

**THE CORRELATION BETWEEN PERSONALITY TRAITS
AND ENGLISH ACHIEVEMENT OF THE ELEVENTH
GRADE STUDENTS OF SMA MUHAMMADIYAH 1
PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get the title
of
Sarjana Pendidikan (S. Pd.)**

by:

**YOJA FITRIA MAHMUDA
NIM. 12 25 0152**

**ENGLISH EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN FATAH
PALEMBANG
2017**

ACKNOWLEDGEMENT

All praises to the God, the writer could finish writing her thesis entitled **“THE CORRELATION BETWEEN PERSONALITY TRAITS AND ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 PALEMBANG”**. This thesis is written to fulfill of the requirements for obtaining Sarjana degree (S1) in English Education Study Program, Tarbiyah and Teacher Training Faculty, UIN Raden Fatah Palembang.

The writer would like to express great appreciation to the people involved in processing of this thesis. The writer gives great attitude to her advisors: M. Hollandyah, M.Pd and Winny Agustia Riznanda, M.Pd, for their patience in guiding the writer in writing this thesis. The writer is also grateful of the Dean of Tarbiyah and Teacher training Faculty and all of his staff members, the Head of English Department as well as the staff members for administrative matters. The greatest gratitude is also given to all lecturers who had taught her.

Finally, the writer would not forget to express appreciation to the headmaster, teachers, administration staff of SMA Muhammadiyah 1 Palembang and the students, especially those in the all of the eleventh grade students for their participation in this research. The writer would also like to express his deepest appreciation to his beloved family: mother, father, sisters, brothers, and also her close friends “YUSOTAWITISEYO” for their patience, love, support, and pray. And the last, the writer would like to express a great thank to all friends in English Education Study Program (PBI) at UIN Raden Fatah Palembang, especially in academic year 2012 for their help in one way or another.

Palembang, 26 April 2017

Yoja Fitria Mahmuda

**THE CORRELATION BETWEEN PERSONALITY TRAITS AND
ENGLISH ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS
PALEMBANG**

**This thesis was written by Yoja Fitria Mahmuda Student Number: 12250152
was defended by the writer in the Final Examination and was approved by
the examination committee on April 27th, 2017**

*This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S. Pd.)*

Palembang, March 29th, 2017

**State Islamic University Raden Fatah Palembang
Tarbiyah and Teacher Training Faculty**

Examination Committee Approval,

Chairperson,

Secretary,

**Drs. Herizal, M. A.
NIP. 19651021 199407 1 001**

**M. Holandiyah, M. Pd
NIP. 19740507 201101 1 001**

**Member : Hj. Renny Kurniasari, M. Pd (.....)
NIP. 19740723 199903 2 002**

Member : Gita Andriani, M. Pd (.....)

**Certified by,
Dean of Tarbiyah Faculty**

**Prof. Dr. Kasinyo Harto, M. Ag
NIP. 19710911 199703 1 004**

STATEMENT PAGE

I hereby,

Name : Yoja Fitria Mahmuda
Place and Date of Birth : Palembang, 22 Januari 1995
Study Program : English Education Study Program
Student Number : 12250152

State that :

1. All the data, information, interpretation, and conclusion presented in this theses, except for those indicated by the sources, are results of my observation, process and thought with guidance of my advisors.
2. The theses that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I received through this theses.

Palembang, 27 April 2017
The Writer

Yoja Fitria Mahmuda
NIM. 12250152

DEDICATIONS

This thesis is dedicated to :

- ✚ The Almighty God, ALLAH SWT, has given me spirit, strength to struggle, inspiration to complete this work, and blessing to me everything in my life.
- ✚ My beloved mother Nitayana and father Abubakar have been my shining, taught how to reach the happiness or to do kindness in the life, and advised me in all my days.
- ✚ To the lovely partners, my old sisters (Yona Fitria Alhuda), young sister (Maula Rosyada), and elder brother (M. Sikambela Pongkuh) always pay attention, support, and help.
- ✚ To my dear grandmother/father, old brother/sister-in-law, cute nephew, cousins, and aunties/uncles, thanks for your help so I was done my thesis.
- ✚ To my advisors, Sir Holandiyah, M. Pd. (Advisor I) and Miss Winny Agustia Riznanda, M. Pd. (Advisor II) have given to me the advice, kindness, and help to make me finishing the thesis until now.
- ✚ To all of my honorable lecturers of English Department Study Program of UIN Raden Fatah Palembang, thanks for your much knowledge, help, and kindness which has been guiding me.
- ✚ To PBI 4 2012, YUSOTAWITISEYO, KKN 117, and other best friends, Thanks for your precious time and support we had together.

“Learn from the past, live for today, and plan for tomorrow”

“Everything will be okay in the end, if it is not okay, it is not the end”

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	i
DEDICATION	ii
CONTENTS	iii
ABSTRACT	iv
LIST OF TABLES	v
LIST OF APPENDICES	vi
LIST OF DOCUMENTATIONS	vii
 I. INTRODUCTION	
1.1 Background	1
1.2 The Problems of The Study	7
1.3 The Objective of The Study	8
1.4 The Significance of The Study	8
 II. LITERATURE REVIEW	
2.1 Correlational Study	10
2.2 Personality	12
2.2.1 The Definition of Personality	12
2.2.2 Personality Trait Theory	13
2.2.3 Big Five Dimensions	16
2.2.4 Characteristics of Big Five Personality Traits	19

2.3 English Achievement	21
2.4 The Relationship between Personality Traits and English Achievement	23
2.5 Previous Related Study	26
2.6 Hypotheses	31
2.7 Criteria for Testing Hypotheses	31

III. METHODS AND PROCEDURES

3.1 Research Design	32
3.2 Research Variables	33
3.3 Operational Definitions	33
3.4 Subject of the Study	34
3.4.1 Population.....	34
3.4.2 Sample	35
3.5 Data Collection.....	37
3.5.1 Questionnaire	37
3.5.2 English Achievement Test	39
3.6 Data Instruments analysis.....	39
3.6.1 Validity of Questionnaire	39
3.6.2 Reliability of IPIP Big-Five Factor and TOEFL Junior	40
3.7 Data Analysis	41
3.7.1 Instrument Analysis.....	41
3.7.1.1 Analysis of Questionnaire.....	41

3.7.1.2 Analysis of TOEFL Junior Test.....	42
3.7.2 Prerequisite Analysis.....	42
3.7.2.1 Normality Test.....	42
3.7.2.2 Linearity Test.....	42
3.7.3 Hypothesis Testing.....	42
3.7.3.1 Measuring Significance Correlation.....	42
3.7.3.2 Measuring Significance Influence.....	43

IV. FINDINGS AND INTERPRETATIONS

4.1 Research Findings.....	44
4.1.1 Instrument Analysis.....	44
4.1.1.1 The Result of Questionnaire.....	44
4.1.1. 2 Result of Students' English achievement.....	46
4.1.2 Prerequisite Analysis.....	47
4.1.2.1 The result of normality traits.....	47
4.1.2.2 The Result of Linearity.....	48
4.1.3 Hypothesis testing analyses.....	49
4.1.3.1 Result of Hypotheses Testing in Measuring Correlation.....	49
4.1.3.2 Result of Hypotheses Testing in Measuring Influence.....	49
4.2 Interpretation.....	50

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusions.....	56
----------------------	----

5.2 Suggestions56

REFERENCES

APPENDICES

DOCUMENTATIONS

The Correlation between Personality Traits and English Achievement of the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang

ABSTRACT

Yoja Fitria Mahmuda

The objectives of the study were to find out whether or not (1) there was significant correlation between personality traits and English achievement, (2) personality traits influenced to English achievement. The population (N=415) of the study was the eleventh grade students of SMA Muhammadiyah 1 Palembang in academic year 2016/2017. Simple random sampling was used in which 25% of each group was taken as sample. The data were collected by using ready-made IPIP Bigfive questionnaire and TOEFL Junior. The result of questionnaire showed 41 (37%) agreeableness, 26 (23%) conscientiousness, 22 (19%) openness to experience, 13 (12%) extraversion, and 10 (9%) emotional stability. The result of the students' English achievement showed 63 students in poor level, 30 students in average level, 6 students in good level, and 2 students in very good level. The analysis was found out that there was no significant correlation between personality traits and English achievement (N=101). The Correlation Coefficient was 0.088 ($r_{obtained} = .088 < r_{table} = .1956$) at (p) $0.381 > 0.05$ (sig-2 tailed). However, further problem using the regression analysis was not analyzed.

Key words: Correlation, Personality Traits, English achievement.

LIST OF TABLES

Table	Page
1. Correlation Coefficient.....	11
2. Distribution of Population	36
3. Distribution of Sample	37
4. The Reliability of Big-five Questionnaire.....	41
5. The Reliability of Test.....	41
6. Distribution of Students' Personality Traits.....	46
7. Descriptive Analysis of Personality Traits	47
8. Descriptive Analysis of English Achievement.....	47
9. Distribution of Students' English Achievement.....	48
10. One-sample komolgrov-smirnov test	49
11. Anova Table	49
12. Correlation between Personality Traits and English Achievement...	50

LIST OF APPENDICES

- Appendix A : IPIP Big-five Questionnaire
- Appendix B : Converting IPIP Item Responses to Scale Scores
- Appendix C : TOEFL Junior
- Appendix D : English Scale Scores and Category
- Appendix E : Answer Key and Listening Transcript
- Appendix F : The Result of Validation of Items Questionnaire
- Appendix G : Tabulation of Items Questionnaire
- Appendix H : The Result of IPIP Big-five Questionnaire
- Appendix I : Tabulation of TOEFL Junior
- Appendix J : The Result of TOEFL Junior
- Appendix K : Descriptive Statistics of IPIP Big-five Questionnaire
- Appendix L : Descriptive Statistics of TOEFL Junior
- Appendix M : Normality Statistical Analysis
- Appendix N : Q-Q Plot of IPIP Big-five Questionnaire and TOEFL Junior
- Appendix O : The Linearity Statistical Analysis
- Appendix P : The Correlation Statistical Analysis
- Appendix Q : Transcript of Informal Interview
- Appendix R : The Last Achievement of the Students' English
- Appendix S : Research's Gallery
- Appendix T : R-table correlation list

CHAPTER 1

INTRODUCTION

This chapter presents: (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1. Background

Academic achievement has been considered as one important criteria of educational quality. Venkateshwar & Warriar (2016, p. 11) define that academic achievement is the outcome of education which the extent of student, teacher, or institution has achieved their educational goals. Academic achievement is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another. Academic achievement is observed to be the direct outcome of learning. It is the main indicator that learning has occurred (Lemessa, 2015, p. 7). It can be meant that the students' achievement in education has achieved the standardized result which refers to actual record or level accomplishment.

Actually, many people make effort to achieve things needed in the educational world. One of them is to acquire achievement highly. From that, there will be the benefit for the future life. Abolmaali, Rashedi, & Ajilchi (2014, p. 230) state, high persistence and achievement guarantee academic success. Besides, the less-effective schools have been evidence to acknowledge

the students' low standards of academic achievement (Norviewu-Mortty, 2012, p. 6). That is why people and some institutions make effort and target to own high score to be success in the educational world.

In the achievement of secondary high school of particular academic subject, the Indonesian students are still weak in the English language and their proficiency level is still low. Those students failed to openly communicate well, even the school test results also showed that the results obtained are poor. Teachers are also seen as not adopting an exciting English Language teaching methods and the learning climate is less favorable. Students' achievement in the English Language was found as still at the medium low level based on the results of the study by Hadriana, Ismail, & Mahdumi (2013). In English learning, Marcellino (2008, p. 65) assumes that Indonesian students are passive in class and only respond to the teacher's questions when asked. There are three primary reasons from students; their previous trainings do not expose the sort of interactive learning model to them, their cultural values and beliefs do not encourage them to challenge neither their teachers nor their classmates, and their English is very poor caused lack of vocabulary and expressions as well as mastery of grammar (Machalla, 2015, p. 191). However, the students in Indonesia as the foreign learners did not feel easier to achieve their success.

Truly, not all of students become successful as learner of English. The success and failure are influenced by many factors. There are several principles concepts contributing to success of language learning explained by Alsayed (2003, p. 22) citing from Naiman, et. al. (1995). They are context, learner

(intelligence, language aptitude, past experience, age, sex, motivation, attitude, cognitive characteristic, and personality), L2 teaching and environment, learning (unconscious processes, conscious strategies and techniques, affective component), and outcome. According to Kaur (2014, p. 117-118), for the extent of success an individual achieves depending on his attitude, behavior, and thoughts which are as a form of one's personality. It is important to have a positive outlook towards life that will make one's life secure, prosperous, and happy. From the statements, personality is one of factors of learner. Therefore, personality is supposed to have a good influence in the general and language learning.

Lim and Melisa (2012, p.974) state personality is the multidimensional psychological constructs that can influence the students' way to engage in their learning and academic performance. In other words, the students need to be supported by understanding their personality. The personality approach of traits lexical can be observed toward five dimensions labeled as *Big Five* which is extraversion, conscientiousness, openness to experience, agreeableness, and neuroticism (Schultz & Schulltz, 2009, p. 282; & Goldberg, 1990, p. 1217). Nye, Orel, & Kachargina (2013, p. 3) exhibit that the big five traits have been related to a wide range of behaviors that explain all of personality, including job performance, academic achievement, leadership and well-being. It is still commonly used in a wide range of research in psychology and education.

Sadeghi, Kasim, Tan, & Abdullah (2012, pp. 116-117) explain that an individual differences variably such as personality, intelligence, and interests

can be used to explain not only the variance in academic performance, but also the process by which traits influence the examination outcomes. Therefore, the learners depending on the type of their personality resort to different learning styles affecting their learning performance. Singh (2014, p. 30) explains, the students differ in their personal values; they receive and process information differently and also their personality trait is different in their understanding. It is often argued that a blend of personality characteristics is necessary for people to be successful in their career. Educators, researchers, and psychologists have been constantly searching for a set of variables that predicts the patterns of students' behaviors and relationship to academic achievement. It means that is pertinent for personality can affect the students' achievement.

Kappe and Flier (2012, p. 606) have recommended that some researchers have observed personality and intelligence to the academic achievement and the big five personality factors which have been used to predict academic achievement in under-graduated education. Dunne (2015, p.6) reports, many studies have been conducted on the effect of personality traits on academic achievement and founded self-regulation potentially that mediates the relationship between personal characteristic and academic achievement.

Big-five personality traits are based on the belief that learners bring to the classroom. In teaching and learning process, Hakimi, Hejazih, & Lavasani (2011, p. 838) reveal that the students are not only different in terms of personality characteristics, family backgrounds, age and gender; they also exhibit different attitudes and emotional responses to the environment. Students

have the distinctive personality characteristics which make them prepared for having different worldviews in various social and educational settings. Meanwhile, Ibrahim, Yousuf, Razaak, & Norshahadi (2014, p. 148) appraise that students are so passive and negative. Without realized, the personality traits consequently can affect their academic achievement.

The influence of personality toward the English achievement especially reading comprehension has been exhibited by Ali and Bano(2012, pp. 260-262). Extrovert learns to express themselves through words in writing and speaking. Agreeableness enables to cope with problems associated with everyday living, tend to have good interpersonal relationships, and feel better to read than to write. Conscientiousness is related high success to academic performance. Emotional stability having the high score on test is likelier than the average to experience negative feelings scored low on the test of all the tasks. Openness is open to experience, to learn different languages with the mastery through their active imagination and inner feelings, to read new books, another available reading material, vocabulary, general knowledge, different culture and lifestyle.

