studies (IAIN) Bengkulu.

4. Mrs. Fenny Martina, M.Pd as Head of the English Department of State Institute For Islamic Studies (IAIN) of Bengkulu.

5. Riswanto, Ph.D as the first advisor and Dr. Ali Akbarjono, M.Pd as the second advisor of my thesis. Thanks for suggestion and recommendation for this thesis from beginning until the end.

6. All of the English lecturers for providing academically assistance and support.

7. All of the lectures and staffs who helped the researcher in processing of thesis administration.

8. All of my friends

The researcher realized that there are still many mistakes and far for being perfect of his thesis. Therefore, the critique and suggestion is needed for the next better. Finally, this thesis is hoped could be useful for the readers and her own the researcher.

Wassalamu'alaikum Wr. Wb.

Bengkulu, January 2019
The Researcher

SITI NUR AIDAH
SRN. 1316230882

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama   : Siti Nur Aidah

NIM   : 1316230882

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Correlation Between Students' Personality And

                                    Learning Achievement In Reading Achievement At

                                    SMPN 20 Kota Bengkulu.

Menyatakan bahwa skripsi ini adalah murni gagasan, pemikiran dan rumusan saya sendiri, tanpa bantuan dari pihak lain kecuali arahan dari tim pembimbing. Skripsi ini adalah hasil pekerjaan saya sendiri, tanpa karya atau pendapat yang telah ditulis dan disajikan orang lain, kecuali dibagian tertentu yang saya ambil sebagai kutipan yang tertulis dengan mengikuti etika penulisan skripsi dan yang dicantumkan pada daftar pustaka. Pernyataan ini saya buat dengan sesungguhnya, dan apabila termyata pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bengkulu,   Januari 2019

Siti Nur Aidah

ABSTRAK

SITI NUR AIDAH 2018. The Correlation between Students' Personality and Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu. Thesis, Study Program of English Department, Faculty of Tarbiyah and Tadris, State Institute for Islam Studies Bengkulu.

Advisors : 1. Riswanto, Ph.D.   2. Dr. Ali Akbarjono, M.Pd.

Keywords: Students' Personality, Learning Achievement.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kepribadian siswa dan prestasi belajar dalam pemahaman membaca. Pendekatan penelitian ini yang digunakan adalah kuantitatif dengan desain penelitian korelasional. Populasi penelitian ini adalah semua siswa kelas delapan di SMPN 20 Kota Bengkulu pada tahun akademik 2018/2019. Simple random sampling digunakan di mana 25% dari setiap kelas diambil sebagai sampel. Data adalah teknik yang dikumpulkan oleh dokumentasi dan data adalah instrumen yang dikumpulkan oleh kuesioner IPIP Lima Besar yang sudah jadi dan tes membaca pemahaman yang telah diuji menggunakan validitas dan reliabilitas. Hasil kuesioner menunjukkan conscientiousness 62% (30), yang lain dikategorikan dalam openness of experience 19% (9), extraversion 0% (0), agreeablesness 17% (8), emotional stability (neuroticism) 2% (1). Hasil tes pemahaman membaca menunjukkan 14 siswa memiliki skor pemahaman membaca "tinggi", 8 siswa memiliki skor pemahaman membaca "sedang", dan 18 siswa memiliki skor KKM "di bawah". Analisis ini menemukan bahwa tidak ada korelasi yang signifikan antara kepribadian siswa dan prestasi belajar. Koefisien korelasi adalah nilai 0,267 yang lebih rendah dari rtabel 0,312 (0,267 <0,312). Kemudian tingkat kemungkinan (p) signifikansi sig 2-tailed adalah 0,095 yang lebih tinggi dari 0,05 (0,095> 0,05).

ABSTRACT

SITI NUR AIDAH 2018. The Correlation between Students' Personality and Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu. Thesis, Study Program of English Department, Faculty of Tarbiyah and Tadris, State Institute for Islam Studies Bengkulu.

Advisors : 1.   Riswanto, Ph.D.   2. Dr. Ali Akbarjono, M.Pd.

Keywords: Students' Personality, Learning Achievement.

The objective of this research was to find out whether or not there was a significant correlation between students' personality and learning achievement in reading comprehension. This research approach that used quantitative with research design was correlation. The population of this research was all eighth grade students at SMPN 20 Kota Bengkulu in academic 2018/2019. Simple random sampling was used in which 25% of each class was taken as sample. The data were technique of collected by documentation and the data were instrument of collected by ready-made IPIP Big Five questionnaire and reading comprehension test that had been tested used the validity and reliability. The result of questionnaire shown conscientiousness 62% (30), others were categorized in openness of experience 19% (9), extraversion 0% (0), agreeableness 17% (8), emotional stability (neuroticism) 2% (1). The result of reading comprehension test shown 14 students has "high" reading comprehension score, 8 students has "medium" reading comprehension score, and 18 students has "below" KKM score. The analysis was found out that there was no significant correlation between students' personality and learning achievement. The correlation coefficient was the r_{value} 0,267 that was lower than r_{table} 0,312 (0,267<0,312). Then the level of probably (p) significance sig 2-tailed was 0,095 that was higher than 0,05 (0,095>0,05).

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CHAPTER I

INTRODUCTION

A. Background of the Research

According to oxford dictionary, language is a system of communication in speech and writing used by people of particular country.[1] Language has the greatly important role and in human's life it can be a unique human heritage, such as in thingking, commnicating ideas, and negotiating with the others.[2] By used language, human can expresse or explain their feel and idea to each other. All languages in the world are used to communication for their nations. It means that communication persons to the others. For example, Indonesia has *Bahasa Indonesia*, China has *Mandarin* language. However, for international level, all people used international language.

English is usually utilized for communication to international level besides other languages, such as: Arabic, France, German. It plays a crucial and greatly important position in this globalization era. It is considered critical for the development of knowledge, science, culture, and relationship among countries. In Indonesia, English is one of the foreign languages and also become one of the foreign language subjects in the school curriculum.

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1 Oxford Dictionary. (2008). *Oxford learner's pocket dictionary*. New York: University Press. P. 247.

2 Siahaam, S. (2008). *Issues in linguistics*. Yogyakarta: Graha llmu. P. 1.

In the education of Indonesia, English is the first foreign language taught from primary school to college levels and it is also a compulsory subject. It takes an important role in education. As stated in constitution of the Republic of Indonesia number 20 in 2003 on chapter VII about spoken language, article 33 paragraph 3 said that foreign languages can be used as a language of instruction in certain educational units to support the ability of foreign language learners.[3] In order to be able to communicate in English effectively, one of them is master of four skills, such as: listening, speaking, reading, and writing. Students are expected to be able to master reading skills in order to understand the meaning and be able to express the meaning of every conversation or story in the form of written.

It means that reading is one of the most important skills that must be owned by students. Without the ability to read effectively, a student will lose many opportunities in their education and in their real life situation in the future. The ability to read easily students obtain new information from the text and also gain knowledge of the language used in the text. Reading help students to increase their language knowledge, such as the new vocabularies, phrase, idioms.

Students are also expected to understand and produce some short functional texts, and essays in the form of procedure, descriptive, recount, narrative, and report. It means that in English teaching learning process, students need to have good reading skill in order to comprehend those

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3 Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Retrieved on september, 03 2017 from https://kemenag.go.id/file/dokumen/UU2003.pdf

material. Student who has ability to read and good reading skill will be to got learning achievement in English teaching learning process.

In teaching English, learning achievement can be seen from how a student can master the lesson material. In the mastery of the lesson material, students are rated from several aspects. Then, student's learning achievement obtained with refers to the aspects of cognitive, affective, and psychomotor. Therefore, the three aspects above also must become indicators of learning achievement.

As according to Haryono mention that something objectively determined cognitive aspect, also can affect a change in attitude (affective) and skills (psychomotor aspects) of a student, it can be accomplished by learning and master the content of learning.[4] So, the learning achievement make teachers and student's parents to know the quality and quantity of knowledge that taken by the students and also to know student's ability of absorb from the material.

In determining the success of a student's learning, an efficient way of learning enable students to achieve the high performance compared to the inefficient learning. An application of the efficient learning in teaching learning process can follow the principles of learning. There are some the principles of learning consist of: (1) attention and motivation, (2) activity, (3) direct/experience involvement, (4) repetition, (5) challenges, (6) reversal and reinforcement, and (7) individual differences. Efficient way of

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4 Haryono. (2015). Learning achievement improvement efforts course learn and learning using the jigsaw method and card media in STKIP PGRI Ngawi 014/2015 academic year. *Journal of Education and Practice, 6*(30), 94-102. Retrieved from http://www.iiste.org. P. 95.

learning was as follows: students concentrate before and during study, the students immediately re-examine the material that receive, students read carefully and well the material and try to master it as well as possible, and students try to solve and train questions.

There are some things that must be own by students to got high achievements such as: (1) Students master the learning materials. (2) Students has great students' skills, motivations, talents, interests, and attitudes toward the learning program. (3) Students created improve progress and conformity of learning outcomes or learning achievement with standard competence and basic competencies that have been set. (4) Students have the advantage in following the learning activities. (5) Students follow each stage of class increase.

