

Chapter One

Introduction

In this chapter, the researcher presents the introduction of the study. There are some information described in this chapter. They are background of the study, statement of problems, delimitation of the problem, research questions, purpose of study and the significance of the research.

Background of the research

Academic achievement has been taken into consideration as one of the main elements of educational quality. Venkateshwar and Warriar (2016) stated that academic achievement is the performance outcome of students, teacher, and school in order to achieve their educational desire. Standard examination or assessment is used to measure students' academic performance and academic achievement is the final result of learning. It is the primary indicator that learning activity has happened. It means that the students' achievement in education has accomplished the standardized result which refers to actual report in the form of Grade Point Average.

In reality, many students make an effort to achieve their goals and one among those goals is to acquire good achievement in the educational field. Abolmaali, Rashedi, and Ajilchi (2014) argued that students' patience and high persistence could guarantee their academic achievement. That is why students and school set target and make an effort to get high score to be successful in the educational world.

In fact, not all students can become successful as learners and get perfect academic achievement. As stated by Naiman (1995), success and failure are determined by many factors. There are several concepts contributing to the success of learning. They are intelligence, motivation, language aptitude, attitude, cognitive characteristic, and personality. Meanwhile, the success of an individual depends on one attitude, behavior and thoughts which form as one's personality (Kaur, 2014). Students have individual personality characteristic which makes them have different point of view and behavior. It means that they behave differently in various issues, education, and environment. Paunonen and Ashton (2001) pointed out that teacher can predict students' academic achievement through non-cognitive variables such as past experience, socioeconomic status, characteristic and personality. Conscientiousness personality trait is the crucial non-cognitive predictor for school achievement and should be focused on when supporting students in improving their performance (Dumfart and Neubauer, 2016). In other words, the students' success needs to be supported by understanding their personality.

An individual psychology condition such as personality, intelligence, and interests can be used to explain not only the students' ability academic performance, but also the learning process and which traits influence the examination outcomes (Sadeghi, Tan, and Abdullah, 2012). Hence, most of the learners have different worldview on thoughts and learning style and it causes to their performance and results in learning. As a human being, every student has different personal values.

The function of their brain is different; they receive and process information variously and also their personality trait is different. It is often argued that a mix of characteristic in each person can be the tool for them to be successful in their career.

Personality traits can be observed with five dimensions or known as Big Five characteristics such as extraversion, conscientiousness, openness, agreeableness, and neuroticism. Nye, Orel, and Kachargina (2013) proposed that the big five traits have been used to observe people personality and behavior including job interview, academic achievement, leadership and well-being. From the prior studies, many researchers have found a relationship between Big Five personality and academic achievement. For the purpose of this study, a special focus on the conscientiousness trait will be presented. Students with conscientiousness tend to be careful with every step they take, and they have high consideration and are very discipline. Students with high level of conscientiousness usually are diligent, hard-working, well organized, on time and ambitious while students with low conscientiousness are on the contrary (Pervin, Cervone and John, 2005).

Conscientiousness is a trait which measures the diligent level of an individual. If the conscientiousness level is high, the person is usually very careful to do their work. A person with this trait is an organized human being and usually has high self-discipline. This individual prefers to follow the rules and plans rather than acts spontaneously. Their planning method makes them successful in their works. In the opinion of Phillips, Abraham and Bond (2003), most of the studies clarify that

conscientious students accomplish higher levels of academic success, both in high school and in university. Furthermore, conscientiousness has been linked to Grade Point Average (GPA), predicting that students with a high level of conscientiousness would have a higher chance of getting a higher GPA (Komarraju, Karau and Schmeck, 2011). Similarly, Chamoro and Furnham (2003) stated that conscientious people are defined as highly responsible, achievement-oriented and diligent learners. Such characteristics make them determined and resolved to gain high academic attainments. Thus, it is no surprise that conscientiousness contributed greatly to the prediction of academic achievement.

Some researchers in previous study like O'Connor and Paunonen (2007), Costa and McCrae (1992), and Kappe and Flier (2012) found positive correlation between conscientiousness trait and academic achievement. However, some other researchers found no significant correlation between conscientiousness trait and academic achievement such as Rajapakse (2017), Ghazi, Shahzada, and Ullah (2013), and Wagerman and Funder (2007). This fact has raised the researcher's interest to conduct similar study on the correlation between conscientiousness trait and academic achievement. In addition, the researcher was curious whether students' conscientiousness trait has a positive correlation with their academic achievement. These are the reasons why the study needed to be conducted.

Statement of the problem

Many experts argue that conscientiousness trait affect students' academic achievement (Busato, Prins and Hamaker, 2000). It is assumed that there is a positive correlation between the level of students' conscientiousness and their academic achievement. Students with conscientiousness trait are organized, dutiful, discipline and can fulfill the demands of school easier (McCrae and Costa, 1999). However, various researches reported that Indonesian students mostly are passive and disorganize in class and they only respond to teacher's questions when asked (Marcellino, 2008). It shows that most of the students in Indonesia more likely do not really know what lesson material they will learn in the classroom and they are less involved in the teaching and learning process. These situations are unacceptable as students have to be aware of their behavior in the class in order to succeed their learning process. However, in other researches, students with low level conscientiousness were found to have good academic achievement (Palmon, Illies, and Kobecross, 2009). This phenomenon becomes more interesting and leads the researcher to conduct similar research. In this context, the researcher intended to find out the correlation between students' conscientiousness and their academic achievement.

Delimitation of the problem

To make this discussion more focused, the researcher delimits the problem. Firstly, out of five personality traits of Big Five such as extraversion, conscientiousness, openness, agreeableness, and neuroticism, the researcher only focused on conscientiousness trait. Secondly, the researcher used quantitative research design using questionnaires to collect the data from the students to find out students' personality traits. Lastly, the participants of this research were only focused on the English Education Department students batch 2016.

Research Questions

Based on the background, the research problems are formulated in the following questions:

1. How is students' conscientiousness trait?
2. How is student academic achievement level?
3. Is there any significant correlation between students' conscientiousness trait and their academic achievement?

Purpose of the Research

There are several purposes why the researcher conducted this study. Firstly, the researcher was eager to know students' conscientiousness trait. Secondly, the researcher was eager to find out students' academic achievement. Last but not least, the researcher intended to find out whether is there any correlation between students' conscientiousness trait and their academic achievement.

The Significance of the Research

This research has several advantages and positive contributions. These advantages are as follows:

For students. This study is expected to help the students to know their conscientiousness trait level. This research also can be the self-measurement for the student to pay more attention to their academic achievement. Furthermore, students can get knowledge about the correlation between conscientiousness trait level and academic achievement.

For other researchers. This study can help the next researchers in investigating the correlation between conscientiousness trait and academic achievement. The next researcher also can get new information on how conscientiousness can affect students' academic achievement.

Organization of the chapter

This study consists of five chapters. In chapter one, the researcher presented the background of study, statement of the problems, delimitation of the problems, research questions, purpose of study and the significance of the research. In chapter two, the researcher explored about personality, personality traits, model of personality traits, conscientiousness trait, academic achievement and the correlation between conscientiousness personality trait and academic achievement. In chapter three, the researcher presented about research design, research setting, research participants, research instrument, data collection produce, and data analysis. In chapter four, the researcher explained the finding and discussion. In chapter five, the researcher presented the conclusion and suggestion of this research.