In this study, a preliminary study was conducted by interviewing some students and one teacher of SMA Muhammadiyah 1 Palembang which was the most favorable of Palembang Islamic schools applying in the curriculum 2013. Generally, the students did not know about personality traits, therefore, the students did not recognize what their own personality truly on their life, especially in academic achievement. The students loved learning

English, but sometimes got difficulties and problems of English skills. Some factors had related to their achievement in the learning activities. In English subject, some students had differential arguments that are difficult either to write in English, to communicate each other, to listen to speaker, or to read a text. The teacher English agrees about the students' argument. The teacher emphasized that English was difficult subject for the students therefore a few of students got good score, but frequently some were not. The teacher English focused on the learning strategies and the students' interest to English subject without knowing what factors are, certainly does not recognize each student's personality traits. As a result, most of the students never identified their personality traits which were a directive for their psychology and education. The data of last semester in this academic year had showed that 415 students of the eleventh grade had differential performance showed that 40% of the students are below the standard (KKM of 66 points). In spite of the result, the data did not mean to get failure yet, so the students' next achievement expected success (see appendix R).

Some researchers in previous related study are like Margareta (2012), Ali and Bano (2012), and Aprianis (2008) found positive correlation between personality and English proficiency and found no significant correlation like Shahab (2016), Ghazi, Shahzada, and Ullah (2013), Pareudi (2012), and Yahaya, Ramli, Boon, Ghafar, and Zakaria (2009). In contrast, other previous related studies showed the inconsistent results of each trait of personality.

From the explanation above, the researcher decided to conduct a research on “The Correlation between Personality Traits and English Achievement of the Eleventh Grade Students of SMA Muhammadiyah 1 Palembang”.

1.2 The Problems of the Study

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

1. Is there any significant correlation between personality traits and English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang?
2. Do personality traits significantly influence English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang?

1.3 Objectives of Study

In accordance with the problems above, the researcher formulates the objectives of this study are:

1. to find out if there is a significant correlation between personality traits and English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.
2. to know if students' personality traits significantly influence English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.

1.4 Significance of Study

It is expected that the study give some information and contributions to the writer, students, parents, teachers and other researchers in the development of language teaching and learning, especially understanding the big five personality traits which related to the students' academic achievement, particularly English. Moreover, the students are expected to find their strengths and improve their weaknesses in getting their learning achievement. The teachers of English are expected to improve the students' potentials by knowing the factors primarily in personality traits as outcome influencing the students' learning process and implicated into the outcome of teaching. The parents also can motivate their children to be successful in their study. Next, other researchers will have an alternative source and guidance when conducting similar research and expand for better result. Furthermore, it is expected that the writer herself gain some experiences in educational research.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) theoretical framework, (2) previous related studies, and (3) hypotheses

2.1 Correlational Study

Correlation is a statistical measure to determine the tendency of two or more variables to vary consistently (Creswell, 2012, p. 338). Correlational studies investigate the possibility of relationship between two variables or more which there is no manipulation of variables in correlation (Fraenkel, Wallen, & Hyun, 2012, p. 331). This study refers to the relationship / connection between personality traits and English achievement.

When variables are correlated, a correlation coefficient is produced. This coefficient will be a decimal, somewhere between 0.00 and +1.00 or -1.00. The closer the coefficient is to +1.00 or -1.00, the stronger the relationship. If the sign is positive, the relationship is positive, indicating that high scores on one variable tend to go with high scores on the other variable. If the sign is negative, the relationship is negative, indicating that high scores on one variable tend to go with low scores on the other variable. Coefficients that are at or near 0.00 indicate that no relationship exists between the variables involved (Frankel, Wallen, and Hyun, 2012, p. 340).

The meaning of a given correlation coefficient can be seen below:

Table 1

Correlation Coefficient

Interval Coefficient	Level of Correlation
0.00- 0.20	Very Weak
0.20- 0.35	Weak
0.35- 0.65	Fair
0.66 -0.85	Strong
0.86- 1.00	Very Strong

Source: Creswell (2012, p 347)

Creswell (2012, pp. 339-341) shows that there are two kinds of correlational study: explanatory and prediction design. The explanatory design is a correlational design in which the researcher is interested in the extent of two variables or more where changes in one variable is reflected in changes in the other. The characteristics of this design are that the researchers correlate two or more variables, collect data at one point in time, analyze all participants as a single group, obtain at least two scores for each individual in the group—one for each variable, report the use of the correlation statistical test in the data analysis, and make interpretations or draw conclusions from the statistical test results. The prediction design is useful to help anticipate future behavior which the researcher seeks outcomes by using certain variables as predictors. For this study, only one design is explanatory design used to research.

In addition, the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Fraenkel, Wallen & Hyun, 2012, p. 338).

2.2 Personality

2.2.1 The Definition of Personality

Many experts have tried to define “personality” and to find that word for an individual. Generally, in the world of psychology, personality is the scientific study of the whole person about many things: perception and attention, cognition and memory, and neurons and brain circuitry which the people try to understand individual and construct a credible account of human individuality scientifically (McAdams, 2006, p. 2). It means that personality is shaped from the personal’s act considered by the people who can appreciate, be impressed, memorize, and establish an incident.

Based on Latin word, personality is *persona* which meant a mask that is describing the behavior, character, or temperament of the actors in a play. Indeed, personality may be the mask what people wear when facing onto the outside world, as personality impresses others. Absolutely, personality is an enduring and unique cluster of characteristics that may change in response to different situations (Schultz and Schultz, 2009, pp. 8-9). Personality assumes that everyone is characterized differently by a unique and unchanging pattern of traits, dispositions or temperaments basically (Sharp, 2008 p. 18). McAdams and Pals (2006, p. 212) define, personality is an individual’s unique variation

on the general evolutionary design for human nature expressed as a developing pattern of dispositional traits, characteristic adaptations, and integrative life stories, complexly and differentially situated in culture. Ahmetoglu & Chamorro-Premuzic (2013, p. 4) define personality as a core determinant of individual differences in everyday behaviors which affects individual's educational and occupational success, health, material status and relationship satisfaction, and even eating and sleeping preferences. In short, personality is a unique mask of an individual which has the component of traits, including attitude, behavior, character, temperament, feeling, action, and response as an interaction with another.

2.2.2. Personality Traits Theory

Basically, Schultz and Schultz's Theories of Personality (2009) revealed some approaches in personality, particularly trait approach.

A trait is a distinguishing personal characteristic or quality used to describe the personality of people we know and a growing-body is influenced by inherited biological factors being a significant genetic component to personality (p. 239-240). Gordon Allport means that traits are the consistent and enduring ways of reacting to our environment (p. 242). Raymond Cattell defined traits as the mental elements of the personality. Only when people know someone's traits can we predict how person will behave in a given situation. Cattell also defines traits as the relatively permanent reaction tendencies which are the basic structural units of personality (p. 266). Han

Eysenck (1963) agrees with Cattell that personality is composed of traits or factors obtained by the factor-analytic method (p. 278).

After the contemporary work, Robert McCrae and Paul Costa begin on an extensive research program that identifies five domains called Big Five factors. These factors are neuroticism, extraversion, openness, agreeableness, and conscientiousness. There is a similarity between the extraversion and neuroticism factors of McCrae and Costa and the extraversion and neuroticism dimensions of Eysenck. Further, agreeableness and conscientiousness may represent the low end of Eysenck's psychoticism dimension (impulse control). Openness shows a high positive correlation with intelligence. Similarly, agreeableness also correlates with Adler's concept of social interest. Studies of twins have found that neuroticism, extraversion, openness, and conscientiousness show a stronger hereditary component, while agreeableness was found to have a stronger environmental component (p. 283).

One of the most influential scientists to apply empirical procedures to the task of constructing personality taxonomy was Raymond B. Cattell who began with a perusal of English personality-descriptive terms (Goldberg, 1990, p. 1216). In another word, Cattell is the first intellectualistic expert of five factor models of personality traits.

Big-five approach started in the 1960s but developed more in the 1980s, 1990s, & 2000s (Khurshid, 2011, p. 81). Goldberg (1992, p. 26) explains that the Big-Five factor representation is discovered by Tupes and Christal (1961). Big-five personality has emerged from lexical analyses of trait

terms researched by the personality experts who are Norman (1963); Lew Goldberg (1981, 1990); Robert McCrae and Paul Costa (1985) and has been supported by some researchers in various languages (Ostendorf and Angleitner, 1994, p. 45; & John&Srivastava, 1999, p. 7).

Ahmetoglu and Chamorro-Premuzic (2013, pp. 19-20) define trait, people commonly describe others and themselves by using words that reflect specific personal attributes. A trait is a consistent pattern in the way a person behaves, thinks, or feels. A person may change several schools, make new friends, move to a different city or country, marry, divorce, and so on and yet people will still be able to tell who he/she really is, and they will be able to tell when the person is acting uncharacteristically. Therefore, this consistency is found in a person's personality laying the foundations to trait theory.

Matthews, Deary, and Whiteman (2003, p. 3) assume that personality traits have two key assumptions of everyday concepts. First, traits are stable over time. Most people will accept that an individual's behavior naturally varies somewhat from occasion to occasion, but would maintain that there is a core of consistency which defines the individual's true nature; the unchangeable spots of leopard. Specifically, people might expect a student notes as a worrier to be unusually disturbed and worried in several different contexts such as examinations, social occasions, and group discussions. Second, this concept is believed that trait directly influences behavior, for example, if a person spontaneously breaks into cheerful song, people might explain the behavior by saying that he/she has a happy disposition.

Absolutely, personality traits represent variations in basic human ways of acting and experiencing. That structure might be attributed to the specieswide biological bases of traits or represent a purely psychological consequence of the shared human's experiences of living in groups (McCrae and Costa, 1997, p. 509).

2.2.3. Big Five Dimensions

Big Five is either named Five-Factor Model (FFM) or OCEAN (Openness, Conscientiousness, Extrovert, Agreeableness, and Neuroticism) Taxonomy. According to McAdams and Pals (2006, p. 204), the Big Five organizes broad individual differences in social and emotional life into five factor-analytically-derived categories labeled extraversion (vs. introversion), neuroticism, conscientiousness, agreeableness, and openness to experience (intellect/imagination).

Soto & Jackson (2013, p.1) state that many personality psychologists agree that five domains capture the most important basis of individual differences in personality traits and many alternative trait models can be conceptualized in terms of the Big Five structure. McCrae & John (1992, p. 177) state Big-Five or FFM could provide a common language for psychologists from different traditions, a basic phenomenon for personality theorists to explain, a natural framework for organizing research, and a guide to the comprehensive assessment of individuals that should be value to educational, industrial /o rganizational, and clinical psychologists.

According to Wehrli (2008, pp. 5-6); Ibrahimoglu, Unaldi, Samancioglu, & Baglibel (2013, pp. 94-95); Gerber, Huber, Doherty, Dowling, & Panagopoulos (2011, pp. 10-12); and John, Nauman, & Soto (2008, p. 120), there are five domains which have been defined and identified:

1. Extraversion

Extraversion refers to an individual's tendency 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 easily and to engage in more social interactions and material world. In contrast, individuals with low levels of extroversion tend to be an introvert that is reserved, serious, timid, quiet, solitude, prefer to be alone and stay within close circles.

2. Agreeableness

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

3. *Neuroticism*

Neuroticism refers to the individuals display the negative effects and emotions like feeling regret, anxiety, anger, sadness, stressed, hatred, mistrust, nervous, embarrassment, depression, fear, irritability, guilt and laziness. Truly neuroticism is assumed to be negatively associated with social relationships in order to be comfortable, confident, and patient into the life.

4. *Openness to Experience (Intellect/Imagination)*

Openness to experience may have the strongest influence on social and interpersonal phenomena. Openness is characterized by greater breadth and depth of thinking and enjoying new information and ideas. Openness measures the propensity of individuals to display as scientific and artistic creativity, divergent thinking, complexity, imagination, curiosity, self-reflection, adventurousness, originality, sophistication, and open-mindedness. In contrast, low openness scores indicate people who are practical, traditional, conservative, regarded as uncaring and down-to-earth.

5. *Conscientiousness*

Conscientiousness refers that an individual is dependable, careful, discipline, responsible, organized, and related to hard work, success-orientation, tenacity, and mindfulness. It is also determined, ambitious, and associated with performance in the workplace and the context of education and learning. Conscientious students have been found to have more frequent contact with family members. Conscientiousness describes socially prescribed by impulse control facilitating to the goal-directed behavior such as thinking

before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks.

2.2.4. Characteristics of Big Five Personality Traits

John, Nauman, & Soto (2008, p. 120) explain that a 50-item of Goldberg's IPIP test is excellent for instructional purposes. Explicated and defined too of the OCEAN of Personality are the Big Five domains which compare individuals on a given characteristic in opposite called a bipolar trait between getting high and low score.

High Pole	Traits Scales	Low Pole
Poorer coping and reactions to illness, experience of burnout and job changes	<p style="text-align: center;"><u>NEUROTICISM</u></p> <p>Conceptual definition: Contrasts emotional stability and even-temperedness with negative emotionality, such as feeling anxious, nervous, sad, and tense.</p> <p>Behavioral Examples: Accept the good and bad in my life without complaining or bragging (-), get upset when somebody is angry (+); and take it easy and relax (-).</p>	Feeling committed to work organizations, and greater relationship satisfaction.
Social status in groups and leadership positions, selection as jury foreperson,	<p style="text-align: center;"><u>EXTRAVERSION</u></p> <p>Conceptual definition: Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive</p>	Poorer relationships with parents, and rejection by peers.

<p>positive emotion expression, number of friends and sex partners.</p>	<p>emotionality.</p> <p>Behavioral Examples:</p> <p>Approach strangers at a party and introduce myself (+); take the lead in organizing a project (+); keep quiet when I disagree with others (-).</p>	
<p>Years of education completed, better performance on creativity tests, success in artistic jobs, create distinctive-looking work, and home environments.</p>	<p><u>OPENNESS TO EXPERIENCE</u></p> <p>Conceptual definition:</p> <p>Describes the breadth, depth, originality, and complexity of an individual's mental and experiential life.</p> <p>Behavioral Examples:</p> <p>Take the time to learn something simply for the joy of learning (+); watch documentaries or educational TV (+); come up with novel setups for the living space (+); and look for stimulating activities that break up my routine (+).</p>	<p>Conservative attitudes and political party preferences.</p>
<p>Better performance in work groups.</p>	<p><u>AGREEABLENESS</u></p> <p>Conceptual definition:</p> <p>Contrasts a prosocial and communal orientation toward others with antagonism, includes traits such as altruism, tender-mindedness, trust, and modesty.</p> <p>Behavioral Examples:</p> <p>Emphasize the good qualities of other people when I talk about others (+);</p>	<p>Risk for cardiovascular disease, juvenile delinquency, and interpersonal problems.</p>

	lend things to people I know (+); and consoles a friend who is upset (+).	
Higher academic grade-point averages, better job performance, adherence to their treatment regimens, and longer lives.	<p style="text-align: center;"><u>CONSCIENTIOUSNESS</u></p> <p style="text-align: center;">Conceptual definition:</p> <p>Describes <i>socially prescribed impulse control</i> that facilitates task- and goal-directed behavior such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks.</p> <p style="text-align: center;">Behavioral Examples:</p> <p>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 (-).</p>	Smoking, substance abuse, and poor diet and exercise habits, attention-deficit/hyperactivity disorder (ADHD).