Besides, students personality also affects students learning achievement in studying English. Personality is one of the important key of success in learning English. As according to Duff, et al in Zabihi, in describing someone and describing the specific differences between humans, it requires personality as an important factor in the processing. To predict future behavior such as: academic success, we can be used the individual differences also as an important factor.[5] And according Vahdat, et al, there are a low significant relationship between personality traits and cognitif/metacognitive strategies in reading comprehension.[6] Based on the

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5 Zabihi, R. (2011). Personality in english language proficiency and achievement. *Continental J. Education Research.* *4*,1-6. Retrieved from http://www.wiloudjournal.com. P. 1

6 Vahdat, S., Shooshtari, Z. G., & Ghafoori, S. (2016). The relationship between personality traits and cognitive/metacognitive strategies in reading comprehension: A case study of

theory above and result from observasion at school, the researcher's assumsed was there are a relationship between students' personality and learning achievement in reading comprehension.

Personality is actually a complex area which deals with certain charactheristics of individual, that distinguishes individual from others and made a human unique. Personality also can be influences people to prefer different things, to react differently, and made different decision. It also influences the way an individual learns. The students' personality is reflect on the attitude and actions in their daily life at school. The students' personality is effect by many things, such As: biological factors, social factors and cultural factors.

For that, uphold a positive personality was very important. Students' personality can made teacher to known how much students' awareness follow teaching and learning activities during school. It made the learning process more effected and efficiently. The success of students' learning is not independent of the success in teaching and learning process that is likely effect by the students' personality.

In this case, there are some interest problems for researcher at SMPN 20 Kota Bengkulu. Based on preliminary observations, researcher conducted an interview with an English teacher named Mella Yosie Ervina at SMPN 20 Kota Bengkulu about students' learning achievement in English lesson. As the researcher asked about the highest score of English

Iranian EFL learners at college level. *International Journal of Language Learning and Applied Linguistics World (IJLLALW). 11*(12):13-29. Retrieved from http://www.ijllalw.org.

students who were active in thinking and have intelligence above the average KKM, she said that "students who were active in thinking and have intelligence above the average value of KKM was getting 85 points. She said that the average value of KKM in English subjects at SMPN 20 Kota Bengkulu was 75 points. Based on the source of the interview with the teacher of English teacher SMPN 20 Kota Bengkulu, she also said that there were still students who were active in thinking and have intelligence above the average value KKM, learning achievement to fall below the average value of KKM was getting a value of 72 point."[7]

However, it is caused by the personality of students during teaching learning process and students often underestimate the learning. Students were noisy and busy with their homework from other lesson. If the teachers did not teach, students did not take the initiative to study in the library or meet the teacher to ask an assignment. Students wanted to break or go home quickly on the schedule of last lesson. Students feel bored and not interest in lessons, especially in English lesson. Students prefer to plays rather than to learn. This was what causes students who were active in thinking and has intelligence above the average value of KKM make the learning achievement to be down.[8]

Based on interview with some students at SMPN 20 Kota Bengkulu about English lesson. This was the their answer, they though that English lesson was a difficult lesson to learn, caused it must translate so they know

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7 Mella Yosie Ervina on 31 Agustus 2017 at SMPN 20 Kota Bengkulu. Interview With One Of The English Teachers.
8 Observation on 31 Agustus 2017 at SMPN 20 Kota Bengkulu

the meaning of every sentence. But this lesson was also fun when the teachers taught a lesson used interest methods in learning method. Some students' value was above the average KKM, they perceived this lesson interest to learn. Because of the interest in this lesson, they were happy to did the tasks assign from their English teacher. [9]

Based on the problems above, the researcher was very interested to analyze the research a title "The Correlation Between Students' Personality And Learning Achievement in Reading Comprehension at SMPN 20 Kota Bengkulu".

B. Identification of the Problem

Based on the background of the problem above, the researcher found several problems which were: (1) During the teaching and learning process, students often underestimate the learning. (2) Students were often noisy and busy with their homework from other lesson. (3) If the teachers did not teach, students did not take the initiative to study in the library or meet the teacher to ask an assignment. (4) Students wanted to break or go home quickly on the schedule of last lesson. (5) Students feel bored and not interest in lessons, especially in English lesson.

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9 Nurul Afifah., et al on 3 April 2018 at SMPN 20 Kota Bengkulu. Interview with some of the students.

C. Research Question

The problem of this research is formulation in the follow question. "Is there any significant correlation between students' personality and learning achievement in reading comprehension at SMPN 20 Kota Bengkulu?"

D. Objectives of the Research

In accordance with the context of the problems raised in this research, the researcher formulates the objective of this research: "To find out whether or not there is a significant correlation between students' personality and learning achievement in reading comprehension at SMPN 20 Kota Bengkulu."

E. The Significance of the Research

The results of this research are expected to provide benefits such as:

1. Theoretical Benefit

The results of this research can be used as the input for the development of science in the field of education, especially related to students' personality and learning achievement in reading achievement. This research can also be used as a study material and consideration in further research that was still relevant in the future.

2. Practical Benefit

Practical benefits such as: a. For students, this research will reveal the positive side in the students personality and it can maximize in an effort to improve students learning achievement. So that students can be change their personality habists in achieving their learning achievement. b. For researcher, to know about the correlation between students' personality and learning achievement in reading comprehension, and the influences between students' personality and learning achievement in reading comprehension. c. For the principal, the result of this research can be provide input in an effort to improve the students personality by provide understanding to the teachers about the importance of students personality development. d. For teacher, the result of this research can be provide information as input and consideration materials for teachers in education to improve learning achievement of students in order to become better.

F. Definition of key terms

In order to avoid misunderstanding and misinterpretation about the basic concept used in this research, the researcher gave some definition of key term:

Personality is the characteristic and behavior that unique of a child who learn and obtaine from the environment to adaptation with the environment. Personality also has the component of traits, including attitude, behavior, character, temperament, feeling, action, and response as an interaction with another.

learning achievement is the result of all efforts or activities achieve either individually and in groups in a particular field to obtain a change in skills and attitudes expressed in the form of symbols, numbers, words and sentences that can reflect the results achieved by students in a certain period.

Reading comprehension is an active process which needs both the readers eyes and brain to get the information from the authors message.

CHAPTER II

LITERATURE REVIEW

A. The Students' Personality

1. Definition of the Students' Personality

Psychologists have different opinions in interpret the meaning of personality. From the Greek dramas, the theatrical mask worn by Roman actors became a references in giving the language of origin that the word personality comes from the Latin persona which has been approved by most psychologists.[1] Therefore, the personality of a person saw from an impression for others created. The personality of a child was reflect in daily behavior, the behavior of a child was still natural. Each person has their own personality that were different from each other.

According to Gordon Allport in Feist book, personality is psychophysical system that is owned by each individual's in the form of a dynamic organization and determines the unique adjusment to his environment.[2] According to Walter Mischel in Nana Syaodih Sukmadinata's book gave the formula that personality usually refers to different behavioral patterns, ways of thinking and controlling emotional that characterize each individual's adaptation to situations

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1 Feist, J., & Feist, G. J. (2008). *Theories of personality.* (7th ed.). United Syayes of American: The McGraw-Hill Companies, Inc. P. 3.

2 *Ibid*., P. 378.

in life.[3] According to Jess Feist and Gregory J. Feist in their book, personality is a pattern of permanent traits that relatively and unique characteristics that gave both consistency and individuality to a person's behavior.[4] According to McAdams and Pals, personality on the general evolutionary design is an individual's unique variation for human natural express as a develop pattern of dispositional traits, charateristic adaptations, and integrative life stories that complexly in culture.[5]

The personality of each person has differences with each other, so it is used to be a differentiator between someone with another. Because the uniqueness of each person that can be research, personality was often used to be one of the factors in a research. Personality of each person is different and unique, so there did not similarity with each other. Personality is represented the characteristics of each person consist of a consistent pattern of thoughts, feels, and behaviors.

The personality of each person has different characteristics and is not be aquate with other persons. Uniqueness attitudes, feels, expressions and tempraments manifest in each person's actions if someone is confront with a particular situation. Each person has a

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3 Sukmadinata, N. S. (2003). *Landasan psikologi proses pendidikan*. Bandung: PT Remaja Rosdakarya. P. 138.

4 Feist, J., & Feist, G. J. *Op. Cit.*, P. 4.

5 McAdams & Pals, J. L. (2006). A new big five: Fundamental principles for an integrative science of personality. *American Psychologist. 61*(3), 204-217. Doi: 10. 1037/0003-066X.61.3.204. P. 212.

tendency of behavior that was carry out continuously consistently on face the situation, so that it becames characteristic of personality.

Based on the definition that is explained by some experts above, the researcher conclude that students' personality was the characteristic and behavior that unique of a child who learn and obtained from the environment to adaptation with the environment. Personality also has the component of traits, including attitude, behavior, character, temperament, feel, action, and response as an interaction with another.

2. Type of the Students' Personality

In this research, reseacher uses Big Five Dimentions as a personality types. Big Five is either name Five factor Model (FFM) or OCEAN (Openness, Conscientinousness, Extrovert, Agreeableness, and Neuroticism) taxonomy. According to McAdams and Pals stated that the Big Five organizes that differences in social and emotional life in broad individual into five factor analytically drived categories labeled extravertion (vs introvertion), neuroticism, conscientiousness, agreableness, and openness to experience (intelect/imagination).[6]

Big Five Dimention is explain as follows: a. Openness to experience (intellect/imagination). Openness to experience may be has the strongest influence on social and interpersonal phenomena.