Source :John, Naumann, & Soto (2008, p. 120)

2.3. English Achievement

English is either a second or a foreign language. Language requires skills such as listening, speaking, reading, and writing in intercommunication. Listening and reading are input competence, and speaking and writing are output competence (Ali, 2012, p. 1). However, English is language learning expected that the students can acquire to the learning achievement.

Achievement generally refers to the good result from learning. Achievement is a thing done successfully with skill and effort reached through

long process (Sumardi&Juhridin, 2013, p. 62). Absolutely, those who will achieve the performance have totally understood from what can be learnt. In Al Qur'an verse 43 of SurahAl Ankabut that:

وَتِلْكَ الْأَمْثَلُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا
الْعَاقِلُونَ ﴿٤٣﴾

“And these parables that we set for the mankind, but only those who have knowledge will understand them”

The verse above reflects that everyone will have understood from the learning. It means that the achievement of learning will be raised by the knowledge person whom has been taught well.

In learning achievement, the school which is a formal education institution organized a teaching learning process can influence learning outcomes that how to increase the student in grasping their achievement as highly as possible in the last process is evaluation. The result of the English is a very importance in teaching-learning process. Meanwhile, English teaching learning process is focused on four language skills which the students' ability will be increased (Sumardi&Juhridin, 2013, p. 62). It can be concluded that the students' English achievement is the English scores that students get what the learning activities at the school are.

English Achievement has strong relation with academic success or academic achievement. English achievement is under the term of academic achievement. Certainly, the students' English achievement is assessed by students' score of the test. Nevertheless, having good English achievement is

not easy for many students. They need to have good score in four abilities of English and positive attitude toward English. Lewelling (1991, p.3) has stated students who had more positive attitude toward learning English have been achieved better in school. However, the positive attitude will be influenced by several factors.

2.4. The Relationship between Personality Traits and English Achievement

Basically the success in school demands three clusters of skills; the cognitive and meta cognitive skill relate to the goal setting, progress monitoring, and memory skills, whereas social skill refers to interpersonal, social problem solving, listening, and teamwork skills. In addition, the self-management skill relates to managing attention, motivation, and anger in ensuring a success (Dzul kifli & Alias, 2008, p. 223). Therefore, many factors have influenced to the students' achievement. One of factors exhibiting during the learning and teaching process and attaining for the educational goal is personality traits.

Personality traits are one good way of other personalities commonly. Big five personality traits can measure attitude, emotional, and behaviour from another person. Big-five personality predicts academic achievement (Bjurgberg, 2014, p. 5). It will affect to people to be successful in the achievement.

Ali and Bano (2012, pp. 260-261) reveal that personality traits have influenced to reading skill and another ability of language learning. All traits have the positive correlations on the learners, except neuroticism. The extrovert

students learn to express themselves through words, both written and spoken. They bring same characteristic in their language learning, purposely seeking out individuals to practice with their new found language abilities and tend to find wider interactions with people that can help them speak in the target of language. Actually they are poor listeners because they focus on socializing and generally have problems in concentration but good readers and speakers. The agreeable students enable individuals to cope with problems associated with everyday living and tend to have good interpersonal relationships. This indicates that they are better readers than writers. The conscientious students are related high to be successful to academic performance and cover to accomplish something being organized, systematic, efficient, practical, steady, and full concentric. Besides, the neurotic students having the score high on test are more likely than the average to experience such feelings as anxiety, anger, guilt, and depression scored low on the test and who are highly anxious perform worse than the students who are calm and stable emotion in doing almost all the tasks on their performance. For variety and intellectual curiosity, the open students are believed that individuals who are open to experience and to learn different languages with the mastery through their active imagination and inner feelings. They are also open to read new books, another available reading material, vocabulary, general knowledge, different culture and lifestyle. People who are highly open to experience tend to be politically liberal and tolerant of the diversity having every new idea, being eager to learn new things,

reading a lot, and willingly learning languages as they want to explore the variety of things.

Ali and Bano (2012, p. 262) clarify that the students from well-educated and broad-minded families actually tend to have better developed personalities. They are more confident, satisfied and independent. They will take an interest in learning languages as well. In general, family is the first institution where children get their training and learning a lot. However, they learn remains throughout their life that they come from different educational and socioeconomic backgrounds and families. It effects on their learning in later periods as well. Nowadays achieving the goal of learning in the academic, the teachers need to consider when they teach second language learners. They should not only be concerned about the curriculum content but also about learners' personality. Teachers are aware that personality differences could possibly construct learning environments that take advantage of students' individual strengths. Because the knowledge and awareness of personality type on the students will allow the development of natural strengths and predispositions that aid in the recognition of individual differences and improve teacher-student understanding. Sepehril, Rakshani, Keshavarz, & Kiani (in press, p. 1) emphasize, understanding personality is also helpful for appreciating that learners are different, everyone has values, special strengths and qualities, and everyone should be treated with care and respect.

From the explanation above, in detail, students who hold good thoughts about themselves and their abilities have a big chance to succeed.

2.5. Previous Related Studies

There are ten previous studies which are related to this study. The first study is entitled “*The Correlation among Students’ Personality, Language Learning Strategies, and Their English Proficiency of Computer Science Faculty of Sriwijaya University*” written by Margareta in 2012. She discussed whether there was or not a significant correlation between students’ personality and language learning strategies on English proficiency. The result showed that between students’ personality and language learning strategies had a significant correlation with the students’ English proficiency.

The second study is entitled “*The Correlation between the Personality Style and Reading Comprehension Achievement of the Fifth Semester Students of English Education Study Program Sriwijaya University*” written by Aprianis in 2008. The objective of this study was to find a correlation between two variables. The result found that there was a significant correlation.

The third study is entitled “*Personality in English Language Proficiency and Achievement*” researched by Zabihi (2011). The objectives of this study were to find out any significant relationship and best predictor between personality and English language proficiency and significant relationship between personality and English achievement of EFL learners. He found out that there was a significant correlation between learners’ English language and extraversion, openness to experience, agreeableness, and conscientiousness. However, neuroticism did not correlate significantly with

English proficiency negatively. Openness was predictive of higher proficiency scores and extraversion and neuroticism were the best predictors of lower proficiency scores. They found out significant correlations between learners' achievement and neuroticism, extraversion, and conscientiousness. However, openness to experience and agreeableness were not related significantly to achievement scores. Conscientiousness was the best predictor of higher achievement scores.

The fourth study conducted by Ali and Bano (2012), "*Personality Types and Reading: A Correlational Study*". The study is to find a correlation between each of personality traits and reading skill. There were low significant correlations between extraversion and reading skill and openness and reading skill. There were low correlations between agreeableness and reading skills and conscientiousness and reading skill. There was a negative correlation between neuroticism and reading skill.

The fifth study is entitled "*The Relationship Personality Traits and Metacognitive Listening Strategies among EFL Learners*" researched by Ghaemi and Sabokouh (2015). The objective of this study was to find out a significant relationship personality traits and metacognitive listening strategies. They found out that extraversion, openness, and conscientiousness were significantly correlated to the overall strategy use. Meanwhile, neuroticism and agreeableness were not significantly correlated to the overall strategy use.

The sixth study is entitled "*Acquisition of Language Skills and Personality Types: A Correlational Study*" researched by Ali (2012). The

objective of this study was to find out any significant correlation between each type of personality and each skill of English of students and teachers of a Public Sector Engineering University. There were low significant correlations between extraversion and reading, speaking and listening skill and no significant correlation between extraversion and writing skill. There were significant correlations between agreeableness and reading, speaking, and listening skill, and weak correlation between agreeableness and writing skill. There were low significant correlation between conscientiousness and reading skill, negative correlation between conscientiousness and speaking skill, and weak correlations between conscientiousness and writing and listening skill. There were negative correlations between neuroticism and all skills. There were low significant correlations between openness and reading, writing, and listening skill, and a significant correlation between openness and speaking skill.

The seventh study is entitled "*The Correlation among Personality Types, Reading Habits, and Cross Cultural Understanding of Undergraduate EFL Students of Sriwijaya University*" written by Shahab in 2016. There were some objectives of the study that was to find a correlation between each of students' personality types and cross-cultural understanding and to know a correlation between three variables. The result of this study was no significant correlation between each of the personality traits and cross-cultural understanding and there was no significant correlation between the students' personality traits, cross-cultural understanding and reading habits.

The eighth study is entitled “*Relationship between Students’ Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan*” researched by Ghazi, Shahzada, and Ullah in 2013. The objective of this study was to find a correlation between each of personality traits and all academic achievements. They found out that conscientiousness and agreeableness were high in secondary school students, while extroversion, neuroticism and openness to experience were low in secondary school students. There was not a significant relationship found between the students’ personality traits and their overall academic achievement.

The ninth study is entitled “*Relationship Between Self Concepts And Personality And Students’ Academic Performance in Selected Secondary Schools*” researched by Yahaya, Ramli, Boon, Ghafar, and Zakaria (2009). The objective of this study was to identify a significant relationship between types of personality, based on extraversion scale and neurotic scale, with the students’ academic achievement. They found out that there was no significant correlation between extraversion and academic achievement. There was no significant correlation between neurotic and academic achievement. They also found out there was no significant correlation between the personality types as a whole with the students’ academic achievement.

The last study is entitled “*The Correlation between Extrovert and Introvert Personality of the First Semester Students of English Education Study Program of Sriwijaya University and Their English Proficiency*” written by Pareudi in 2012. The objective of study was to find out a correlation between

personality extrovert-introvert and English proficiency and to find a correlation between each of personality trait and their English proficiency. The result of this study, after combined the relation between all of students' extrovert and introvert personality and their English proficiency was no significant correlation.

Based on the previous related studies above, it can be concluded that there are some similarities and differences between ten previous studies and the researcher's present study. The similarities between those previous studies and the researcher's present study is correlation study. Meanwhile, the differences are on the correlated variables, result, population and sample.

2.6.Hypotheses

The hypotheses of this study are proposed in the forms of null and research hypotheses below:

1. H_0 : There is no correlation between personality traits and their English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.
 H_a : There is a correlation between personality traits and their English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.
2. H_0 : Personality traits do not influence to English achievement of the eleventh grade students of SMA Muhammadiyah 1 Palembang.
 H_a : Personality traits influence to English achievement of the eleventh

grade students of SMA Muhammadiyah 1 Palembang.

2.7. Criteria for testing hypotheses

To test hypotheses above, the researcher uses these criteria:

1. If *p-value* is higher than 0.05 ($p > 0.05$), H_0 is accepted and H_a is rejected.
2. If *p-value* is less than 0.05 ($p < 0.05$), H_0 is rejected and H_a is accepted.

CHAPTER III

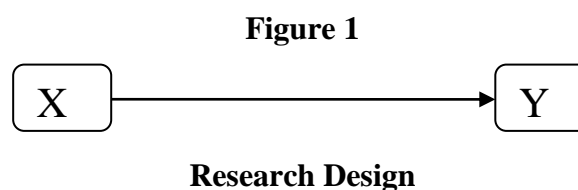
METHODS AND PROCEDURES

This chapter presents: (1) research design, (2) variables of research, (3) operational definitions, (4) population and sample, (5) techniques for collecting data, and (6) techniques for analyzing data.

3.1 Research Design

In conducting this study, correlational research was used. There were two variables related each other. The x variable was personality traits and the y variable was English achievement. This study was distributed to SMA Muhammadiyah 1 Palembang. The students' personality traits were identified by using questionnaire and the students' English achievement was identified by using TOEFL Junior test. The researcher found the correlation among variables through SPSS. The influence between the variables were calculated through SPSS by regression analysis. The last, explanation and interpretation of those results were discussed.

The following is the research design:



X : Personality Traits

Y : Students' English Achievement

3.2. Research Variables

According to Fraenkel et al. (2012, p. 77), variable is a concept or anoun that stands for variation within a class of objects. Fraenkel et al. (2012, p. 80) explained a common and useful way to think about variables is to classify them as *independent* or *dependent*. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In commonsense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study. Therefore, the independent variable is personality traits, while the dependent variable is students' English achievement.

3.3. Operational Definitions

The title of this research is The Correlation between Big Five Personality Traits and English Achievement of the Eleventh Grade Students of SMA Muhammadiyah 1. The terms requiring to be explained for avoiding the possibility of misinterpretation in the research are correlation, students' personality traits, and English achievement.

Personality Trait is the concept which is having the element of attitude, modes of thought, feeling, impulses, strivings, actions, responses of opportunity and modes of interacting with another person. Personality trait can be defined as a unique mask of an individual. In this research, the students' personality traits are one or more specific personality owned by each student. Whether the students tend to open the experience, to appear conscientious, to be extrovert, to possess agreeable interaction, or they tend to have positive neuroticism. To find out the students' personality, Goldberg's IPIP Big-five questionnaire was adapted and downloaded freely in ipip.co.org. used to the eleventh grade students.

English achievement is the result from learning process which is the score of students' English skills. It showed the outcome of students' ability. The achievement is taken from the TOEFL Junior Standard test. TOEFL assessment is specialized for measuring the degree which the students in middle school and lower levers of high school have attained the proficiency in the academic and social English-language skills representative of English-medium instructional environments.

3.4. Subject of the Study

3.4.1. Population

Johnson and Chrisensen (2012, p. 250) explain that population is a set of all elements that means the large group to which a researcher wants to generalize his or her sample results. In another word, population is a large

number of the research object which is going to be investigated in the research study.

The population of this study was all of the eleventh grade students in SMA Muhammadiyah 1 Palembang, There are 415 students of all classes of eleventh grade in SMA Muhammadiyah 1 Palembang in academic year 2016. Then, population of the research is presented in the following table.

Table 2

The Population of the Study

No	Class	Number of Students		
		Male	Female	Sum
1	XI MIPA OL	17	15	32
2	XI MIPA 1	14	18	32
3	XI MIPA 2	13	18	31
4	XI MIPA 3	14	18	32
5	XI MIPA 4	14	18	32
6	XI MIPA 5	12	20	32
7	XI MIPA 6	14	19	33
8	XI MIPA 7	10	20	30
9	XI IPS OL	12	19	31
10	XI IPS 1	14	19	33
11	XI IPS 2	12	21	33
12	XI IPS 3	12	20	32
13	XI IPS 4	13	19	32
Total		171	244	415

Source: SMA Muhammadiyah 1 Palembang academic year 2016/2017

3.4.2. Sample

A sample is a group of the target population for generalizing the target population. Frankel, et. al. (2012, p. 19) define that a sample in a research study is the group on which information is obtained. It means that sample is a part of population that would be investigated in the research of the study.

In this study, the sample was taken by using simple random sampling which each and every member of the population has an equal and independent chance of being selected. If the sample is large, this method is the best way yet devised to obtain a sample representative of the population of interest (Frankel, et. al., p. 92). In short, any individual had an equal probability and independent chance of being selected the sample randomly.

For this study, 25% students from each class were taken as the sample. The researcher chose this sample randomly by giving the chance for each student to follow in a test for being a sampling not discrimination. By using lottery the researcher realized the sampling. The student's number been elected of the paper which was become as sample in this study. The researcher took 7 or 8 students in each class. The total of the sample was 101 students for the study.

Table 3**The Sample of Study**

No	Classes	Number of Students	Sampling
		Sum	25%
1	XI MIPA OL	32	8
2	XI MIPA 1	32	8
3	XI MIPA 2	31	7
4	XI MIPA 3	32	8
5	XI MIPA 4	32	8
6	XI MIPA 5	32	8
7	XI MIPA 6	33	8
8	XI MIPA 7	30	7
9	XI IPS OL	31	7
10	XI IPS 1	33	8
11	XI IPS 2	33	8
12	XI IPS 3	32	8
13	XI IPS 4	32	8
Total		415	101

3.5. Data Collection

For collecting the data, this research required a questionnaire and a test.

3.5.1. IPIP Big-five Questionnaire

The researcher applied a ready-made questionnaire from Goldberg (1992) in *ipip.ori.org*. The questionnaire consisted of 50 items by using Likert-scale from very inaccurate to very accurate. The IPIP Bigfive questionnaire was categorized five types and; extraversion, agreeableness, conscientiousness, neuroticism, and openness. Each type had 10 items having positive and negative statements. The students responded in about 25-30 minutes. The

following table is Likert scale level of positive and negative keyed items on the inventory.

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, the items in each dimension have classified for easing to measure the inventory as follows:

Extraversion, the items are number 1, 11, 21, 31, and 46 consist of positive statements, while item numbers 6, 16, 26, 36, and 46 consist of negative statements. This factor shows energy and tendency to seek stimulation from sources outside the self or the community.

Agreeableness, the items are number 7, 17, 27, 37, 42, and 47 consist of positive statements, while item numbers 2, 12, 22, and 32 consist of negative statements. This factor reflects a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others.

Conscientiousness, the items are number 3, 13, 23, 33, 43, and 48 consist of positive statements, while item numbers 8, 18, 28, and 38 consist of negative statements. This factor shows person with score high has a tendency of self-discipline, hardworking, and aim for achievement.

Emotional Stability (Low Neuroticism), the items are number 9 and 19 consist of positive statements, while item numbers 4, 14, 24, 29, 34, 39,

44, and 49 consist of negative statements. Those who score high tend to be calm, emotionally stable and free from negative feeling. Factually, neuroticism shows the tendency to experience negative emotions such as anger, anxiety, vulnerability, and depression.

Openness, the items are number 5, 15, 25, 35, 40, 45, and 50 consist of positive statement, while item numbers 10, 20, and 30 consist of negative statements. It describes high appreciation for art, emotion, adventure, unusual ideas; imagination and curiosity. Open people are more aware of their feeling and very open minded.

3.5.2. English Achievement Test

In this study, TOEFL Junior was used to measure students' English achievement. TOEFL Junior had three sections: listening, structure, and reading. The overall questions were 126. TOEFL Junior was taken from Educational Testing Service (2012). The test was distributed to the sample. The time for administration of the test was two hours.

3.6. Data Instrument Analysis

In data instrument analysis, there are two steps which examined; validity and reliability test.

3.6.1. Validity of Questionnaire

The study used a ready-made questionnaire from IPIP Big-Five factors markers. The questionnaire was in IPIP website as a nexus connecting researchers from around the world for collaborative personality research. For

the translation, the researcher used content validity which was a common way to have someone who can be expected to render an intelligent judgment about the adequacy of the instrument. Therefore, the researcher consulted it to three validators from lectures in English Education in UIN Raden Fatah Palembang.

3.6.2. Reliability of IPIP Big-Five Factor and TOEFL Junior

In this study, Goldberg, Jhonson, Herbert, Hogan, Ashton, Cloninger, & Gough (2006) focused on International Personality Item Pool (IPIP) increasing rapidly as the growing popularity. In IPIP website, the researcher decided to not check the reliability of questionnaire.

Table 4

The Reliability of Big Five Questionnaire

Scales	Number of items	Item Coefficient Alpha
I. Extraversion	10	.87
II. Agreeableness	10	.82
III. Conscientiousness	10	.79
IV. Emotional Stability	10	.86
V. Intellect/Imagination	10	.84
Total/Mean	50	.84

Source: <http://ipip.ori.org/characteristicsofthepreliminaryipipscalesmeasuringthebig-fivedomains>

The reliability coefficients of the TOEFL Junior Standard did not need to be measured because each section was more than .70.

Table 5

Reliability of TOEFL Junior	
Reliability Estimates of the TOEFL Junior Standard Test Scores	
Listening Section	.87
Language Form & Meaning Section	.87
Reading Section	.89
Total	.95

Source: TOEFL Junior Handbook, 2015, p. 29

3.7. Data Analysis

In this study, the researcher had analyzed 3 parts: (1) instrument analysis, (2) prerequisite test, and (3) hypothesis testing.

3.7.1. Instrument Analysis

3.7.1.1. Analysis of Questionnaire

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

3.7.1.2. Analysis of TOEFL Junior Test

The students' overall section in English test would be scored by calculating correct answers. The correct answer was scored 1 and the incorrect

answer 0. Since there were 42 items of each part, so the overall section was 126 questions. There were 100 points of the highest score. The result of students' English achievement was taken from the numbers of the right answer divide to the total number of the test times 100. After the score of TOEFL Junior Test had been already obtained, the percentage range and qualifications as students' interval score from administration of SMA Muhammadiyah 1 Palembang were used.

3.7. 2.Prerequisite Analysis

In this study, (1) normality and (2)linearity test were analyzed.

3.7.2.1. Normality Test

In this study, normality test was used from the collected data of IPIP Bigfive and TOEFL Junior. In the analysis, the writer used I-sample kolmogorov-smirnovfor the normality test. The data is categorized normal if p-outputis higher than 0.05.

3.7.2.2. Linearity test

Linearity test was used to see the data from tests whether it was linear or notby using One-way Anova. The result is categorized if p-outputishigher than 0.05.

3.7.3. Hypothesis Testing

In analyzing the data, the hypothesis of the research had been analyzed from measuring two problems of this study: (1) measuring significance correlation, and (2) measuring significance influence.

3.7.3.1. Measuring Significance Correlation

The researcher used Pearson - product Moment Correlation Coefficient to find out the correlation between students' personality traits and their English achievement which was examined by the Statistical Package for Social and Science 19 (SPSS) computer program. The correlation was found out whether *r-obtained* was higher than *r-table* and *p-value* (sig2-tailed) is lower than 0.05.

3.7.3.2. Measuring Significance Influence

In order to know the influence of personality traits to English achievement, simple regression analysis (stepwise method) of SPSS 19 was applied to the study. The analysis was showed by calculating the score of the students' personality traits and English achievement.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

This chapter presents: (1) research finding, (2) statistical analyses, and (3) interpretations.

4.1 Research Findings

There were three kinds of research findings in this study: (1) instrument analysis, (2) pre-requisite analysis, and (3) hypotheses testing analysis

4.1.1. Instrument Analysis

There are two instruments that the researcher had analyzed. There are the result of questionnaire and the result of TOEFL Junior.

4.1.1.1. The Result of Questionnaire

The total sample in the eleventh grade students of SMA Muhammadiyah 1 Palembang was 101 students and all of them participated in this study. The questionnaire IPIP made use of the 50-item version consisting of 10 items for each of Big Five personality factors; Extraversion, Agreeableness, Conscientiousness, Emotional Stability and Openness to Experience.

The result of personality questionnaire showed that majority of the students had an agreeableness personality 37% (41). Others were categorized in 12% extraversion (13), 23% conscientiousness (26), 9% emotional stability (10), and 19% openness (21).

Table 6

Distribution of Students' Personality Traits

No.	Personality Traits	Frequency	Percentage
1.	Extraversion	13	12%
2	Agreeableness	41	37%
3	Conscientiousness	26	23%
4	Emotional Stability	10	9%
5.	Openness to Experience	22	19%
	Total	112	100%

As additional information, if someone is categorized into a certain type of personality, it does not mean that s/he does not have the characteristics of other types of personality. It merely means that s/he has dominant characteristics on that certain type of personality. However there are two or more dominants of personality traits. In this study, there were 9 samples having 2 dominant personality types and 1 sample having 3 dominant types, so each of them was included in both dominant personality traits. Consequently, the total was 112, as we can see in table 6 above.

The descriptive statistical analysis of 50-item IPIP for the participants is show below. The highest score is 207 and lowest score is 128. The mean of personality traits' score participant is 160.62 and the standard deviation is 14.108.

Table 7

Descriptive Analysis of Personality Traits
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
IPIPQUESTIONNAIRE	101	128	207	160.62	14.108
Valid N (listwise)	101				

4.1.1.2. Result of Students' English Achievement

TOEFL Junior standard test with listening, language form and reading sections was used as measured of students' English achievement. It consisted of 126 questions in 3 sections and distributed in 120 minutes.

The descriptive statistical analysis of English achievement for the participant is shown in table 6. The higher score is 94, and the lower score is 25. The mean of TOEFL Junior score for the participants is 57.38, and the standard deviation is 14.478. This means scores indicate the level of English achievement of participants is good.

Table 8

Descriptive Analysis of English Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TOEFL	101	25	94	57.38	14.478
Valid N (listwise)	101				

For each category, not all of 101 students had very good English achievement in the category. The distributions are presented in the following table:

Table 9**Distribution of Students English Achievement**

No	Score Interval	Frequency	Category	Percentage
1	0- 65	63	Poor	62,4%
2	66- 76	30	Average	29,7%
3	77-88	6	Good	5,9%
4	89-100	2	Very Good	2,0%

In the table 9, there are four English achievement categories. 63 students get poor English achievement, 30 students had average in English achievement, 6 students were good in English achievement, and only 2 students had very good English achievement. From the distribution above, it was found that “poor” was the most frequent level of students’ English achievement (62,4%).

4.1.2. Prerequisite Analysis**4.1.2.1. The Result of Normality Test**

The data are interpreted normal if $p > 0.05$. If $p < 0.05$, it means the data are not normal. *One-Sample Kolmogorov-Smirnov* test was used to see the normality of the instrument. The result of normality test shown in table 11 indicated that the data from each variable were all normal since the p-values .128 for personality traits and .530 for English achievement were higher than 0.05.

Table 10**Normality Test****One-Sample Kolmogorov-Smirnov Test**

		TOEFL	IPIPBigfiveQuestionnaire
N		101	101
Normal Parameters ^{a,b}	Mean	57.38	161.18
	Std. Deviation	14.478	13.233
Most Extreme Differences	Absolute	.117	.080
	Positive	.070	.080
	Negative	-.117	-.053
Kolmogorov-Smirnov Z		1.172	.809
Asymp. Sig. (2-tailed)		.128	.530

a. Test distribution is Normal.

b. Calculated from data.

4.1.2.2. The Result of Linearity Test

For linearity test, deviation of linearity was obtained. The result showed that, the deviation from linearity between personality traits and English achievement was .451. It was higher than 0.05 that was linear.

Table 11**Linearity Test****ANOVA Table**

			Sum of Squares	Df	Mean Square	F	Sig.
TOEFL *	Between	(Combined)	9574.324	45	212.763	1.028	.458
IPIPBigfiveQu	Groups	Linearity	162.956	1	162.956	.787	.379
estionnaire		Deviation from Linearity	9411.368	44	213.895	1.033	.451
	Within Groups		11387.379	55	207.043		
	Total		20961.703	100			

4.1.3. Hypothesis Testing Analyses

4.1.3.1. Result of Hypotheses Testing in Measuring Correlation between Students' Personality Traits and Their English Achievement

Based on the Person Product Moment Correlation Coefficients, the result indicated that there is no significant correlation between personality traits and English achievement which the r obtained .088 was lower than r table .1956 (.088 < .1956). Then the level of probably (p) significance sig 2 tailed was .381 that was higher than 0.05 (.381 > 0.05). Therefore, there was no significant correlation between personality traits and their English achievement. It means that H_0 is accepted and H_a is rejected. The researcher did not analyze the next problem of this study.

Table 12

Result of Hypotheses Testing in Measuring Correlation between Personality Traits and English Achievement

Correlations

		IPIP Big Five Questionnaire	TOEFL
IPIP Big Five Questionnaire	Pearson Correlation	1	.088
	Sig. (2-tailed)		.381
	N	101	101
TOEFL	Pearson Correlation	.088	1
	Sig. (2-tailed)	.381	
	N	101	101

4.1.3.2. Result of Hypotheses Testing in Measuring Influence Students' Personality Traits and to their English Achievement

Based on the result before, there was no significant correlation between two variables, so the researcher did not analyze this problem.

4.2. Interpretation

Table 4, the distribution of the result of personality traits, also showed that 37% (41) of the students were dominant for agreeableness. 10 students had two or more types of personality traits. Most students agreed that they did not get stressed easily, they were relaxed most of the time, they seldom felt sad, they did not get depression and they did not have interpersonal problems. In short, most of students felt flexible, helpful, sympathetic, warm, kind, courteous, and appreciate with either people around them or their lives. McCrae and John (1992, pp. 195-196) state that agreeableness and extraversion generally define interpersonal circumplex. Agreeableness appears the humane aspects of humanity such as altruism, nurturance, and emotional support. It is in line with the study conducted by Shahab (2016) in which most students got high scores in Agreeableness. Meanwhile, the conscientious students felt responsible, disciple, careful, organized, mindful, and related to hardworking, success-orientation, and tenacity. The open students felt creative, curios, imaginative, reflective, and adventurous. The extrovert students felt active, energetic, talkative, cheerful, and comfortable. The stable emotional students felt patient, confident, and respectable on emotion. Therefore, some students displayed and brought out their personality traits to the society and others focused on the achievement.

According the result of the students' English Achievement, table 7 showed that most 62,4% students who got poor score. There were 29,7% of

students who got average score. There were 5,9% of students who got good and 2,0% students were very good. From the result, the writer believed that fewer students had a little willingness to improve their ability in English. The similar study conducted by Ismayani (2007) to 125 of 241 students of SMAN 14 Palembang found that 78 (62,4%) students got low level in English. For this case, the students of SMA Muhammadiyah 1 Palembang showed they got some factors in achieving the result of English.

Based on the analyses of the questionnaire and English test scores, table 11 revealed that personality traits and English achievement had no significant correlation of the eleventh grade students of SMA Muhammadiyah 1 Palembang. That was why the writer did not analyze the second problem of study. In the same line, Shahab (2016) showed that there was no significant correlation between the students' personality types, reading habit, and cross-cultural understanding. Shahab indicated that the students only started learning for their academic rule as the purpose of learning achievement. Ghazi, Shahzada, and Ullah (2013) also found that there was no significant correlation between the students' personality traits and their academic achievement. Pareudi (2012) found there was no significant correlation between personality and English proficiency. Yahaya, Ramli, Boon, Ghafar, and Zakaria (2009) had found that self-concepts and personality and academic performance were not correlated significantly. In contrast, some researchers are like Margareta (2012), Ali and Bano (2012), and Aprianis (2008) found significant correlation between personality and other variables. Meanwhile, other previous related

studies showed the differential significant correlations of each type of personality traits and English.

In this study, the writer focused on the students' personality traits and their English achievement had no significant correlation. It was caused that some factors in each side of variables happened. When joining the test, the students appeared more serious to achieve, controlled their emotion, and focus on the test. Most of the students brought out more to the social than to the achievement of English which showed the interpersonal circumplex to interact. However, some students had more than one type which they were not aware to establish the self in adapting the successful achievement.