6 *Ibid*., P. 204.

Openness is characteristized by greater breadth and depth of thinking and enjoying new information and new ideas. Openness were measured the propensity of individuals to display as scientific and artistic creativity, divergent think, imagination, complexity, curiosity, self-reflection, adventurousness, originality, sophistication, and open-mindedness. In contrast, low openness score indicate people who were practical, conservative, traditional, regard as uncaring and down-to-earth.

b. Conscientinousness. Conscientinousness refers to an individuals who are dependable, discipline, careful, respondible, organize, and relate to hard work, success orientation, tenacity and mindfulness. It is also determined, ambitious, and associated with perrfomance in the workplace and the context of education and learning. Conscientous students have been found to has more frequent contact with family mambers. Conscientiousness is described socially prescribed by impluse control facilitating to direct behavior such as thinking before acting, delaying gratification, following norms and rules, palnning, organizing and prioritizing tasks.

c. Extroversion. Extraversion refers to an individualis to be social, to love of hope, aggressive, self-assured, comfortable, energetic, cheerful, dominant, outgoing, active, assertive and talkative in social situations. Extroverts imply an energetic approach to others easly and to engage in more social interactions material world. In

contrast, individuals whith low levels of extroversion tend to be an introvert that were reserve, serious, timid, quiet, solitude, prefer to be alone and stay whithin close circles.

d. Agreeableness. Agreeableness tends to be reliable, straighforward, self-sacrificing, humble, courteous, kind, helpful, flexible, trusting, and forgiving. It was inclined to cooperate but known to avoid conflict. Agreeableness is associated with harmonious and pisitive relations shown to foster peer acceptance and friendship among children frommiddle and junior high school such as altruisme, tender mindedness, trust, and modesty. Agreeableness has favorable influence to the social interactions. The agreeable individual did not reject an offer of friendship. While an individual with low level exhibits hostile, competitive, unreliable, stubborn, rude, conflictive, and skeptical traits.

e. Neuroticism. Neuroticism refers to the individuals display the negative effects and emotions like feel regret, anxiety, anger, sadness, stress, hate, mistrust, nervous, embarrassment, depression, fear, irritability, guilt and laziness. Truly neuroticism was assum to be negatively associate with social relationships in order to be comfortable, confodent, and patient into the life.

According to John, Nauman, and Soto, their said that a 50 item of Goldberg's IPIP test is excellent for instructional Purposes. Explicate and define to the OCEAN of personality are the Big Five

domains which compare individuals on a given characteristic in opposite call a bipolar trait between getting high and low score.

High Pole	Traits Scales	Low Pole
Years of education completed, better performance on creativity tests, success in artistic jobs, create distinctive-looking work, and home enviroments.	**Openness to Experience** **Conceptual Definition:** Describes the breadth, depth, originality, and complexity of an individual's mental and experiental life. **Behavioral Examples:** Take the time to learn something simply for the joy of learning (+); Watch documentaries or educational TV (+); Come up with novel setups for the living spaces (+); And look for stimulating activities that break up my routine (+).	Conservative attitudes and political party preferences.
Higher academic grate point averages, better job performance, adherence to their treatment regimens, and longer lives.	**Conscientiousness** **Conceptual definition:** Describes socially prescribes impluse control that facilities task and goal direct behavior such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks. **Behavioral examples:** Arrive early on time for appointments (+); Study hard in order to get the highest grade in class (+); Double check a term paper for typing and spelling errors (+); Let dirty dishes stack up for more than one day (-).	Smoking substance abuse, and poor diet and exercise habits, attention deficit/hyperactivity discorder (ADHD).
Social status in groups and leadership positions, selection as jury foreperson, positive emotion expression, number of friends and sex partners.	**Extraversion** **Conceptual definition:** Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive emotionality. **Behavioral examples:** Approach strangers at a party and introduce myself (+); Take the lead in organizing a project (+); Keep quiet when I disagree with others (+).	Poorer relationships with parents, and rejection by peers.
Better performance in work groups.	**Agreeableness** **Conceptual definition:**	Risk for cardiovascular

	Contrasts a prosocial and communal orientation toward others with antagonism, includes traits such as altruism, tender mindedness, trust and modesty. **Behavioral examples:** Emphasize the good qualities of other people when I talk about others (+); Lend things to people I know (+); Consoles a friend who is upset (+).	disease, juvenile delinquency, and interpersonal problems.
Poorer coping and reactions to illness, experience of burmout and job changes.	**Neuroticism** **Conceptual definition;** Contrats emotional stability and even temperedness with negative emotionality, such as feel anxious, nervous, sad, and tense. **Behavior examples;** Accept the good and bad in my life (-); get upset when somebody is angry (+); and Take it easy and relax (-).	Feeling committed to work organizations, and greater relationship satisfaction.

Source: John, Nauman, and Soto[7]

B. The Learning Achievement

1. Definition of the Learning Achievement

According to oxford dictionary achievement is your aim. It means that achievement was a result you wanted to got after what you have done. This result were expressed in the form of quantitative data and qualitative data. The quantitative data was express by the number in the value assignment, while the qualitative data were expressed with words such as good, very good, etc. In general, this achievement was used to indicated an achievement level of success about a goal or evidence of a success. Additionally, achievement also something that

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7 John, O. P., Nauman, L. P., and Soto, C. J. (2008). Paradigm shift to the integrative big five trait taxonomy, history: Measurement and conceptual issue. In John, O. P., Robins, R. W. & Pervin, L. A. (ed.). *Handbook of personality: theory and research,* 114-158. New York: Guilford Press. Retrived from http://www.ocf.berkeley.edu/~johnlab/pdfs/2008chapter.pdf. P. 120.

people needs to reach with the effort. People need to master something to gain an achievement.

According to Slavin in Brown, Learning is acquiring the knowledge or got knowledge of a subject by repeating.[8] On the other words, learning was an intend process of got a new knowledge or information that was wish for the better change on cognitive and behavior aspect.

Briefly, according to Haryono, learning is a process of interaction between students with educators and learning resources in a learning environment.[9] It means that learning is a process of an activity which the purpose was got something new.

As according to understanding psychologically, learning is a process of change that was behavioral change as a result of interaction with the environment in fulfilling the needs of life. The change will be evident in all aspects of behavior. Learning is done both formally and informally. The place is in the classroom or wide open space of the country side or even in a very quiet corner which the conversation or the activity leads to understaning of some topics.

According to Opit, Learning achievement is the result obtained from a process during learning, inseparable between learning and

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8   Brown, H. D. (2007). *Principles of language learning and teaching*. (5th ed.). San Francisco: Logman. P. 7.

9 Haryono. (2015). Learning achievement improvement efforts course learn and learning using the jigsaw method and card media in STKIP PGRI Ngawi 014/2015 academic year. *Journal of Education and Practice*, *6*(30), 94-102. Retrieved from http://www.iiste.org. P. 95.

achievement .[10] It mean that learning achievement is the results that are achieved by person in an effort to learn as stated in the report cards of the learning process.

The successfulness in learning process is visible from the reach achievement. If the achievement has fulfill the targets, which has determine previously, it can be told that the students were successful. Contrary to the fact, if the students has did not fulfill the target yet, it means that they has not yet success. According to Vygotsky in Riswanto states that if learners are assisted by persons with better knowledge and experiences (like teachers, lecturers, and coaches), learners will achieve better learning achievement.[11] It is mean that students must learn with persons with better knowledge.

Thus, students' learning achievement is categorized into three domains; cognitive, affective and psychomotor. According to Haryono, something objectively determined cognitive aspects, affective aspects and psychomotor aspects of a student, it can be accomplished by learning and master the content of learning.[12]

It means that students' learning achievemen is obtained with refers to the aspects of cognitive, affective, and psychomotor. Therefore, the three aspect above also must become indicators of

10 Opit, H. V. (2014). Motivation and Activity Analysis for Improving Learning Achievement of Teaching Planning in State University of Manado. *International Journal of Education and Research.* *2*(10), 479-488. Retrieved from http://www.ijern.com/journal/2014/October-2014/37.pdf. P. 481.

11 Riswanto. (2015). *Interactive reading comprehension strategies for EFL college readers*. Bogor: Percetakan IPB. P. 40.

12 Haryono. *Loc. Cit.*

learning achievement. So, the learning achievement made teachers and students' parents to know the quality and quantity of knowledge that has master by the students and also to know students ability of absorb from the material.