The students considered that the questions of each section were complicated, so some factors had been the reason for the students when joining the test. Lamb (2002, pp. 36-37) states that in Indonesia junior and senior high schools, the students learn English lessons which are only four hours per week, take place in resourced classes poorly of 40 students or more, and taught by a teacher having the limited own L2 competence. It can be meant that the adolescents students have some factors either inside or outside which affect to their language learning achievement. Susanto (2016, p. 135) proves that the low success in achieving competence in English for the foreign language learner is caused by the atmosphere and use of learning English is very limited. Dzulkifli and Alias (2012, p. 223) emphasizes, the low achievers may easily become distracted of the more emotional levels. Admittedly, the failure of students in both internal and external examinations can be attributed to a number of factors

which include teacher factors (low qualification, lack of experience, poor salaries and allowances, and poor supervision), organizational climate (open and close), student factors (poor ability of students, under age, unwillingness to learn, bad peer groups influenceamongothers) (Ampofo & Osei-Owusu, 2015, p. 34).According to Eyong, David, and Umoh(2014, p. 12), factors such as intelligence, self-concept, gender, study habit, maturation, home background and amongst othershave been extensively explored as being responsible related in achieving the success of English., especially in secondary school. From those statements, the writer considered that the eleventh grade students had other factors internal and external caused that 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, personality traits and English achievement were not associated.The result of this study showed that the eleventh grade students of SMA Muhammadiyah 1 Palembang sometimes used the personality traits at all-time into the life and environmentwhich were the most dominant factors. Furthermore, personality traits can be also applicable for either academic or specific achievement, students' motivation, or another variable.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusions, and (2) suggestions.

5.1 Conclusions

After the research was conducted at the eleventh grade students of SMA Muhammadiyah 1 Palembang, the major findings were summarized as follows.

First, according to the result of IPIP Bigfive Questionnaire, the most type of eleventh grade students' personality traits was agreeableness. Then, the result of the students' English achievement indicated that their TOEFL Junior score belonged to the poor result.

Second, based on the result of Pearson Product Moment Correlations between personality traits and English achievement, it classified the correlation was insignificant correlation. The research's result can be interpreted that there are some factors in each side of the variables. It is caused that the students' personality traits show to the social more than to the achievement. Consequently the students got difficulties in each section and answered easily. It means that this research failed in investigating the correlation between personality traits and English achievement of the eleventh grade students of

SMA Muhammadiyah 1 Palembang. Other factors 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.

5.2 Suggestions

Based on the previous conclusions about the findings of this study, the researcher would like to suggest to the students, parents, teachers, and other researchers.

The students need to hold their strengths of personality traits and increase their weaknesses in getting their academic 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 individual's personality traits as potentials into the academic success. The parents also can encourage their children into the success in which caring them to achieve the result expectedly in academic. In addition, other researchers can conduct the research by using personality traits to the other variables or conduct the same variables to the different sample to get the better result.

REFERENCES

- Abolmaali, K., Rashedi, M., & Ajilchi, B. (2014). Explanation of academic achievement based on personality characteristics psycho-social climate of the classroom and students' academic engagement in mathematics. *Open Journal of Applied Sciences*, 4, 225-233. Retrieved from <http://dx.doi.org/10.4236/ojapps.2014.45022>
- Ahmetoglu, G., & Chamorro-Premuzic, T. (2013). *Personality 101*. New York, NY: Springer Publishing Company.
- Alsayed, M. (2003). Factors that contribute to success in learning English as a foreign language. *Damascus University Journal*, 19(1+2), 21-44. Damascus University, Syria.
- Ampofo, E. T. & Osei-Owusu, B. (2015). Determinants of academic performance among senior high school (shs) students in the ashanti mampong municipality of Ghana. *European Journal of Research and Reflection in Educational Sciences*, 3(3), 33-48. Ghana, West-Africa.
- Aprianis, K. A. (2008). *The correlation between the personality style and reading comprehension achievement of the fifth semester students of English education study program* (Undergraduate's Thesis). Sriwijaya University, Inderalaya, Indonesia.
- Ali, D. A. (2012). Acquisition of language skills and personality types: A correlational study. *Ma'arif Research Journal*, 1-18. Retrieved from <http://mrjpk.com/wp-content/uploads/Issue%203/Acquisition-Language-Skills.pdf>
- Ali, D. A., & Bano, D. (2012). Personality types and reading: A correlational study. *Interdisciplinary Journal of Contemporary Research in Business*, 4(8), 254-269. Institute of interdisciplinary business research, Karachi, Pakistan.
- Bjoberg, H. (2014). *Academic achievement and personality traits: An empirical and neurobiological investigation*. University of Skovde. Retrieved from <https://www.diva-portal.org/smash/get/diva2:727002/FULLTEXT01.pdf>
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

- Dunne, I. (2015). *The effect of personality traits on academic achievement in flipped versus traditional learning environment*. Cardiff University, Wales, UK: BSC Mathematics with Operational Research and Statistics. Retrieved from www.cardiff.ac.uk
- Dzulkifli, A. M., & Alias, I. A. (2012). Students of low academic achievement – their personality, mental abilities, and academic performance: How counsellor can help?. *International Journal of Humanities and Social Science*, 2(23), 220-225. Department of Psychology International Islamic University, Malaysia.
- Educational Testing Service.(2015). *Handbook for the TOEFL junior standard test*. Retrieved from http://www.ets.org/toefl_junior.
- Educational Testing Service. (2012). *Practice test for the TOEFL junior standard test*. Retrieved from http://www.ets.org/toefl_junior.
- Eyong,Ikpi, E., David, B. E., Umoh, A. J. (2014). The influence of personality trait on the academic performance of secondary school students.*Journal of Humanities and Social Science (IOSR-JHSS)*, 19(3), 12-19.Cross River State, Nigeria.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to evaluate research in education* (8th ed.). New York, NY: McGraw-Hill.
- Gerber, A. S., Huber, G. A., Doherty, D., Dowling, C. M., & Panagopoulos, C. (2011). *Big five personality traits and responses to persuasive appeals: results from voter turnout experiments*. Retrieved from <http://huber.research.yale.edu/writings.html>
- Ghaemi, F., & Sabokrouh, F. (2015). The relationship between personality traits and metacognitive listening strategies among Iranian EFL learners. *ELT Voices-International Journal for Teachers of English*, 5(2), 11-25. Islamic Azad University, Karaj, Iran.
- Ghazi, S. R., Shahzada, G., &Ullah, S. (2013). Relationship between students' personality traits and their academic achievement in Khyber Pakhtunkhwa. *Journal of Educational and Social Research*, 3(2), 437-444. Pakistan.
- Goldberg, L. R. (1990). Personality processes and individual differences: An alternative "Description of personality: The big-five factor structure". *Journal of personality and social psychology*, 59(6), 1216-1229. University of Oregon Research Institute, Eugene: The American Psychological Association.

- Goldberg, L. R. (1992). The development of markers for the big-five factor structure. *Psychological Assessment*, 4(1), 26-42.
- Goldberg, L. R., Johnson J., A., Eber, H. W., Hogan, R., Ashton, M. C., Cloninger, C. R., & Gough, H. C. (2006). The international personality item pool and the future of public-domain personality measures. *Journal of Research in Personality*, 40, 84-96. Retrieved from http://ipip.ori.org/goldberg_etal_2006_ipip_jrp.pdf
- Hakimi, S., Hejazih, E., & Lavasani, G., M. (2011). The relationships between personality traits and students' Academic Achievement. *International Conference on Education and Educational Psychology: Social and Behavioral Sciences*, 29, 836 – 845. University of Tehran, Iran.
- Hadriana, Ismail, A. M., & Mahdum. (2013). The relationship between motivations and self-learning and the English language achievement in Secondary High School Students: *Asian Social Science*, 9 (12), 36-43. Faculty of Education, Universitas Riau Pekanbaru, Indonesia. Faculty of Education, Universiti Kebangsaan Malaysia, Selangor, Malaysia.
- Ibrahim, S. N., Yousuf, C. H. S. N., Razaak, A. F. N., & Norshahadi, D. N. (2014). A meta-analysis of the relationship between big five personality traits and students' academic achievement. safwati_ibrahim@yahoo.com (e-ISSN: 228-4977). Retrieved from <https://worldconferences.net>
- Ibrahimoglu, N., Unaldi, I., Samancioglu, M., & Baglibel, M. (2013). The relationship between personality traits and learning styles. *A Cluster Analysis*, 2(3), 93-108. University of Gaziantep, Turkey. www.Ajmse.Leena-Luna.co.jp
- International Personality Item Pool. (2001). A scientific collaborator for the development of advanced measures of personality traits and other individual differences. Retrieved from <http://ipip.ori.org/>
- Ismayani, N. (2007). *The correlation between the anxiety in learning English and the English achievement of the students of SMA Negeri 14 Palembang* (Undergraduate's Thesis). Sriwijaya University, Indralaya, Indonesia.
- John, O. P., Naumann, L. P., & 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. (Eds). *Handbook of personality: theory and research*, 114-158. New York: Guilford Press.
- John, O. P., & Srivastava, S. (1999). The big-five trait taxonomy: History, measurement, and theoretical perspective. Department of Psychology, University of California, Berkeley.

- Johnson, B., & Christensen, L. (2012). *Educational research: Quantitative, qualitative, and mixed approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
- Kappe, R., & Flier, V., H. (2012). Predicting academic success in higher education: what's more important than being smart. *Spingerlink.com*, 27, 605–619.
- Kaur, J. (2014). Personality development with English language. *Language in India: Strength for today and bright hope for tomorrow*, 14(5), 115-122. ISSN 1930-2940.
- Khurshid, F. (2011). Personality's big five factors of the Universities Teachers. *British Journal of Humanities and Social Sciences*, 2(2), 80-90. Department of Education NUML, Pakistan.
- Lamb, M. (2002). Explaining successful language learning in difficult circumstances. *Prospect*, 17(2), 35-52. University of Leeds, UK.
- Lemessa, Z. (2015). Factors that affect students' academic achievement in government secondary schools of asella town, oromia national regional state. Retrieved from <http://213.55.85.90/bitstream/handle/123456789/Zenebe%20Lemessa.pdf?sequence=1&isAllowed=y>
- Lewelling, V. W. (1991). *Academic achievement in a second language*. ERIC clearing house on languages and linguistics, Washington DC. Retrieved from <https://www.ericdigests.org/pre-9219/second.htm>
- Lim, P., S., & Melissa L., Y. (2012). Relationship between big-five personality domains and students' academic achievement. *Social Sciences & Humanities*, 20(4), 973 – 988. School of Educational Studies, Universiti Sains Malaysia. Retrived from <http://www.pertanika.upm.edu.my/>
- Machalla, M. (2014). The English writing competence of the students of Indonesian senior high school. The 2014 International Academic Conference Proceedings, Bali, Indonesia. Retrieved from <https://www.westeastinstitute.com>
- Marcellino, M. (2008). English language teaching in Indonesia: A continuous challenge in education and cultural diversity. *TEFLIN Journal*, 19(1), 57-69. Universitas Katolik Atma Jaya, Jakarta, Indonesia.
- Margareta, G. (2012). *The correlation among students' personality, learning language strategies, and English proficiency of computer science faculty*

of Sriwijaya University (Graduate's Thesis). Sriwijaya University, Palembang, Indonesia.

Matthews, G., Deary, I. J., & Whiteman, C. M. (2003). *Personality traits* (2nd ed.). Cambridge, UK: The Press Syndicate, Cambridge University. <http://www.cambridge.org>

McAdams, D. P. (2006). *The person: A new introduction to personality psychology*. Hoboken, NJ: John Wiley & Sons.

McAdams, D. P. & Pals, J. L. (2006). A new big five: Fundamental principles for an integrative science of personality, *American Psychologist*, 61(3), 204-217. Northwestern University.

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. Retrieved from www.workplacebullying.org

McCrae, R. R., & Costa, P. T. (1997). Personality trait structure as a human universal. *National Institute on Aging*, 52(5), 509-516. *American Psychologist*.

McCrae, R. R., & Costa, P. T. (1999). *Personality in adulthood a five-factor theory perspective*. New York, NY: Guilford Press.

Norviewu-Mortty, E. K. (2012). Principals' strategies for improving the academic achievement of students of disadvantaged rural junior high schools in Ghana. Edith Cowan University. Perth, Australia. Retrieved from <http://ro.ecu.edu.au/theses/493>

Nye, J., Orel, E., & Kochergina, E. (2013). Big five personality traits and academic performance in Russian Universities. National Research University Higher School of Economics. Retrieved from https://www.researchgate.net/publication/256063521_Big_Five_Personality_Traits_and_Academic_Performance_in_Russian_Universities

Ostendorf, F., & Angleitner, A. (1994). A comparison of different instruments proposed to measure the big five. *European review of applied psychology*, 44(1), 45-53. Federal Republic of Germany.

Pareudi, M. (2012). *The correlation between extrovert and introvert personality of the first semester students of English Education study program of Sriwijaya University and their English proficiency* (Undergraduate's Thesis). Indralaya, Indonesia.

- Sadeghi, N., Kasim, Z. M., Tan, B. H., & Abdullah, F. S. (2012). Learning styles, personality types, and reading comprehension performance. *English Language Teaching*, 5(4), 116-123. University Putra Malaysia, Malaysia.
- Singh, S. K. (2014). Personality traits and academic achievement among college students. *The International Journal of Indian Psychology*, 2(1), 29-35. Ranchi University, Ranchi.
- Schultz, D. P., & Schultz, S. E. (2005). *Theories of personality* (9thed.). Wadsworth, USA: ICC Macmillan Inc. <http://www.wadsworth.com>.
- Sepehril, Z., Rakhshani, F., Keshavarz, K., & Kiani, Z. (in press.). Effect of personality on learning language. International conference "ICT for language learning". Retrieved from http://conference.pixel-online.net/ICT4LL2013/common/download/Paper_pdf/278-MTL19-FP-Sepehri-ICT2013.pdf
- Shahab, A. (2016). *The correlation among personality types, cross cultural understanding, and reading habits of EFL students of Sriwijaya University* (Graduate's Thesis). Sriwijaya University, Palembang, Indonesia.
- Sharp, A. (2008). Personality and second language learning. *Asian Social Science*, 4(11), 17-25. English Department, Lingnan University, Tuen Mun, Hong Kong, China. www.ccsenet.org/journal.html, alastair@ln.edu.hk
- Soto, C. S., & Jackson, J. J. (2013). Five-factor model of personality. Retrieved from http://www.colby.edu/psych/wp-content/uploads/sites/50/2013/08/Soto_Jackson_2013.pdf
- Sumardi, D., & Juhridin. (2013). The difference achievement in English material for the first students of SMA Muhammadiyah 1. *International Journal of Scientific and Technology Research*, 2(2), 62-66.
- Susanto, A. (2016). How English learner succeeded in difficult circumstances. *Jurnal Pendidikan Unsika*, 4(2), 135-148. Universitas Putra Batam, Kepulauan Riau.
- Venkteshwar, A., & Warriar, U. (2016). The relationship between emotional intelligence, personality and academic performance of net generation students. *Journal of business and management (IOSR-JBM)*, 18(3), 10-14. Bangalore.
- Wehrli, S. (2008, September 5). Personality on social network sites: An application of the five factor model. ETH Zurich, Chair of Sociology. Retrieved from www.socio.ethz.ch

- Yahaya, A., Ramli, J., Boon, Y., Ghaffar, M. N. A., & Zakariya, Z. (2009). Relationship between self concepts and personality and students' academic performance in selected secondary schools. *European Journal of Social Sciences*, 11(2), 302-316. Malaysia.
- Zabihi, R. (2011). Personality and English language proficiency and achievement. *Continental J. Education Research*, 4(1), 1-6. Ferowsi University, Mashhad, Iran.

Name :

Class :

Questionnaire for Administering the 50-Item Set of IPIP Big-Five Factor Markers

In this questionnaire, these five scales were developed to measure the Big-Five factor markers from ipip.ori.org website reported in the following article: Goldberg, L. R. (1992).

The development of markers for the Big-Five factor structure. *Psychological Assessment*, 4, 26-42. Web address can be obtained from authors.

How accurately can you describe yourself ?

Directions:

Here is a number of characteristics that may or may not apply to you. Please read each statement of five factors. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know. Do not answer how think you should be, or what other people do. There is no right or wrong answers to these statements. So that you can describe yourself in an honest manner, your responses will be kept in absolute confidence. Choose and give a mark (X) or (V) onto the one of five points for each item in every factor. This is about 20-25 minutes to write down your answers. If you have any questions, let the teacher know immediately.

Bagaimana kamu dapat mendeskripsikan dirimu secara teliti ?

Petunjuk:

Disini adalah golongan sifat yang mungkin ada atau tidak berperan kepadamu. Silahkan baca setiap pernyataan dari lima factor tersebut. Gambarkanlah dirimu biasanya sekarang, bukan gambaran yang kamu inginkan di masa yang akan datang. Deskripsikan dirimu sebagaimana yang kamu tahu dirimu secara jujur, hubungan ke orang lain yang kamu ketahui. Jangan jawab berpikir bagaimana seharusnya dirimu, atau apa yang dilakukan orang lain. Tidak ada jawaban benar atau salah untuk pernyataan ini. Oleh karena itu kamu bisa mendeskripsikan dirimu ke cara jujur, jawabanmu akan disimpan secara rahasia. Pilihlah dan beri tanda (X) atau (V) kedalam kolom salah satu dari lima poin di setiap soal. Ini dijawab sekitar 20-25 menit dan jika kamu mempunyai pertanyaan, biarkan guru mengetahui segera.

		Very Inaccurate Sangat Tidak Setuju	Moderately Inaccurate Tidak Setuju	Neither Accurate Nor Inaccurate Agak Setuju	Moderately Accurate Setuju	Very Accurate Sangat Setuju	
1.	I am the life of the party Saya mampu menghidupkan suasana						(1+)

From <http://www.ipip.ori.org>. 50-items IPIP Big Five Factor Markers (Goldberg, L. R., 1992)

Appendix A

2.	I feel little concern for others Saya merasa sedikit peduli terhadap orang lain						(2-)
3.	I am always prepared Saya merasa siap dalam menjalankan tugas						(3+)
4.	I get stressed out easily Saya mudah stres						(4-)
5.	I have a rich vocabulary Saya memiliki banyak kosakata						(5+)
6.	I don't talk a lot Saya tidak banyak bicara						(1-)
7.	I am interested in people Saya tertarik pada orang lain						(2+)
8.	I leave my belongings around Saya meletakkan barang dimana saja						(3-)
9.	I am relaxed most of the time Saya tetap tenang dalam situasi apapun						(4+)
10.	I have difficulty understanding abstract ideas Saya kesulitan untuk memahami ide-ide abstrak						(5-)
11.	I feel comfortable around people Saya merasa nyaman di sekitar orang lain						(1+)
12.	I insult people Saya merendahkan orang lain						(2-)
13.	I pay attention to details Saya mengerjakan tugas dengan teliti						(3+)
14.	I worry about things						(4-)

From <http://www.ipip.ori.org>. 50-items IPIP Big Five Factor Markers (Goldberg, L. R., 1992)

Appendix A

	Saya mudah khawatir tentang suatu hal						
15.	I have a vivid imagination Saya memiliki imajinasi yang kuat						(5+)
16.	I keep in the background Saya tetap berada di balik layar						(1-)
17.	I sympathize with others' feelings Saya simpati dengan perasaan orang lain						(2+)
18.	I make a mess of things Saya membuat kekacauan						(3-)
19.	I seldom feel blue Saya tidak mudah merasa sedih						(4+)
20.	I am not interested in abstract ideas Saya tidak tertarik pada ide-ide abstrak						(5-)
21.	I start conversations Saya senang memulai pembicaraan						(1+)
22.	I am not interested in other people's problem Saya tidak tertarik pada masalah orang lain						(2-)
23.	I get chores done right away Saya melakukan tugas dengan cepat						(3+)
24.	I am easily disturbed Saya mudah merasa gelisah						(4-)
25.	I have excellent ideas Saya memiliki ide cemerlang						(5+)
26.	I have little to say Saya lebih suka diam						(1-)

From <http://www.ipip.ori.org>. 50-items IPIP Big Five Factor Markers (Goldberg, L. R., 1992)

Appendix A

27.	I have a soft heart Saya memiliki hati yang lembut						(2+)
28.	I often forget to put things back in their proper place Saya mudah lupa untuk meletakkan barang kembali pada tempatnya						(3-)
29.	I get upset easily Saya mudah marah						(4-)
30.	I do not have a good imagination Saya tidak memiliki imajinasi yang baik						(5-)
31.	I talk to a lot of different people at parties Saya berbicara dengan banyak orang yang berbeda di keramaian						(1+)
32.	I am not really interested in others Saya tidak tertarik pada orang lain						(2-)
33.	I like order Saya suka secara tersusun						(3+)
34.	I change my mood a lot Suasana hati saya mudah berubah						(4-)
35.	I am quick to understand things Saya cepat memahami sesuatu						(5+)
36.	I do not like to draw attention to myself Saya tidak suka menarik perhatian						(1-)
37.	I take time out for others Saya meluangkan waktu untuk orang lain						(2+)
38.	I shirk my duties Saya mengabaikan tugas						(3-)
39.	I have frequent mood swings						(4-)

From <http://www.ipip.ori.org>. 50-items IPIP Big Five Factor Markers (Goldberg, L. R., 1992)

Appendix A

	Saya mudah mengalami perubahan mood						
40.	I use difficult words Saya menggunakan kalimat yang sukar						(5+)
41.	I do not mind being the center of attention Saya tidak keberatan menjadi pusat perhatian						(1-)
42.	I feel others' emotions Saya merasakan emosi orang lain						(2+)
43.	I follow a schedule Saya mengikuti jadwal tugas						(3+)
44.	I get irritated easily Saya mudah tersinggung						(4-)
45.	I spend time reflecting on things Saya meluangkan waktu untuk merefleksikan diri						(5+)
46.	I am quiet around strangers Saya merasa tenang berada disekitar orang lain						(1-)
47.	I make people feel at ease Saya membuat orang lain merasa nyaman						(2+)
48.	I am exacting in my work Saya menghabiskan banyak tenaga dalam bekerja						(3+)
49.	I often feel blue Saya mudah merasa sedih						(4-)
50	I am full of ideas Saya memiliki banyak ide						(5+)

Converting IPIP Item Responses to Scale Scores

Here is how to score IPIP scales:

Each factor indicates the big-five:

Factor I : Extraversion

Factor II : Agreeableness

Factor III : Conscientiousness

Factor IV : Emotional Stability (Neuroticism)

Factor V : Intellect/Imagination (Openness)

Each item has its direction of scoring (+ or -). These numbers should not be included in the actual survey questionnaire in the actual survey questionnaire.

For (+) **keyed items**, the response:

1. Very Inaccurate
2. Moderately Inaccurate
3. Neither Inaccurate nor Accurate
4. Moderately Accurate
5. Very Accurate

For (-) **keyed items**, the response:

5. Very Inaccurate
4. Moderately Inaccurate
3. Neither Inaccurate nor Accurate
2. Moderately Accurate
1. Very Accurate

Once numbers are assigned for all of the items in the scale, just sum all the values to obtain a total scale score. The score of each item will be added up. Because the total number of items is 50, the possible highest score in IPIP Questionnaire will be 250 (in which the students get 5 points for each statement), meanwhile the possible lowest score will be 50 (in which the students only get 1 point for each statement).

SECTION 1
LISTENING COMPREHENSION

Time- approximately 40 minutes

Directions

In this section of the test, you will hear a teacher or other school staff member talking to students. Each talk is followed by one question. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk only one time.

Here is an example:

What does the teacher want the students to do?

- (A) Help a new classmate
- (B) Prepare for gym class
- (C) Welcome a guest speaker
- (D) Return books to the library

The correct answer is (A), "Help a new classmate."

Here is another example:

What will the students probably do next?

- (A) Sing a song
- (B) Listen to some music
- (C) Choose instruments to play
- (D) Discuss the life of a musician

The correct answer is (B), "Listen to some music."

Go on to the next page, and the test will begin with question number one.

1. What did the principal like best about the band?

- (A) The students wrote their own music.
- (B) The band played several kinds of music.
- (C) The band played during the whole festival.
- (D) The students played many different instruments.

2. What will the class probably do next?

- (A) Design a poster
- (B) Color the leaves
- (C) Eat lunch outside
- (D) Collect fallen leaves

3. What is the purpose of the talk?

- (A) To tell the students when they can begin working on their projects
- (B) To request the students work with each other in pairs
- (C) To specify the types of materials the students will use
- (D) To inform the students they will need time to clean up

4. What is the teacher explaining?

- (A) Why the city is located where it is
- (B) How travel to the city has changed over time
- (C) How the first tunnels in the city

were built

- (D) Why the river is important to the city's history

5. What does the teacher tell the students to do?

- (A) Bring in some gardening tools
- (B) Wear old clothes to school
- (C) Look outside for seeds to plant
- (D) Clean the dirt off their clothes

6. What is probably true about the dance?

- (A) It is a very popular event.
- (B) It is not usually held on a Friday.
- (C) It will take place in the cafeteria.
- (D) It is the first dance of the school year.

7. What does the teacher ask?

- (A) For someone to turn on the lights
- (B) For someone to close the curtains
- (C) For someone to move the television
- (D) For someone to turn on the television

8. What will the students probably do next?

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

9. What is the purpose of the talk?

- (A) To help students understand the characters they are reading about
- (B) To advise students on ways they can improve their writing
- (C) To praise the students who wrote the best stories in class
- (D) To describe the lives of some famous Writers

10. What point does the speaker make about the alphabet in ancient Norway?

- (A) It had very few letters.
- (B) It was quite difficult to learn.
- (C) It spread to other parts of the world.
- (D) It was similar to the Chinese writing system.

Now you will hear some conversations. Each conversation is followed by three or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each conversation only one time.

11. Where is the conversation probably taking place?

- (A) Near the entrance to the city library
- (B) At a table in the cafeteria
- (C) On a sidewalk at school
- (D) Inside the art building

12. What did the boy lose?

- (A) A watch
- (B) A book bag
- (C) A library book
- (D) His homework assignment

13. According to the conversation, what has not been decided yet?

- (A) Who is going to study for the test
- (B) Where a group is going to meet to study
- (C) What topic the girl will choose for her art project
- (D) When the boy will go to the cafeteria

14. What are the speakers happy to see when they enter the cafeteria?

- (A) That their friends are there
- (B) That their favorite foods are being served today
- (C) That there are few people in the line
- (D) That the cafeteria will stay open longer than usual

15. What do the speakers say about the drinks in the cafeteria?

- (A) They are expensive.
- (B) There are not any hot ones.
- (C) There are many kinds to choose from.
- (D) The types available change every day.

16. What does the boy suggest the girl do?

- (A) Try something new
- (B) Ask if there is any soup
- (C) Read the menu carefully
- (D) Order the same meal that he orders

17. What will the boy NOT order for lunch?

- (A) Juice
- (B) Soup
- (C) Salad
- (D) Dessert

18. What is the girl on her way to do?

- (A) Attend a meeting
- (B) Pick up a schedule
- (C) Return a library book
- (D) Watch a performance

19. What does the girl say about her experience with dancing?

- (A) She has tried only one style of dancing.

- (B) She has been dancing for a long time.
- (C) She sometimes teaches children how to dance.
- (D) She has never danced in front of an audience.

20. What happened because of a rainstorm?

- (A) A walkway had to be closed.
- (B) A building's roof was damaged.
- (C) A basketball game was canceled.
- (D) An assembly had to be rescheduled.

21. What does the boy say he needs to do?

- (A) Meet a teammate
- (B) Go to a music class
- (C) Return a basketball to a teacher
- (D) Make a phone call in the main office

22. What does the boy ask the girl to do?

- (A) Join a team
- (B) Help him study
- (C) Eat lunch with him
- (D) Lend him a textbook

23. What subject is the girl interested in?

- (A) Math
- (B) History
- (C) Science
- (D) Geography

24. What does the boy offer to give the girl?

- (A) A library card
- (B) The title of a book
- (C) A list of questions
- (D) The names of students

25. Where will the event be held this year?

- (A) In the gym
- (B) In the library
- (C) In the cafeteria
- (D) In the science room

Now you will hear some talks and discussions about academic topics. Each talk or discussion is followed by four or more questions. Choose the best answer to each question and mark the letter of the correct answer on your answer sheet. You will hear each talk or discussion only one time.

26. What is the main topic of the talk?

- (A) Unusual foods served in castles
- (B) The training of cooks in castles
- (C) The earliest known castle kitchen
- (D) The workings of a castle's kitchen

27. What was important about the location of a castle's kitchen?

- (A) It was connected to the great hall.
- (B) It was below the chef's living area.
- (C) It allowed food to be served hot.
- (D) It protected castle residents from fires.

28. What does the teacher say about vegetables?

- (A) They were expensive.
- (B) They were grown in the castle's garden.
- (C) They were bought from nearby villages.
- (D) They were kept frozen in winter.

29. According to the teacher, what was the chef's main responsibility?

- (A) Managing the kitchen workers
- (B) Buying the ingredients for meals
- (C) Baking bread for everyone in the castle
- (D) Presenting the food to the king and queen

30. What are the speakers mainly talking about?

- (A) A new road in their town
- (B) A new way to build roads
- (C) The early history of roads
- (D) The cost of building roads

31. Why does the woman talk about animals?

- (A) To explain how the first roads were created
- (B) To point out that long ago most people did not travel much
- (C) To describe an event that happened on a road nearby
- (D) To suggest that traveling on country roads can be dangerous

32. Why did people in England build ridge ways?

- (A) To connect small towns to major cities
- (B) To allow cars to drive around small towns
- (C) To create roads that water would not wash away
- (D) To create a separate road for transporting animals

33. What does the woman say about roads in ancient Greece?

- (A) They were constructed on all of Greece's islands.
- (B) They were not as good as roads built by the Romans.
- (C) They often washed away in the rain.
- (D) They connected Greece to the Roman Empire.

34. What is the speaker mainly talking about?

- (A) An unusual part of the Atlantic Ocean
- (B) A kind of seaweed that is eaten by most fish
- (C) The discovery of an uncommon type of seaweed
- (D) A kind of sea animal that lives only in the Atlantic Ocean

35. According to the speaker, what do certain currents in the Atlantic Ocean do?

- (A) They cause the Sargasso Sea to become smaller and smaller over time.
- (B) They keep the water in the middle of the Sargasso Sea from moving much.
- (C) They make fish from the Sargasso Sea drift to other places.
- (D) They prevent seaweed in the Sargasso Sea from being eaten by sea creatures.

36. What is the speaker explaining when he mentions sailing ships?

- (A) How the Sargasso Sea was discovered
- (B) How seaweed got into the Sargasso Sea
- (C) How unusual the water in the Sargasso Sea looks
- (D) How little wind there is in the Sargasso Sea

37. What is sargassum?

- (A) A species of fish
- (B) A kind of seaweed
- (C) A fast-moving current
- (D) A slow-moving sailing ship

38. According to the speaker, what is surprising about some animal species that live in the Sargasso Sea?

- (A) They have short life spans.
- (B) They are larger than expected.
- (C) They are usually found closer to land.
- (D) They are not native to the Atlantic Ocean.