Based on the definition above, the researcher explaines these three aspects as follows: a. Cognitive aspect. This aspect contains behavior that emphasizes the intellectual aspect, such as knowledge, understanding, and thingking skill. So the ability of reason will got attention that was the work of the brain to be able to master the various knowledge receive. This aspect is divided into six levels in the domain of taxonomy, such as knowledge, comprehention, application, analysis, synthesis, and evaluation. These six aspects of support all focus on ability of reason.

b. Affective aspect. This aspect contains behavior that emphasized the feelings aspect and emotions aspect, such as interests, attitudes, appreciations, ways of adjustment. This affective aspect certainly has a higher value because it involves the students' personality. This aspect was divided into five levels in the domain of taxonomy, such as receiving or attending, responding, valuing, organization, characteristics based on values. This affective aspect can be success if the students was really capable of behavior as the teacher expect.

c. Psychomotor aspect. This aspect contains behavior that emphasize the skills aspect, such as handwriting, typing, swimming, and machine operation. This aspect was divided into seven levels in the domain of taxonomy, such as perception, set, guid response, machanisme, unique responses, adaption, and origination. This aspect were a real behavior and can be observe.

Based on the opinion above it is conclud that the learning achievement was the result of all efforts or activities achieve either individually and groups in a particular field to obtain a changed in skill and attitudes expresses in the form of symbols, numbers, words and sentences that can reflect the results achieve by students in a certain period.

2. Factors that Affect of the Learning Achievement

Achievements achieve by an individual is the result of a process in which there were interaction of various factors that directly or indirectly in effect, both from within (internal factors) and from outside (external factors).

According to Suvarna and Ganesa state that the factor which have their influence are general intelligence, achievement motivation, recognition, interest, attitude, aptitude, personality. Thus, individual's orientation towards learning achievement depends on various factors,

whatever may be the indicator used to measure learning achievement. and one such factor is personality.[13]

The factors that affect learning achievement can be explained as follows: a. Internal Factor

Internal factor is the factors that comes from within and can affect it. Internal factors, consist of: 1) Physical factors. This factor includes everything related to the constitution or physical person. Constitution that needs to be considere related to this phsical factor as follow: a) Health factor. A person's health affect in learning process. In order or the body remains strong the maind was always fresh, and eager in carrying out learning activities. b) Disability factors. Body defects are something that causes less good or less perfect about a person's body.

2) Psychological factors. This factor includes everything that was related to someone mental condition. These psychological factors are: a) Intelligence. According to Heidentich in Dalyono's book, intelligence is the ability to learn and to utilize what has learned in adjust to unfamiliar situations, or in the solving of problems.[14]

13 D, S. V., & Bhata, G. (2015). A study on academic achievement and personality of secondary school students. *Journal Articles.* Retrieved from http://files.eric.ed.gov/fulltext/EJ1149330.pdf. P. 99.

14 Dalyono, M. (2001), *Psikologi pendidikan.* Jakarta: PT. Rineka Cipta. P. 184.

The intelligence is a skill that consists of three types: first, the ability to confront and adapt to new situations quickly and effectively. Second, to know or used abstract concepts effectively. And the last, to know relationships and learning them fast. b) Attention. Attention is the activeness of the soul that enhance, the soul focus on an object or set of objects. So to ensure good learning outcomes, students must have attention to the lessont material.

c) Interest. interest is an effort to continue to pay attention and enjoy some activities or contents. So, Interest was always follow by feels of pleasure and then will be obtained satisfaction.

d) Talent. Talent is one factor that can support the success of someone's learning in a particular field. If the lesson material learned by the students to fit someone talent, then the learning outcomes will be better because she/he likes to learn and surely she/he will be more active in learning. e) Motivation. Motivation closely related to the goal to be achieve, in determining the goal can be done consciously or unconsciously. When view from the source, then the motivation was divided into two, as follows: intrinsic motivation and extrinsic motivation.

f) Maturity. Maturity is a level or phase in a person's growth, and body tools are ready to execute new skill. It means that a children who was mature has not been able to perform him/his abilities before learning it. g) Readiness. Readiness was the overall stated of someone that makes it ready to respond or respond in some way to a situation.

3) Fatigue Factor. Fatigue of every people although difficult to separated but can be divided into two kinds, namely physical fatigue and spiritual fatigue (osikis).

b. External Factor.

External factors are factor that exist outside of someone who was learning. External factor derived from students that were experiences that can be from family, the environment around, and so forth. The factors that external factor as mentioned by Slameto was explained as follows: 1) Family Factor. The family is the smallest environment in a society where someone was born and raise. According to MeenuDev states that the great influence on the students' psychological, emotional, social and economic state due to factors from home .[15] Someone who were learns will received effect from the family, such as: how to educate parents, relationships

15 MeenuDev. (2016). Factors affecting the academic achievement: A study of elementary school students of NCR Dehli, India. *Journal of Education and Practice. 7*(4), 70-74. Retrieved from http://files.eric.ed.gov/fulltext/EJ1092343.pdf. P. 70-71.

between family members, household atmosphere, and economic circumstances.

2) School Factor. School is the first education that was very important in the success of student learning. Therefore a good school environment was encourage to learn more hard. School factors that effect learning were included teaching methods, curriculum, teacher relationships with students, student relationships with students, school disciplines, lessons and school time, lesson strandards, building conditions, learning methods, and home chores.

3) Society Factors. The society factor is also an external factor that effects students' learning. The effect was due to the presence of students in society. If around the residence of the stated of society consist of people who are education and have good morale, it will encourage students to study harder.

The indication of learning achievement is an indicator of the success of learning that leads to the success of education. As already known, that learning achievement was one of the results achieve after experience the learning process, this process occurs itself but requires external stimuli that can generate the process.

C. Reading Comprehension

1. Definition of the Reading Comprehension

The definition of reading is important to be understand before start to discuss reading comprehension. Reading is a process of negotiation of meaning. In this process, the efficient readers have to know what their purpose is in reading text, the strategies for accomplishing that purpose, and how to retain the information. There are many definitions of reading to many language experts.

According to Zare, reading is a cognitive activity carried out through text in which the reader takes part in a conversation with the author.[16] It means that reading was respective skills that require the reader ability to created interaction between the linguistic knowledge and knowledge of the world. Therefore, reading was one of the receptive skills. When they were reading, they received information through their eyes. Reading was the basic skill everyone has to have if she/he wanted to learn language. Without reading, she/he did not be able to learn the language.

Reading was one of the ways of communication in written forms. Reading implied both a writer and reader. According to Rahmat, reading is an active and interactive activity carried out in the process of producing words mentally and vowel to understand the

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16 Zare, P., & Othman, M. (2013). The relationship between reading comprehension and reading strategy use among Malaysian ESL learners. *International Journal of Humanities and Social Science*. 3(13), 187-193. Retrieved from http://www.ijhssnet.com. P.188

contents of the reading text.[17] It was a complex activity that involves both perception and thought. Students must be able to interact with the reading materials and take on the meaning on each word in order to got the information from that they has read. According to Riswanto, In the learning process and open access to new information from various sources, reading can be used as a tool that will help.[18]

Got the information was one of the reasons why people read. There are two means reasons why people read, such as: the first is for pleasure and the second is for information. Thus, reading for pleasure was interpret to reading without a burden or liability as reading assignment in school. It was only for enjoyment of each individual.

Based on definition that explained by some experts above, the researcher concluded that reading was a skill that presents the writers idea related to the management reading text content itself. It can be seen that reading was not only looking at word in the form of graphic symbols but also got meaning from word to word or line to line to understand what reader read.

In the process of reading, comprehension was one of the reasons why read a text. According to pardo, comprehention is a process of interacting with text through a combination of prior knowledge,

17 Rahmat, A. (2017). Small group discussion strategy towards students' reading comprehension of SMA Negeri 11 Bulukumba. *Journal of English Language, Literature, and Teaching. 1*(2), 18-44. Retrieved from http://media.neliti.com/media/publications/207632-small-group-discussion-strategy-towards.pdf. P. 19.

18 Riswanto. *Op. Cit*., P. 2.

experience, information and the attitude of the reader to takes meaning related to the text.[19]

Moreover, comprehension is the essential part of reading. This was the important thing that needs to be paid attention during reading activity. According to Durkin in Riswanto et al assumes that comprehension is the peak for the reading skills and also the bases for all reading processes.[20] It means that when readers did the process of reading, they did not only read the text but also understand the meaning of written text and meaning of message from writer in a book.

Comprehension also is understand more about spelling of word from that we read. As according to Nuttall, comprehension is understand more what has been read than spelling of words. Nuttall further also define the term of reading, such as: reading as meaningful, interpretation of printed or written verbal symbols.[21]

From the Nuttall's statement, Syamsul be explained that (1) the activity of reading was to comprehend what has been read from a reading text by the words printed in texts, (2) the activity of reading

19 Pardo, L. S. (2004). What every teacher needs to know about comprehension. *International Reading Assosiation. 58*(3), 272-280. Retrieved from http://ftp.learner.org/workshop/teachreading35/pdf. P. 272.

20 Riswanto,. Risnawati., & Lismayanti, D. (2014). The effect of using KWL (know, want, learned) strategy on EFL students' reading comprehension achievement. *International Journal of Humanities and Social Science. 4*(7), 5-233. Retrieved from http://ijhssnet.com. P. 225.

21 Rizal, S. (2017). Development ESP reading compehension instructional material through schema theory approach at PAI study program of Tarbiyah Faculty of IAIN Bengkulu. *The 4th UAD TEFL International Conference.* (UAD Yogyakarta). Retrieved from http://seminar.uad.ac.id/index.php/utic/article/view/205. P. 493.

was necessary to attempt to made sense and to interpret the symbols printed language in written form.[22]

According to Hamra & Syatriana in Riswanto, comprehension is divided into three categories: (1) Comprehension of literal. Comprehension of literal is to grasp the information in the text refers of basic skills required . The skills include understanding from simple question words such as what, when, where, and how, supporting details, identifying main ideas, and text types.

(2) Comprehension of inferential. Comprehension of inferential is defined reading between the lines. Readers not only capture message just the words from the author's, but also the meaning behind it. The comprehension also covers drawing conclusion and vocabulary mastery.

(3) Comprehension of critical. Comprehension of critical is more oncomprehension about metacognition or understanding the text beyond the cognition, to retrieve new upcoming information with that activate background as well as current knowledge.[23]

The understanding of reading comprehension was described by some experts. As according to Snow, reading comprehension is the process of extracting and forming the meaning of words through simultaneously with written language.[24] It means that the score of

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22 *Ibid.*

23 Riswanto. *Op. Cit.*, P. 40.

24 Snow, C. (2002). *Reading for understanding: Toward a reseach and development program in reading comprehension.* Santa Monica: RAND. P. 11

successful reading comprehension was the ability to understand and construct information. According to Wolley, reading comprehension is the process of carried out in making meaning from the text that has been read.[25] It means that when we read, the learners is not only know about the symbol in written but also knowing the meaning of words.

According to Riswanto et al, reading comprehension is the real core that is done in the reading process.[26] According to Chiara et al, reading comprehension is a cognitive abilities that required the capacity to integrate text information and knowledge to produce an elaboration of mental representations of the reader.[27]

Based on the definition above, the researcher concluded that reading comprehension is an active process which needs both the readers eyes and brain to got the information from the authors message.

2. **Type of Reading**

People read for many purposes, they must have different purposes when they read something. Because reading purposes were different, there must be some types of reading. According to Brown

25 Wolley, G. (2011). *Reading comprehension: Assisting children with dearning Difficulties.* Springer Press. P. 15.

26 Riswanto,. Risnawati., & Lismayanti, D. (2014). The effect of using KWL (know, want, learned) strategy on EFL students' reading comprehension achievement. *International Journal of Humanities and Social Science. 4*(7), 225-233. Retrieved from http://ijhssnet.com. P. 225.

27 Meneghetti, C., Carretti, B., & Beni, R. D. (2006). Components of reading comprehension and scholastic achievement. *Learning an Individual Differences. 16*(4), 291-301. doi: 10.1016/j.lindif.2006.11.001. P. 291.

that some types of reading as follows:[28] a. Perceptive. Perceptive reading tasks involve is attending to the components of larger stretches in discourse: letters, words, punctuation, and other graphemic symbols. Bottom-up processing was implied.

b. Selective. Selective is to ascertain reading from someone evidenced of lexical, grammatical or discourse features of language within a very short stretch of lexical, grammatical, or discorse features of language within a very short strech of language. Certain typical tasks are use: picture-cued tasks, matching, true/false, multiple choice. A combination between bottom-up and top-down process be used.

c. Interactive. Reading of interactive is a process of negotiating meaning: the reader brings to the text a set of schemata for understand it and take was the product of that interaction. Top-down processing was typical of such tasks, although some instance of bottom-up may be necessary. d. Extensive. Reading of extensive is applied to texts of more than a page, up to and includ professional articles, essays, technique reports, short stories, and books. Top-down processing was assume for most extensive task.

3. **The Purpose of Reading**

There are many different purposes for reading. Sometimes people read a text to learn material, read for pure pleasure, and read for doing assignment. According to Grabe and Stoller said that there

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28 Brown, H. D. (2004). *Language assesment: principles and language practices*. New York: Pearson Education. Inc. P. 189.

were four main headings of reading purposes:[29] a. Reading is to search for information that simples and reading to skim. b. Reading is to learning from texts. c. Reading is to information that integrated, write and critique texts. d. Reading is for comprehension that general.

Based on above, it explains that main purpose of reading was for increase knowledge by various ways such as made critical thingking, take lesson from the text, just for search simple information. Furthermore, regarding the importance of reading comprehension in education filed, students of junior high school were expect to able understand the meaning of short functional text and simple essay in the form of narrative, descriptive, recount, procedure and report. However, the researcher limits this research only focusing on descriptive text.

D. Previous of the Research

Vahdat, Gooniband, Ghafoori. The Relationship Between Personality Traits and Cognitive/Metacognitive Strategies in Reading Comprehension: A Case Study of Iranian EFL Learners at College Level.[30] The research was to investigate the relationship between personality traits (extroverts vs introverts), cognitive/metacognitive strageties and reading

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29 Grabe, W., & Stoller, F. L. (2011). *Teaching and reaearching reading.* (2nd ed.). Edinburgh: Pearson Education. P. 7-9.

30 Vahdat, S., Shooshtari, Z. G., & Ghafoori, S. (2016). The relationship between personality traits and cognitive/metacognitive strategies in reading comprehension: A case study of Iranian EFL learners at college level. *International Journal of Language Learning and Applied Linguistics World (IJLLALW). 11*(12):13-29. Retrieved from http://www.ijllalw.org.

comprehension of Iranian EFL students. There are significant different between the extrovert/introvert groups in reading comprehension and extrovert outperformed introverts on the reading comprehension: also, the difference between introvert/extrovert students and metacognitive strategies was significant. Extrovert learners made significantly more used of metacognitive strategies of reading comprehension (i.e. planning and monitoring), and introvert learners reported a significantly more used of cognitive strategies of reading comprehension (i.e. comprehending and retrieval) than did their counterparts in the extrovert group.

Ali and Bano. Personality types and reading: A Correlation Study. The research is to find a correlation between each of personality traits and reading skill.[31] There are low significant correlations between extraversion and reading skill and openness and reading skill. There were low correlation between agreeablesness and reading skill and conscientiousness and reading skill. There is a negative correlation neuroticism and reading skill.

Yahya, Rashid, and Malik. The Relationship batween Personality Traits and Reading Proficiency.[32] The research is to find a significant relationship between personality traits and reading proficiency. The research dis not find any significant relationship between personality traits

31 Ali, D. A., & Bano, D. (2012). Personality types and reading: A correlational study. *Interdisciplinary Journal of Contemporary Research Business. 4*(8), 254-270. Retrieved from http://www.journal-archieves26.webs.com/254-269.pdf.

32 Yahya, M. F., Mohamed, A. R., & Ismail, S. A. M. M. (2012). The relationship between personality traits and reading proficiency. *Internasional Proceedings of Economic Development and Research. 53*(8), 36-40. Retrieved from http://ssrn.com/abstract=2866498.

and reading proficiency score. It is found that there were some negative correlation between the personality traits and reading proficiency score. The research also discover that certain personality traits correlated with other types of personality traits.

Based on the previous related studies above, it concluded that there are some similarities and differences between three previous researchs and the researcher's present research was correlation research. Meanwhile, the differences are on the correlation variable, result, population and sample.

E. Research Hypothesis

According to Gregory, A hypothesis is an guesses or predictions that are quite specific for its validity then to be tested through the use of scientific method.[33] Hypothesis in this research were: Ho = "There is no significant correlation between students' personality and students' learning achievement in reading comprehension at SMPN 20 Kota Bengkulu."

Ha = "There is a significant correlation between students' personality and students' learning achievement in reading comprehension at SMPN 20 Kota Bengkulu."

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33 Feist, J., & Feist, G. J. *Op. Cit*., P. 17.

F. Criteria for Hypotheses Test

To hypotheses test above, the researcher used these criteria:

1. If r_{value} is higher than r_{table} ($r_{value}>0,312$) in significant degree of 0,05, Ho is rejected and Ha is accepted.

2. If r_{value} is less than r_{table} ($r_{value}<0,312$) in significant degree of 0,05, Ho is accepted and Ha is rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, researcher is used quantitative research. This research was a research used statistical data analysis. According Aliaga and Gunderson in Daniel's book, they argue that quantitative research was explain phenomena by collected numerical data that are analyzed used mathematically based on methods (in particular statistic).[1] In conduct this research, the researcher was used correlational research design in term of explanatory design to investigate the relationships between the independent variable and the dependent variable. A correlation research design is a quantitative method of research in which the researcher has two or more variables.

According to Fraenkel, Wallen, and Hyun, the correlation study mainly focuses on the possibility of relationships between only two or more variables investigate whitout any attempts to influence them.[2] The X variable is students' personality and the Y variable is learning achievement. This research is distributed of SMPN 20 Kota Bengkulu. The

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1 Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: SAGE Publication. P. 1.

2 Fraenkel, J.R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education.* (8th ed.). Boston, MA: McGraw-hill. P. 331.

students' personality is identified by questionnaire and the students' learning achievement was identified by reading test.

The follow was the research design:

Personality (X)	→	Learning Achievement (Y)
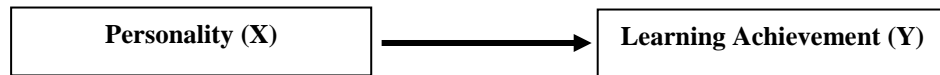
B. Population and Sample

1. Population

According to Shirley Dowdy, Stanley Wearden & Daniel Chiko, a population was a natural, geographical, or political collection (people, animals, plants, or objects) as understood in general.[3] So the research of the population was not merely people, but also be objects or other objects, but also included the entire number of characters own by the objects or subjects. Based on the above explanation, the population in this research all of the eighth grade students in SMPN 20 Kota Bengkulu. There are 160 students of all classes of eighth grade in SMPN 20 Kota Bengkulu in academic year 2018-2019.