39. What is the main topic of the talk?

- (A) The eating habits of large sea animals
- (B) An animal with an unusual physical feature
- (C) An animal with a very long life
- (D) Mythical creatures of Europe

40. Why does the teacher mention unicorns?

- (A) To explain why people thought narwhals were also mythical
- (B) To discuss why it is so difficult to find narwhals
- (C) To tell the class what they will learn about next week
- (D) To describe what a narwhal's tooth looks like

41. Why did people in Europe hundreds of years ago think the narwhal was special?

- (A) They thought they could use its tooth to make medicine.
- (B) They thought it brought good luck.
- (C) They thought it was a type of mermaid.
- (D) They thought it was a highly intelligent animal.

42. Why does the teacher mention peacocks?

- (A) To demonstrate how valuable narwhals are
- (B) To describe the different colors of male narwhals
- (C) To help explain the purpose of the male narwhal's tooth

- (D) To talk about a popular animal in medieval Europe

SECTION 2
LANGUAGE FORM & MEANING

Time- approximately 25 minutes

Directions

In this section of the test, you will answer 42 questions found in seven different texts. Within each text are boxes that contain four possible ways to complete a sentence. Choose the word or words in each box that correctly complete each sentence. Mark the letter of the correct answer on your answer sheet.

Here are two sample questions:

1. The idea that rocks last forever and that rocks

(A) still
(B) very
(C) quite
(D) never

 change is not completely true. If you have ever stood next to a rushing river, you

2.

(A) saw
(B) seen
(C) are seeing
(D) may have seen

 the water hammering away at the rocks.

The correct answer to **Sample 1** is (D), “never.” The correct answer to **Sample 2** is (D), “may have seen.”

Questions 1-5 refer to the following note.

Lisa:

1.

(A) So
(B) While
(C) Because
(D) Although

 you were at basketball practice today, your teacher,

(A) take
(B) to take
(C) is taking
(D) was taken

 one of his other classes on a field trip to the aquarium this Saturday. A student in that
3. class is sick and

(A) will be able not
(B) not will be able
(C) be able will not
(D) will not be able

 to go. Mr. Morris wants to know
4. whether you'd like to take

(A) that student's place
(B) that student's place is
(C) of that student's place
(D) that student's place

, which on the trip. He
5. said that he is

(A) asking
(B) offering
(C) deciding
(D) discussing

 you the chance first because of the great report you wrote about whales. You'll need to let him know tomorrow.

Love,

Mom.

Questions 6-9 refer to the following announcement.

6. A man's wristwatch

- (A) finds
- (B) finding
- (C) has found
- (D) was found

in the lobby of Luigi's Pizza

7. Restaurant on Tuesday, February 16. A restaurant worker

- (A) seemed
- (B) intended
- (C) discovered
- (D) influenced

8. the watch after the restaurant had closed that evening. Anyone

- (A) a guest was
- (B) a guest being
- (C) he was a guest
- (D) who was a guest

at the restaurant that day and is missing a watch should call Luigi's at 555-1953.

9. Callers will be asked

- (A) a detailed description is given
- (B) to give a detailed description
- (C) giving a detailed description
- (D) a detailed description gave

of the watch.

Questions 10-13 refer to the following announcement.

10.

- (A) Because a student
- (B) Being a student
- (C) It was a student
- (D) A student

from Barksdale High School won this year's regional

mathematics competition. Ellen Murphy was among ten finalists in

11. the last round of the competition. The final question was a very

- (A) wide
- (B) difficult
- (C) physical
- (D) powerful

algebra problem. The first student to answer the question correctly was
Educational Testing Service (ETS®) Practice Test for the *TOEFL® Junior™* Standard test,
http://www.ets.org/toefl_junior

12. named (A) the winner.
(B) is the winner.
(C) being the winner.
(D) will be the winner. One student finished the problem

13. (A) as fast
(B) fastest
(C) to be fast
(D) faster than Ms. Murphy, but his answer was incorrect. Ms. Murphy solved the problem correctly and took the grand prize.

Questions 14-17 refer to the following part of a short story.

When Dan knocked on the door of the old gray house, he was a little

14. (A) total.
(B) funny.
(C) foreign.
(D) nervous. s friends at school had said that the woman who lived in

15. the house was unfriendly, but Dan was sure that (A) finding the cat
(B) the cat he had found
(C) he had found the cat
(D) the cat had been found in this yard was hers. He wanted to take it to her.

“Hello,” a woman’s voice responded to his knock. “Who is it?”

16. “Hi. I’m your neighbor from down the street,” Dan said (A) as
(B) that
(C) which
(D) during she opened the door a few centimeters. “Is this cat yours?”

“Oh, my goodness,” the woman said with a big smile. She pulled the door open wide. “Yes, this is Daisy, and I’ve been worried about her! Thank you so

17. much for (A) bring
(B) brings
(C) brought
(D) bringing her back!"

Questions 18-25 refer to the following notice.

18. (A) Begins
(B) Beginning
(C) Is beginning
(D) To have begun next Tuesday, the science building will be under

19. construction. Workers will (A) making
(B) be made
(C) be making
(D) been making repairs to the outside of the building for approximately four weeks. While this work is

20. being (A) done,
(B) made,
(C) taken,
(D) entered, most classes will continue as usual inside the

21. building. However, if any classes need to be moved (A) greatly
(B) temporarily
(C) successfully
(D) thoughtfully

22. to other rooms, teachers will inform their students. (A) At
(B) On
(C) Over
(D) During the construction, the front entrance to the science building will be closed.

23. (A) As a result,
(B) Even though,
(C) All of a sudden,
(D) On the other all students will have to use the doors on the

(A) keeping out
(B) to keep out
(C) keeps out
(D) kept out

24. north side to enter the building. Also, please remember

(A) is having a question
(B) they have questions
(C) there is a question
(D) who has questions

25. of the way of all construction equipment. Anyone about the upcoming construction work should contact the school's main office.

Questions 26-33 refer to the following magazine article.

26. Unlike some other sharks, the basking shark is (A) no threat to
(B) no threatening
(C) not to threaten
(D) a threat is not to

27. humans. Growing to a size (A) as large
(B) is larger
(C) many large
(D) much larger than that of the average human, this giant fish simply ignores divers who swim up to it. The diet of a basking

28. shark (A) resists
(B) insists
(C) consists
(D) persists of fish and small animals such as squid, shrimp,

29. and crabs. When it is hungry, it looks for places (A) what
(B) where
(C) which
(D) whose great numbers

30. of these small animals can be found. Once it locates an area (A) a crowd
(B) crowded
(C) has crowded
(D) it is crowded with fish, a basking shark simply opens its huge mouth and slowly swims

31. through it. (A) Water flows
(B) Flowing water
(C) To flow water
(D) Water flowing into its mouth and continues out through a special filter structure that traps the small fish and other creatures. Although

32. this method (A) does require not of eating
(B) does not require of eating
(C) of eating does not require
(D) not of eating does require the shark to move quickly,

33. it still requires a lot of effort. (A) Enough food is obtained,
(B) To obtain enough food,
(C) Enough food obtaining,
(D) It obtains enough food, a basking shark will filter up to two thousand tons of water per hour.

Questions 34-42 refer to the following essay.
34. People's behavior during public events has changed (A) by
(B) for
(C) after
(D) over the years,

35. perhaps because views on (A) considering what
(B) they considered it
(C) what is considered
(D) that it is considered appropriate have changed.

36. During a classical music concert, for example, (A) no people to clap
(B) people do not clap
(C) clapping people do not
(D) people are not clapping

37. until the musicians finish playing the composition. It would be hard
the audience clapping in the middle of a performance. It may come as a surprise

- (A) imagines
- (B) imagined
- (C) to imagine
- (D) imagination

38. to many, however, that long ago, this is exactly

- (A) what people did.
- (B) that people do it.
- (C) people had done it.
- (D) what did people do.

39. The audience laughed loudly, clapped, and great moments.

- (A) cheerful
- (B) cheered
- (C) cheering
- (D) has cheered

40. That was people showed their regard for a performer's skills. One

- (A) why
- (B) how
- (C) what
- (D) which

41. reason that people's behavior was so may be that in the past,
classical music concerts were more like today's pop music shows. Long ago,

- (A) differs
- (B) differed
- (C) to differ
- (D) different

42. classical music was not thought to be it is now.

- (A) more serious since
- (B) so serious than
- (C) as serious so
- (D) as serious as

SECTION 2
READING COMPREHENSION

Time- approximately 50 minutes

Directions

In this section of the test, you will read seven texts and answer 42 questions. Choose the correct answer to each question and mark the letter of the correct answer on your answer sheet. Before you start, read the sample text and the questions below.

Sample Text

The Golden Gate Bridge is a famous bridge in San Francisco. The bridge has a red color, but gray clouds often surround it. On clear days people come to take pictures of the bridge. The pictures show the green hills next to the bridge and the blue water under it.

Sample Question 1

What is this text mostly about?

- (A) Gray clouds
- (B) San Francisco
- (C) A famous bridge
- (D) Taking photographs

The correct answer is C, "A famous bridge."

Sample Question 2

What color is the Golden Gate Bridge?

- (A) Red
- (B) Green
- (C) Blue
- (D) Gray

The correct answer is A, "Red."

Questions 1-5 are about the following note from a teacher.

Dear Cathy,

Thanks for volunteering to clean up the science laboratory this afternoon. Usually, when a student does this for the first time, I go to the lab to show him or her exactly what to do. However, today I have a teacher's staff meeting at 3:30, so I can't be there. Still, I'm sure everything will be fine, since you have worked in the lab many times. Here is what you should do:

1. Clean all the glass containers that were used in class today.
2. After washing the containers, place them upside down on a towel to dry.
3. Wipe down all the worktables with a wet cloth.
4. Put all the microscopes that have been left out back on the equipment shelf.
5. Sweep the floor.
6. Put the trash outside the door.
7. Turn off the lights and lock the door when you leave.

If you have any questions, please ask Ms. Edwards in the classroom next door. You can return the key to me tomorrow when we have class at 10:30.

Thank you so much for your help!

— Mr. Marston

1. In line 2 of the note, the word this refers to _____.

- (A) saying thank you
- (B) finishing homework
- (C) going to the science laboratory
- (D) cleaning the science laboratory

2. Where will Mr. Marston probably be when Cathy cleans the lab?

- (A) In the lab
- (B) In his office
- (C) At a meeting
- (D) In the classroom next door

3. Where should Cathy put the glass containers?

- (A) On a towel
- (B) Near the door
- (C) Next to the sink
- (D) On the equipment shelf

4. What should Cathy do immediately after sweeping the floor?

- (A) Lock the lab door
- (B) Put away any microscopes
- (C) Wipe down the worktables
- (D) Take the trash out of the lab

5. When should Cathy give the key back to Mr. Marston?

- (A) On her way home
- (B) In class the next day
- (C) Right after she cleans the lab

(D) Before school begins the next morning

Questions 6-10 refer to the following letter in a school newspaper.

This is my first year attending Wilson Middle School. Last year I went to a different middle school. Over the summer my father got a new job, so our whole family moved.

Now I go to Wilson.

I want to make some comments based on my unique perspective as someone who has attended two different middle schools. For example, I was surprised by all the complaints that the students at Wilson make about the food in the cafeteria. Either they don't like it, or they want more choices. But I like the food. The dishes are pretty tasty. And as for choices, at the school I went to last year there were never more than two lunch options each day. Sometimes there was only one!

However, I don't want anyone to think that I have a negative opinion of the Wilson students. Actually, I have been impressed with how involved the students here are. I plan to participate in some of the special clubs here that are organized by students, like the photography club and the hiking club. At my last school, students were not as actively involved in forming clubs.

6. Why is the author a student at Wilson Middle School?

- (A) Because his family recently moved
- (B) Because his father is a teacher there
- (C) Because it is the best school in the area
- (D) Because he just completed primary school

7. In line 4, the word perspective is closest in meaning to _____.

- (A) cause and effect
- (B) back and forth
- (C) out of date
- (D) point of view

8. In line 9, the word one refers to _____.

- (A) day
- (B) school
- (C) options
- (D) cafeteria

9. Why does the author like the food at Wilson Middle School?

- (A) It tastes good.
- (B) It is very healthful.
- (C) The servings are large.
- (D) Students help to make it.

10. What does the author imply about the students at his previous school compared to students at Wilson Middle School?

- (A) They did better in their studies.
- (B) They planned fewer activities.
- (C) They belonged to sports clubs.
- (D) They gave him more help.

Questions 11-17 are about the following story.

Cricket—how I detested this game when I was young! My family would spend hours and hours watching it on television while I angrily waited for it to end. Every game seemed the same. Yes, one team won and the other one lost, but it was always the same game—some men pitching a ball, some running back and forth.

Then something happened. I became old enough to start playing cricket myself with the other kids in my neighborhood. We found a place to play wherever we could put up a wicket. We played on the street, in the backyard—even on the tops of buildings, believe it or not!

I can recall so clearly the sounds of the ball hitting the bat and the quick running feet. I can still feel the sun on my face as I played and the bruises and scratches from falling down. I can still see the blue sky fading to darkness behind the buildings as our games continued into the night. It became my favorite thing in the world. Now I watch it not with anger, but with fond memories of the endless days and nights spent playing the game.



11. What title best summarizes the main idea of the passage?

- (A) Cricket: A Game for All Ages
- (B) How I Learned to Love Cricket
- (C) The Dangers of Playing Cricket
- (D) Learning the Rules of a Difficult Game

12. In line 1, the word detested is closest in meaning to _____.

- (A) hated
- (B) played
- (C) wanted
- (D) watched

13. What best describes the author's attitude toward cricket when he was very young?

- (A) It was boring to watch.
- (B) It was difficult to learn.
- (C) It was fun to talk about.
- (D) It was dangerous to play.

14. According to the author, what was surprising about some of the cricket games he played?

- (A) They were played without bats.
- (B) They were played on rooftops.
- (C) No one cared who won them.
- (D) No one got hurt playing them.

15. The author describes memories of all of the following EXCEPT _____.

- (A) how the sun felt on his skin
- (B) how the ball sounded hitting the bat
- (C) how the sky turned from light to dark
- (D) how the rules of the game caused arguments

16. What change does the author describe?

- (A) He could not remember the rules of cricket at first, but then he decided it did not matter.
- (B) He was afraid of getting hurt playing cricket at first, but then he stopped being afraid.
- (C) He did not like cricket at first, but then he began to enjoy it.
- (D) He liked playing cricket at first, but then he grew tired of it.

17. In line 13, the word fond is closest in meaning to _____.

- (A) old
- (B) cruel
- (C) happy
- (D) interesting

Questions 18-23 are about the following story.

Edward rang the Millers' doorbell. Mr. and Mrs. Miller had moved into the neighborhood last month. They had a five-year-old son, and they had asked Edward to watch him that evening while they went out.

"Hello, Edward," Mrs. Miller said as she opened the door.

Mr. Miller stood behind her with a boy at his side. "This is Lucas," Mr. Miller said.

"Lucas, this is Edward. He will watch you tonight while Mom and I are out."

The little boy waved shyly to Edward. The Millers asked Edward to entertain Lucas for an hour and then put him in bed.

After Lucas's parents left, Edward went with the boy to his room. They played some games and built a tower out of wooden blocks.

"It's time for you to go to sleep now," Edward said. Lucas looked disappointed, but he changed into his pajamas and got into bed.

"Will you read me a story?" he asked Edward.

Edward took a picture book from the shelf and read it to Lucas. When he finished reading the book to Lucas, he turned out the light and said good night. But as soon as Edward left the room, Lucas called out to him.

"What's wrong?" Edward asked.

"I'm afraid of the dark," Lucas explained.

Edward turned on the small light by Lucas's bed. "Good night," Edward said again.