Table 3.1

The Population of the research

No.	Class	Male	Female	Total
1.	VIII A	14	18	32
2.	VIII B	17	15	32
3.	VIII C	16	16	32
4.	VIII D	18	14	32

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3 Dowdy, S., Wearden, S., & Chiko, D. (2004). *Statistics for research*. (3rd ed.). New York: Wiley Interscience. P. 25.

Table 3.1

The Population of the research

No.	Class	Male	Female	Total
5.	VIII E	17	15	32
	Total	**82**	**78**	**160**

Source: SMPN 20 Kota Bengkulu academic year 2017/2018.

2. Sample

According to Frankel, et. al define that a sample in a research study is part of the group on which information was obtain.[4] It means that sample was a part of population that can be investigated in the research. If the total of subjects was low than 100, it is better to take all of. And if the total of subjects was larger or more than 100 then it be taken between 10-25% or 20- 25% or more.[5]

Based on the explanation above, the researcher took the sample of 25 % students from each class. The total of the sample is 40 students for the research.

Table 3.2

The sample of research

No.	Classes	Number of students	Sampling
		Total	25%
1.	VIII A	32	8
2.	VIII B	32	8
3.	VIII C	32	8
4.	VIII D	32	8
5.	VIII E	32	8
	Total	160	40

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4 Frankel, J. R., Wallen, N. E., & Hyun, H. H. *Op. Cit.*, P. 19.
5 Arikunto, S. (2010). *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta. P. 134.

Based on samples above in this research, researchers used simple random sampling technique. This method was taken samples from members of a population randomly regardless to strata (level) in the members of that population. Any individual has an equal probability and independent chance of be select the sample randomly.

The researcher chosed this sample randomly to give the chance for each student to follow in a test to be a sample not discrimination. The reseracher used lottery to taken the samples. The number of students that writen on the paper was to be sample in this research. The researcher took 8 students in each class.

C. Instruments of Research

In this research, the researcher used instruments of research that were:

1. Questionnaire

According to Sugiyono, questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer.[6] Questionnaire is a research instrument in the form a list of questions or questions in writing that must be answer or fill by the respondent in accordance with the instructions fill. In this research, the Questionnaire used was a closed questionnaire. It means

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6 Sugiyono. (2012). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Penerbit ALFABETA. P. 199.

that questionnaires has available answers and respondents choose among the answers that has available. And the questionnaire was submitted to students of SMPN 20 Kota Bengkulu.

The researcher used questionanaire with Likert scale from very inaccurate to very accurate. According to Sugiyono, Likert scale is used to measure attitudes, opinions, and perceptions of a person or groups of people about social phenomena.[7] The Big Five questionnaire is categorized five types such as: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Each type item has positive and negative statements. The students has time about 20-25 minutes. The instrument was tested to find out the validity and reliability before it was applied to collect the data. The follow table was likert scale level of positive and negative key items on the inventory.

Table 3.3

The Questionnaire item scoring

Very Inaccurate	Moderately Inaccurate	Neither Accurate nor Inaccurate	Moderately Accurate	Very Accurate
(+) 1	2	3	4	5
(-) 5	4	3	2	1

Source: www.ipip.ori.org

From the table above, researcher divided items in each dimension has classified for easy to measure the inventory as follows:

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7 *Ibid.* P. 134.

Openness of experience, the items were number 5, 15, 25, 35, 40, 45 and 50 consist of positive statements, and the item were numbers 10, 20 and 30 consist of negative statements. Actually, this factor was described high appreciation for art, emotion, adventure, unusual ideas; imagination and curiosity. Open people were more aware of their feel and very open mind.

Conscientiousness, the items were number 3, 13, 23, 33, 43, and 48 consist of positive statements, and the item were number 8, 18, 28 and 38 consist of negative statements. Actually, this factor was shoes person with score high has a tendency of self-discipline, hardwork, and aim for achievement.

Extraversion, the items were number 1, 11, 21, 31 and 41 consist of positive statement, and the item were number 6, 16, 26, 36 and 46 consist of negative statements. Actually, this factor was shown energy and tendency to seek stimulation from sources outside the self or the community.

Agreeableness, the items were number 7, 17, 27, 37, 42 and 47 consist of positive statements, and the item were numbers 2, 12, 22 and 32 consist of negative statements. Actually, this factor was reflected atendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

Emotional Stability (Low Neuroticism), the items were numbers 9, and 19 consist of positive statements, and the item were

numbers 4, 14, 24, 29, 34, 39, 44 and 49 consist of negative statements. It means that those who score high tend to be calm, emotionally stable and free from negative feeling. Actually, neurotism was shown the tendency to experience negative emotions such as anger, anxienty, vulnerability and depression.

Table 3.4

Lattice of questionnaire instrument

No.	Variable	Indicator	Items	Total
1.		**Openness of experience**	(+) 5, 15, 25, 35, 40, 45 and 50 (-) 10, 20 and 30	10
2.		**Conscientiousness**	(+) 3, 13, 23, 33, 43, and 48 (-) 8, 18, 28 and 38	10
3.	Students' Personality	**Extraversion**	(+) 1, 11, 21, 31 and 41 (-) 6, 16, 26, 36 and 46	10
4.		**Agreeableness**	(+) 7, 17, 27, 37, 42 and 47 (-) 2, 12, 22 and 32	10
5.		**Neuroticism**	(+) 9, and 19 (-) 4, 14, 24, 29, 34, 39, 44 and 49	10
Total items				50

2. Test

In this research, the researcher gave a reading test to students in collected the data to know student's reading comprehension score. The reading test are selected from students' book and other sources

wich was suitable with their level. The researcher used multiple choice test in order to made the score more objective. The students has time about 20-25 minutes. The instrument was tested to find out the validity and reliability before it was applied to collect the data. Here was the indicator of descriptive reading comprehension test.

In addition, the researcher divided the students' score of reading comprehension into some categories as follows :

Table 3.5

The category of students reading achievement

The score of students	Category
80-100	High
70-79	Medium
0-69	Below minimum competence creteria (KKM)

Table 3.6

The blueprint of reading comprehension test

Theme	Indicator	Question number	Total
My brother	a. Determining topic of the text b. Finding specific information	1 2	2
A pet	a. Determining topic of the text b. Looking for main idea	3 4	2
Blue bird	a. Determining topic of the text b. Finding specific information c. Synonym	5, 6, and 7	3

Table 3.6

The blueprint of reading comprehension test

Theme	Indicator	Question number	Total
My new neighbor	a. Determining topic of the text b. Looking for main idea c. Finding specific information d. Finding implicit information	8, 9, 10, and 11	4
My Best Friend	a. Determining topic of the text b. Synonym c. Finding specific information	12, 13, and 14	3
Favourite jersey	a. Determining topic of the text b. Finding specific information	15, 16, 17, and 18	4
Dinda's family	a. Determining topic of the text b. Finding implicit information	19 and 20	2
Gure	a. Determining topic of the text b. Synonym c. Finding specific information d. Finding implicit information e. Synonym	21, 22, 23, 24, and 25	5

Table 3.6

The blueprint of reading comprehension test

Theme	Indicator	Question number	Total
Masjid Sultan Suriansyah	a. Finding specific information b. Determining topic of the text c. Finding specific information	26, 27, and 28	3
Barack Obama	a. Determining purpose of the text b. Antonym	29 and 30	2
Total			30

D. Technique of Data Collection

1. Documentation

Documentation method is to find data about things or variables in the form of notes, transcripts, books, magazines, newspapers, inscriptions, meeting notulen, agenda, etc. In this research, documentation method was used to complete the data in analyzed of the problems research, researcher need informations and documents in the form of data from the school.

E. Validity and Reliability of Questionnaire and Test

1. Test Validity of Questionnaire and Reading test

According to Ary, Donald, Jacobs, Lucy Chester, Sorensen, Chris stated that validity is the most important consideration that

exists in developing and evaluating measuring instruments, so that tests and questionnaire can be used in a research.[8] Besides, according gregory stated that validity was the degree to which an instrument measures what it was suppose to measure.[9] In this research, the researcher used the Person's Product Moment in Statistical Package for Social an Science (SPSS).

Table 3.7

The validity of Questionnaire used SPSS

Item-Total Statistics

No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	167.25	1101.250	**.756**	.979
2	168.80	1098.484	**.680**	.979
3	167.30	1086.537	**.660**	.979
4	167.40	1090.884	**.735**	.979
5	166.95	1107.734	**.552**	.979
6	168.65	1099.503	**.493**	.980
7	167.45	1107.839	**.677**	.979
8	167.50	1094.579	**.665**	.979
9	168.50	1112.579	**.569**	.979
10	166.95	1107.734	**.552**	.979
11	167.25	1101.250	**.756**	.979
12	167.75	1078.934	**.893**	.978
13	166.95	1107.734	**.552**	.979
14	168.80	1098.484	**.680**	.979
15	168.50	1112.579	**.569**	.979
16	166.95	1107.734	**.552**	.979
17	167.30	1086.537	**.660**	.979
18	167.40	1090.884	**.735**	.979

8 Ary, D., Jacobs, L. C., & Sorensen, C. (2006). *Introduction to research in education.* (8th ed.). Wadsworth: Cengage Learning. P. 225.

9 Feist, J., & Feist, G. J. *Op. Cit.*, P. 24.

Table 3.7

The validity of Questionnaire used SPSS

Item-Total Statistics

No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
19	167.45	1107.839	**.677**	.979
20	167.75	1078.934	**.893**	.978
21	167.75	1078.934	**.893**	.978
22	168.50	1112.579	**.569**	.979
23	167.50	1094.579	**.665**	.979
24	166.95	1107.734	**.552**	.979
25	166.95	1107.734	**.552**	.979
26	168.65	1099.503	**.493**	.980
27	168.50	1112.579	**.569**	.979
28	167.30	1086.537	**.660**	.979
29	168.50	1112.579	**.569**	.979
30	167.45	1107.839	**.677**	.979
31	168.50	1112.579	**.569**	.979
32	167.75	1078.934	**.893**	.978
33	167.50	1094.579	**.665**	.979
34	167.75	1078.934	**.893**	.978
35	167.50	1094.579	**.665**	.979
36	168.50	1112.579	**.569**	.979
37	167.75	1078.934	**.893**	.978
38	167.65	1087.187	**.855**	.978
39	167.50	1094.579	**.665**	.979
40	167.75	1078.934	**.893**	.978
41	167.70	1089.063	**.880**	.978
42	168.50	1112.579	**.569**	.979
43	167.50	1094.579	**.665**	.979
44	167.75	1078.934	**.893**	.978
45	167.55	1095.734	**.828**	.979
46	167.75	1078.934	**.893**	.978
47	167.50	1094.579	**.665**	.979
48	167.60	1094.884	**.689**	.979
49	167.75	1078.934	**.893**	.978
50	167.70	1104.432	**.661**	.979

Table 3.8

Result of try out validity all of Questionnaire

No	r value	r table	Note
1	0.756	0,444	**Valid**
2	0.68	0,444	**Valid**
3	0.66	0,444	**Valid**
4	0.735	0,444	**Valid**
5	0.552	0,444	**Valid**
6	0.493	0,444	**Valid**
7	0.677	0,444	**Valid**
8	0.665	0,444	**Valid**
9	0.569	0,444	**Valid**
10	0.552	0,444	**Valid**
11	0.756	0,444	**Valid**
12	0.893	0,444	**Valid**
13	0.552	0,444	**Valid**
14	0.68	0,444	**Valid**
15	0.569	0,444	**Valid**
16	0.552	0,444	**Valid**
17	0.66	0,444	**Valid**
18	0.735	0,444	**Valid**
19	0.677	0,444	**Valid**
20	0.893	0,444	**Valid**
21	0.893	0,444	**Valid**
22	0.569	0,444	**Valid**
23	0.665	0,444	**Valid**
24	0.552	0,444	**Valid**
25	0.552	0,444	**Valid**
26	0.493	0,444	**Valid**
27	0.569	0,444	**Valid**
28	0.66	0,444	**Valid**
29	0.569	0,444	**Valid**
30	0.677	0,444	**Valid**
31	0.569	0,444	**Valid**
32	0.893	0,444	**Valid**
33	0.665	0,444	**Valid**
34	0.893	0,444	**Valid**
35	0.665	0,444	**Valid**
36	0.569	0,444	**Valid**
37	0.893	0,444	**Valid**

Table 3.8

Result of try out validity all of Questionnaire

No	r value	r table	Note
38	0.855	0,444	**Valid**
39	0.665	0,444	**Valid**
40	0.893	0,444	**Valid**
41	0.88	0,444	**Valid**
42	0.569	0,444	**Valid**
43	0.665	0,444	**Valid**
44	0.893	0,444	**Valid**
45	0.828	0,444	**Valid**
46	0.893	0,444	**Valid**
47	0.665	0,444	**Valid**
48	0.689	0,444	**Valid**
49	0.893	0,444	**Valid**
50	0.661	0,444	**Valid**

Table 3.9

The validity of Reading test used SPSS

Item-Total Statistics

No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	21.10	79.042	**.759**	.958
2	21.05	81.524	**.487**	.961
3	21.05	79.103	**.784**	.958
4	21.10	79.042	**.759**	.958
5	21.05	80.155	**.654**	.959
6	21.05	79.103	**.784**	.958
7	20.90	81.568	**.632**	.960
8	21.05	81.524	**.487**	.961
9	21.05	80.155	**.654**	.959
10	21.05	81.524	**.487**	.961
11	21.10	79.042	**.759**	.958
12	21.05	79.103	**.784**	.958
13	21.05	80.155	**.654**	.959
14	20.90	81.568	**.632**	.960
15	21.05	81.524	**.487**	.961

Table 3.9

The validity of Reading test used SPSS

Item-Total Statistics

No	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
16	20.90	81.568	**.632**	.960
17	21.05	81.524	**.487**	.961
18	21.10	79.042	**.759**	.958
19	21.05	80.155	**.654**	.959
20	20.90	81.568	**.632**	.960
21	21.05	80.155	**.654**	.959
22	20.90	81.568	**.632**	.960
23	21.10	79.042	**.759**	.958
24	20.90	81.568	**.632**	.960
25	21.05	80.155	**.654**	.959
26	20.90	81.568	**.632**	.960
27	21.05	79.103	**.784**	.958
28	21.10	79.042	**.759**	.958
29	21.05	81.524	**.487**	.961
30	21.05	79.103	**.784**	.958

Table 3.10

Result of try out validity all of Reading test

No	r $_{value}$	r $_{table}$	Note
1	0.759	0,444	**Valid**
2	0.487	0,444	**Valid**
3	0.784	0,444	**Valid**
4	0.759	0,444	**Valid**
5	0.654	0,444	**Valid**
6	0.784	0,444	**Valid**
7	0.632	0,444	**Valid**
8	0.487	0,444	**Valid**
9	0.654	0,444	**Valid**
10	0.487	0,444	**Valid**
11	0.759	0,444	**Valid**
12	0.784	0,444	**Valid**

Table 3.10

Result of try out validity all of Reading test

No	r value	r table	Note
13	0.654	0,444	**Valid**
14	0.632	0,444	**Valid**
15	0.487	0,444	**Valid**
16	0.632	0,444	**Valid**
17	0.487	0,444	**Valid**
18	0.759	0,444	**Valid**
19	0.654	0,444	**Valid**
20	0.632	0,444	**Valid**
21	0.654	0,444	**Valid**
22	0.632	0,444	**Valid**
23	0.759	0,444	**Valid**
24	0.632	0,444	**Valid**
25	0.654	0,444	**Valid**
26	0.632	0,444	**Valid**
27	0.784	0,444	**Valid**
28	0.759	0,444	**Valid**
29	0.487	0,444	**Valid**
30	0.784	0,444	**Valid**

Based on above, the result of try out questionnaire and reading test were all of valid. Based on the result, the researcher was divided questionnaire and reading test to sample in this research were 50 items to questionnaire and 30 items to reading test.

2. **Test Reliability of Questionnaire and Reading test**

According to gregory, Reliability is a measures instrument about the extent to which the resulting calculation results are consistent.[10]

Besided, instrument reliability was a requirement for test instrument validity. Therefore, although valid instrument were

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10 *Ibid.*

generally reliable, but instrument reliability test still needs to be done. In this research, the researcher was used the Cronbach's Alpha formula to analyze the reliability level or questionnaire items in Statistical Package for Social an Science (SPSS).

Table 3.11

The Reliability of Questionnaire used SPSS

Reliability Statistics

Cronbach's Alpha	N of Items
.979	50

Table 3.12

The Reliability of Reading test used SPSS

Reliability Statistics

Cronbach's Alpha	N of Items
.961	30

Based on table above, it show that the r_{value} of Cronbach's Alpha were 0.979 to questionnaire and 0,961 to reading test. It means that the questionnaire and reading test was **reliable** because the r_{value} was higher than r_{table} ($r_{value}>0,444$) in significant degree of 0,05.

F. The Tecnique of Data Analysis

In this research, the researcher has analyzed three parts: 1. Instrument analysis, 2. Pre-requisite test, and 3. Hypothesis testing.

1. **Instrument Analysis**

    a. Analysis of Questionnaire

    In analyzing the data from the questionnaire, it is important to determine students' personality, the researcher was calculated the score of the students and compared it with the median of score of the questionnaire. The score of students' personality were higher or the same as median, the students has high characteristic and vice versa. And then, the result was classified in cased analyzing frequency and percentage.

    b. Analysis of Reading comprehension

    The students' answer overall in reading test would be scored by calculating correct answer. The correct answer was scored 1 and the incorrect answer was scored 0. There were 30 question in Reading test and 100 points of the highest score. The result of learning achievement was took from the numbers of the correct answer divide with the total number of the test and then at times with 100. After the score of Reading comprehension has already obtained, the percentage range and qualifications as students' interval score from KKM score. And then, the score of Reading comprehension were higher or the same as median, the students has high characteristic and vice versa.

2. Pre-requisite Analysis

a. Normality test

In this research, the researcher used One-Sample Kolmogorov-Smirnov for normality test. The data was categorized normal if p_{value} higher than 0,05.

b. Linearity test

In this research, the researcher used One-way Anova for linearity test. The data was categorized linear if p_{value} higher than 0,05.

3. Hypothesis Testing

In this research, the researcher used the Person's Product Moment Correlation Coefficient to find out the correlation between students' personality and learning achievement in reading comprehension which was examined by Statistical Package for Social an Science 18 (SPSS) computer program. The correlation was found out whether r_{value} was higher than r_{table} and p_{value} (sig2-tailed) is lower than 0,05.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, there were three kinds of findings in this research: 1. Instrument analysis, 2. Pre-requisite analysis, and 3. Hypotheses testing analysis.

1. Instrument Analysis

In this chapter, there were two instruments that the researcher has analyzed. There were the result of questionnaire and the result of reading comprehension test.

a. The Result of Questionnaire

In this research, the total sample in the eighth grade students of SMPN 20 Kota Bengkulu were 40 students and all of them participated in this research. The questionnaire IPIP made used of the 50 item version consisting of 10 items for each of Big Five personality factors such as: Openness to Experience, Conscientiousness, Extraversion, Agreeableness, Emotional Stability (Neuroticism).

The result of personality questionnaire showed that majority of the students has in conscientiousness 62% (30), others were categorized in openness of experience 19% (9), extraversion 0%

(0), agreeableness 17% (8), emotional stability (neuroticism) 2% (1).

<div align="center">**Table 4.1**</div>

<div align="center">**Distribution of Students' Personality**</div>

No	Students' Personality	Frequency	Percentage
1	Openness of Experience	9	19%
2	Conscientiousness	30	62%
3	Extraversion	0	0%
4	Agreeableness	8	17%
5	Emotional Stability	1	2%
	Total	**48**	**100%**

As additional information, if someone has categorized into a certain personality types, it not means that she/he not has the characteristics of other personality types. But it means that she/he has dominant characteristics on that certain personality types. However there were students has two or more dominants of personality types. In this research, there were 6 samples having 2 dominant personality types and 1 sample has 3 dominant personality types, so each of them was included in both dominant types personality. Consequently, the total was 48, as we can see in the table 13 above.

In this research, the descriptive statistical analysis of 50 item IPIP used SPSS was show below. The highest score was 221 and lowest score was 128. The Mean of Students' Personality score participant was 167,93 and the standard deviation was 18,679.

Table 4.2

Description Analysis of Students' Personality

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students' Personality	40	128	221	167.93	18.679
Valid N (listwise)	40				

b. Result of Learning Achievement in Reading Test

In this research, the total sample in the eighth grade students of SMPN 20 Kota Bengkulu was 40 students and all of them participated. Reading test were consisted of 30 questions and distributed in 20-25 minutes.

The descriptive statistical analysis of learning achievement for the participant was show below in table 15. There were 14 students has "high" reading comprehension score, 8 students has "medium" reading comprehension score, and 18 students has "below" KKM score. From the table 15, it was found that "below minimum competence criteria" was the most frequent level of learning achievement (45%). In addition, the researcher counted the statistical analysis used SPSS, such as below in table 16.

Table 4.3

Distribution of Learning Achievement

The score of students	Frequency	Category	Percentage
80-100	14	High	35%
70-79	8	Medium	20%
0-69	18	Below minimum competence criteria (KKM)	45%

Table 4.4

Description Analysis of Learning achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Learning Achievement	40	47	93	69.90	13.937
Valid N (listwise)	40				

Based on the table above, the descriptive statistical analysis of learning achievement used SPSS. The highest score was 93 and lowest score was 47. The Mean of learning achievement score participant was 69,90 and the standard deviation was 13,937.

2. **Pre-requisite Analysis**

   a. **The Result of Normality Test**

   The data were categorized normal if $p > 0,05$. If $p < 0,05$, it means that data were not normal. One-Sample Kolmogorov-Smirnov test was used to show the normality of instrument. The result of normality test show in the table 17 indicated that the data from each variable were all normal since the p_{values} 0,780 for students' personality and 0,448 for learning achievement were higher than 0,05.

Table 4.5

Normality Test

One-Sample Kolmogorov-Smirnov Test		Student's Personality	Learning Achievement
N		40	40
Normal Parameters[a,b]	Mean	167.93	69.90
	Std. Deviation	18.679	13.937
Most Extreme Differences	Absolute	.104	.136

Table 4.5

Normality Test

One-Sample Kolmogorov-Smirnov Test		Student's Personality	Learning Achievement
	Positive	.104	.136
	Negative	-.081	-.120
Kolmogorov-Smirnov Z		.658	.862
Asymp. Sig. (2-tailed)		.780	.448
a. Test distribution is Normal.			
b. Calculated from data.			

b. The Result of Linearity Test

The data was categorized linear if $p_{value} > 0,05$. If $p < 0,05$, it was means that data were not linear. One-way Anova test was used to show the linearity of instrument. The result of linearity test show in table 18, the deviation from linearity between students' personality and learning achievement was 0,657. It was higher than 0,05 that was linear.

Table 4.6

Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement * Student's Personality	Between Groups	(Combined)	5486.433	29	189.187	.906	.608
		Linearity	541.852	1	541.852	2.594	.138
		Deviation from Linearity	4944.582	28	176.592	.845	.657

Table 4.6

Linearity Test

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
	Within Groups	2089.167	10	208.917		
	Total	7575.600	39			

3. Hypothesis Testing Analysis

Based on the table 19, the result was concluded that there was no significant correlation between students' personality and learning achievement which the r_{value} 0,267 was lower than r_{table} 0,312 (0,267<0,312). Then the level of probably (*p*) significance sig 2-tailed was 0,095 that was higher than 0,05 (0,095>0,05). Therefore, there was no significant correlation between students' personality and learning achievement. It means that Ho was accepted and Ha was rejected.

Table 4.7

Result of hypothesis testing in measuring Correlation between Students' Personality and

Learning Achievement

Correlations		Students' Personality	Learning Achievement
Students' Personality	Pearson Correlation	1	-.267
	Sig. (2-tailed)		.095
	N	40	40
Learning Achievement	Pearson Correlation	-.267	1
	Sig. (2-tailed)	.095	
	N	40	40

B. Discussion

Based on the result of in table 13, the distribution on result of students' personality also shown that 62% (30) of the students were dominant for conscientiousness. There were 8 students has two or more personality types. According the result of learning achievement in table 15, show that most 45% students who got below minimum competence criteria KKM score. There were 20% of students who got medium score. There were 35% of students who got high score. From the result, the researcher believed that fewer students has a little willingness to improve their ability in English.

The result analysis on data, It was concluded that there is no significant correlation between students' personality and learning achievement which the r_{value} 0,267 was lower than r_{table} 0,312 (0,267<0,312). Then the level of probably (*p*) significance sig 2-tailed was 0,095 that was 0,095 that was higher than 0,05 (0,095>0,05). It was caused that some factors in each side of variables happened. When students joining the test, the students appeared more serious to achieve, controlled their emotion, and focus on the test. Most of the students were not interested more to improve English, had either poor ability or less memory of learning English and got limited atmosphere on going the test.

However, some students had more than one type which they were not aware to establish the self in adapting the successful achievement. Students' personality and learning achievement were not associated. The

result of this research of this research show that the eighth grade students of SMPN 20 Kota Bengkulu sometimes used the students' personality at all-time into the life and environment which were the most dominant factors. Furthermore, personality traits can be also applicable for either academic or specific achievement, student's motivation, or another variable.

CHAPTER V

CONCLUSION

A. Conclusion

According to the statistical calculation, it was found as follow:

First, according to the result of students' personality questionnaire, the most type of eighth grade students' personality was conscientiousness. Then, the result of the students' learning achievement indicated that most their Reading comprehension test was the below minimum competence KKM score.

Second, based on the result of Pearson Product Moment Correlations between students' personality and learning achievement in reading comprehension, it classified the correlation was insignificant correlation. The research's result can be interpreted that there were some factors in each side of the variables. It was caused, the students' personality show to the social more than to the achievement. Most of the students were not interested more to improve English, had either poor ability or less memory of learning English and got limited atmosphere on going the test. Consequently the students got difficulties in each question and in given answer. It means that this research failed in investigating the correlation between students' personality and learning achievement in reading comprehension at SMPN 20 Kota Bengkulu. Other factor such as:

intelligence, motivation, interest, anxiety, self-concept, family background, learning styles, self-esteem, and so on can be another variable which will be correlated.

B. Suggestion

Based on the conclusion above about the finding of this study, the researcher proposes some suggestions to the students, teachers, principal, and researcher.

The students need to hold their strengths of students' personality and increase their weaknesses in getting their learning achievement, particularly English achievement to be the successful learners. Not only for the students, but also the teacher of English can identify, understand, and improve each students' personality as potentials into the academic success. The principal also can encourage their student into the success in which caring them to achieve the result expectedly in academic. In addition, other researchers can conduct the research by using student's personality to the other variables or conduct the same variables to the different sample to get the better result.

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