Five minutes later, Lucas cried out again.

"What's wrong now?" Edward asked.

"I thought I heard a sound," Lucas said. "I think there might be a monster under my bed."

Edward explained that there was no monster under the bed, but Lucas was still afraid.

Finally, Edward went to the kitchen and found a flashlight. He shined the flashlight under Lucas's bed. "See?" he said. "No monster."

"Will you stay with me in case one comes?" Lucas begged.

Edward could see that the little boy was frightened. He agreed to sit in the chair by Lucas's bed, with the flashlight in his hand.

Edward sat in the chair, waiting for Lucas to fall asleep. The dim light in the room and the soft chair made Edward feel tired, too. He closed his eyes.

The next thing he knew someone was shaking him gently. Edward opened his eyes and saw Mr. and Mrs. Miller.

"We're home," Mrs. Miller whispered. "Thank you for taking care of Lucas. We had a wonderful evening."

Edward shook himself in amazement. Was the evening over already?

18. Why did Edward go to the Millers' house?

- (A) To borrow a flashlight
- (B) To take care of Lucas
- (C) To welcome the Millers to the neighborhood
- (D) To help the Millers move into their house

19. In line 7, the word entertain is closest in meaning to _____.

- (A) look for
- (B) cook for
- (C) play with
- (D) argue with

20. What did Edward and Lucas do before Lucas went to bed?

- (A) They built a tower of blocks.
- (B) They looked for a flashlight.
- (C) They put books on a shelf.
- (D) They drew pictures.

21. In line 26, the word one refers to a _____.

- (A) shelf
- (B) chair
- (C) monster
- (D) flashlight

22. How did Lucas probably feel about going to bed?

- (A) Disappointed and afraid
- (B) Angry and nervous

- (C) Relieved and tired
- (D) Sad and confused

23. Why did Lucas keep calling out to Edward?

- (A) He saw something under the bed.
- (B) He did not want to be left alone.
- (C) He could not reach the book on the shelf.
- (D) He forgot where the wooden blocks were.

Questions 24-31 are about the following newspaper article.

Marina Hills High School is fighting pollution in an unusual way. It's planting trees!

In an effort to fight pollution and help the environment, the Marina Hills Ecology Club offers free trees to institutions willing to plant them on their grounds. Among those that took advantage of the offer was Marina Hills High School. After consulting with his teachers on where to plant the trees, Principal Max Webb contacted the Ecology Club.

But when the seedlings arrived, Webb had an idea. Instead of planting the young trees in front of the school, he thought it would be better to put them behind the school, where the sun gets very hot in the afternoon.

"It gets so hot inside the building that the students start to sweat during their afternoon classes," said Webb. "Now the shade from our trees will bring them some relief."

"There was no argument from the teachers," he added. "When I proposed the idea, everyone said, 'Now why didn't I think of that!'"

The relief won't come until the trees grow taller, but the school will not have to wait long because it requested two species of trees that grow quickly.

"Time is key, and we wanted our trees to get big fast," said Webb. "We were given a wide choice, from shrubs to fruit trees. We requested eucalyptus and willow trees."

Webb said he is also looking forward to finally seeing some wildlife in the school yard at Marina Hills High School.

"If all you have is a grass lawn with no trees, you can't expect the local birds to come and visit," said Webb. "They have no place to make their nests. Now that will change, and we'll be able to see birds from our classroom windows."

24. What would be the most appropriate headline for this article?

- (A) Local School Gets Greener
- (B) Student Wins Science Award
- (C) Principal Discovers New Tree
- (D) Teacher Leads Ecological Club

25. What problem does Principal Webb talk about?

- (A) Pollution in the city
- (B) Classrooms that are too hot
- (C) Tall trees that block the view
- (D) Wild animals that destroy trees

26. What did the Ecology Club do for Marina Hills High School?

- (A) It helped design the school yard.
- (B) It put flowers in the classrooms.
- (C) It sold seeds to the school.
- (D) It provided free trees.

27. In line 13, the word seedlings is closest in meaning to _____.

- (A) bird nests
- (B) young trees
- (C) packages of seeds
- (D) members of a club

28. What decision was changed?

- (A) Which trees should be dug up
- (B) When the old trees should be cut down
- (C) Where the new trees should be planted
- (D) Which type of tree should be chosen

29. In line 22, the word them refers to _____.

- (A) trees
- (B) classes
- (C) students
- (D) teachers

30. What can be inferred from the article about eucalyptus and willow trees?

- (A) They grow quickly.
- (B) They become extremely tall.
- (C) They are less expensive than fruit trees.
- (D) They do not grow flowers in the springtime.

31. What does Principal Webb imply about the local birds?

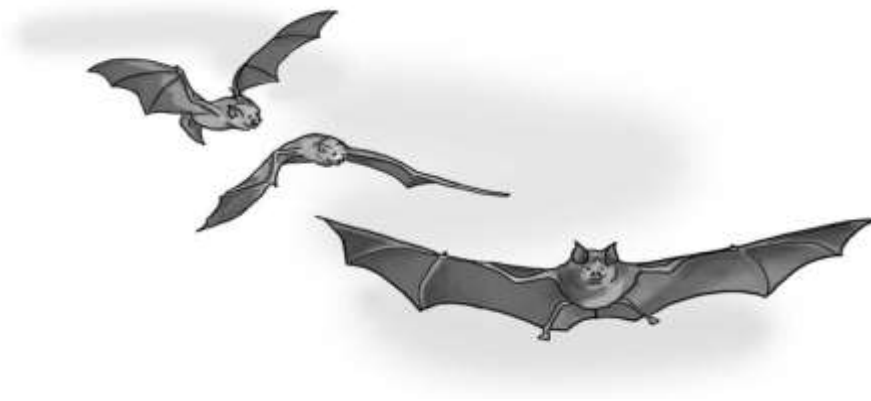
- (A) They make their nests on the ground.
- (B) They are not often seen at the school.
- (C) There are fewer of them due to the pollution problem.
- (D) They fly into the classrooms when the windows are open.

Questions 32-42 are about the following passage.

Being able to land safely is a critically important skill for all flying animals. Whereas terrestrial animals face no particular challenge when they need to stop running or crawling, flying animals move at much higher speeds, and they must be careful about how they land. Hitting the ground, or even water, at full flight speed would be quite dangerous. Before touching down, they must decrease their speed in order to land safely. Both bats and birds have mastered the skill of landing, but these two types of flyers go about it quite differently.

In the past it was believed that, in terms of flying mechanics, there was little difference between bats and birds. This belief was based only on assumption, however, because for years nobody had actually studied in graphic detail how bats move their wings. In recent years, though, researchers have discovered a number of interesting facts about bat flight. Bats are built differently from birds, and their wings incorporate both their front and hind limbs. This makes coordinating their limbs more difficult for bats and, as a result, they are not very good at flying over longer distances. However, they are much better at maneuverability: a bat can quickly change its direction of flight or completely reverse it, something a bird cannot easily do.

Another interesting characteristic of bat flight is the way in which bats land—upside down! Unlike birds, which touch down on the ground or on tree branches, bats can be observed flying around and then suddenly hanging upside down from an object overhead. How do they do it? A group of researchers recently used video cameras to film bats landing on nets suspended from the ceiling of their laboratory and studied the recordings in slow motion. They painted spots on the bats' wings to see in detail what happens to the wings in flight and during touchdown. It turns out that the bats flew in a straight line up to the net and then quickly flipped over and attached themselves to it upside down. One downside to this landing routine is that the bats often slam into their landing spot with some force, which probably causes pain. However, not all bats hit their landing spots with the same speed and force; these will vary depending on the area where a bat species makes its home. For example, a cave bat, which regularly perches on a hard stone ceiling, is more careful about its landing preparation than a bat more accustomed to landing in leafy treetops.



32. What is the main topic of the passage?

- (A) Places where flying animals choose to land
- (B) Why scientists have difficulty observing bats
- (C) Differences in the eating habits of bats and birds
- (D) Ways in which bats move differently from birds

33. In line 2, the word terrestrial is closest in meaning to _____.

- (A) high-flying
- (B) fast-moving
- (C) tree-climbing
- (D) ground-living

34. According to the passage, what skill is crucial for flying animals?

- (A) Diving underwater
- (B) Slowing down to land
- (C) Flying over great distances
- (D) Balancing on high branches

35. Which of the following is a false assumption about bats that was recently corrected?

- (A) They cannot hear.
- (B) They sleep upside down.
- (C) They fly similarly to birds.
- (D) They hide in tree branches.

36. According to the passage, what is an advantage that bats have over birds?

- (A) Bats can land on a greater variety of surfaces.
- (B) Bats can turn in the air more quickly.
- (C) Bats can eat while flying.
- (D) Bats are lighter.

37. In line 11, the word incorporate is closest in meaning to _____.

- (A) add
- (B) deliver
- (C) include
- (D) discover

38. In line 14, the word it refers to _____.

- (A) bat
- (B) bird
- (C) direction
- (D) maneuverability

39. The researchers used all of the following to study bats EXCEPT _____.

- (A) nets
- (B) paint
- (C) cables
- (D) cameras

40. In line 20, the word suspended is closest in meaning to _____.

- (A) hanging
- (B) entering
- (C) falling
- (D) living

41. In line 24, the word slam is closest in meaning to _____.

- (A) crash
- (B) bring
- (C) break
- (D) change

42. According to the passage, what helps determine a bat's landing speed?

- (A) What it eats
- (B) How old it is
- (C) How big it is
- (D) Where it lives

The Scoring of English Test

$$\text{TOEFL Junior Test} = \frac{\text{the number of the right answers}}{\text{the total number of the test}} \times 100$$

Range of students English achievement

No	Percentage Range	Qualification	Category
1	89-100	Very good	A
2	77-88	Good	B
3	66-76	Average	C
4	0-65	Poor	D

Source: Administration of SMA 1 Muhammadiyah Palembang

ANSWER KEY

Practice Test- Answer Key					
Listening Comprehension Section		Language Form and Meaning Section		Reading Comprehension Section	
1. A	22. A	1. B	22. D	1. D	22. A
2. D	23. D	2. C	23. A	2. C	23. B
3. D	24. C	3. D	24. B	3. A	24. A
4. B	25. A	4. A	25. D	4. D	25. B
5. B	26. D	5. B	26. A	5. B	26. D
6. A	27. D	6. D	27. D	6. A	27. B
7. B	28. B	7. C	28. C	7. D	28. C
8. C	29. A	8. D	29. B	8. C	29. C
9. B	30. C	9. B	30. B	9. A	30. A
10. A	31. A	10. D	31. A	10. B	31. B
11. C	32. C	11. B	32. C	11. B	32. D
12. A	33. B	12. A	33. B	12. A	33. D
13. B	34. A	13. D	34. D	13. A	34. B
14. C	35. B	14. D	35. C	14. B	35. C
15. C	36. D	15. B	36. B	15. D	36. B
16. A	37. B	16. A	37. C	16. C	37. C
17. D	38. C	17. D	38. A	17. C	38. C
18. A	39. B	18. B	39. B	18. B	39. C
19. B	40. D	19. C	40. B	19. C	40. A
20. B	41. A	20. A	41. D	20. A	41. A
21. C	42. C	21. B	42. D	21. C	42. D

LISTENING COMPREHENSION SCRIPT

1. *(Narrator)*: Listen to a school principal talking to a group of students.

(Woman): I was very pleased by your band's performance at the holiday festival. I don't often see students playing their own music. Student bands usually play something traditional, but you actually composed something original. That's really impressive!

(Narrator): What did the principal like best about the band?

Answer Choices:

- (A) The students wrote their own music.
- (B) The band played several kinds of music.
- (C) The band played during the whole festival.
- (D) The students played many different instruments.

2. *(Narrator)*: Listen to a science teacher talking to her students.

(Woman): First, we are going to collect some leaves that have fallen from the trees. Then, we will compare the colors of those leaves. After that, we will use the leaves to make a poster about what happens to trees during autumn. OK, now put on your jackets and let's head outside.

(Narrator): What will the class probably do next?

Answer Choices:

- (A) Design a poster
- (B) Color the leaves
- (C) Eat lunch outside
- (D) Collect fallen leaves

3. *(Narrator)*: Listen to an art teacher talking to a class.

(Man): Today we're going to begin our lesson on sculptures. Because we are going to work with clay and it can get pretty messy, I'm going to stop you all

Appendix E

about ten minutes before class ends. Then you can start cleaning up your work stations and put away your supplies.

(Narrator): What is the purpose of the talk?

Answer Choices:

- (A) To tell the students when they can begin working on their projects
- (B) To request the students work with each other in pairs
- (C) To specify the types of materials the students will use
- (D) To inform the students they will need time to clean up

4. *(Narrator):* Listen to a teacher talking to a history class.

(Woman): When we take our class trip into the city this week, we'll be driving through a tunnel that will take us under a river. It's so easy to take a train or a car into the city today by using one of the tunnels that we don't think much about the fact that we're crossing a river. But in the city's early days, the only way to get to the city was by boat. I want you to keep this in mind as we learn more about the city's history.

(Narrator): What is the teacher explaining?

Answer Choices:

- (A) Why the city is located where it is
- (B) How travel to the city has changed over time
- (C) How the first tunnels in the city were built
- (D) Why the river is important to the city's history

5. *(Narrator):* Listen to a teacher talking to his class.

(Man): As you know, tomorrow we'll be planting trees in the park. A few dozen saplings will be provided, and you'll be given gardening tools to dig holes for the trees. One important thing to remember—gardening involves working with dirt, so don't come to school in nice clothes. Make sure to dress in something old—something you wouldn't mind getting dirty.

Appendix E

(Narrator): What does the teacher tell the students to do?

Answer Choices:

- (A) Bring in some gardening tools
- (B) Wear old clothes to school
- (C) Look outside for seeds to plant
- (D) Clean the dirt off their clothes

6. *(Narrator):* Listen to a school principal speaking over the intercom.

(Man): Next Friday is the annual school dance. Tickets go on sale starting today in the school cafeteria during lunch. They will be on sale all week. Make sure you buy a ticket in advance, as we won't be selling them at the door the night of the dance. We only have

150 tickets to sell, and they usually sell out before the day of the dance. You don't want to miss this special event!

(Narrator): What is probably true about the dance?

Answer Choices:

- (A) It is a very popular event.
- (B) It is not usually held on a Friday.
- (C) It will take place in the cafeteria.
- (D) It is the first dance of the school year.

7. *(Narrator):* Listen to a geography teacher talking in a classroom.

(Man): Now we're going to watch a documentary program about one of the countries we've been discussing in class. But I'm afraid it's a little too bright in here. Could someone please draw the curtains while I turn on the TV? Then there won't be any glare on the screen and everyone will be able to see just fine.

(Narrator): What does the teacher ask?

Answer Choices:

- (A) For someone to turn on the lights

Appendix E

- (B) For someone to close the curtains
- (C) For someone to move the television
- (D) For someone to turn on the television

8. *(Narrator)*: Listen to a history teacher speaking to his class.

(Man): In order to understand a little more about the life of United States President Abraham Lincoln, we are going to watch a short video. I want you to take notes during the video and think about what we have learned so far. Afterward, we will have a discussion about Lincoln's life.

(Narrator): What will the students probably do next?

Answer Choices:

- (A) Read a book
- (B) Write an essay
- (C) Watch a video
- (D) Form discussion groups

9. *(Narrator)*: Listen to an English teacher speaking to her class.

(Woman): Before we start writing our stories, I want to show some ways you can make your characters more believable. You can try to give them real-life details. One thing you might want to do is base your characters on people you know in real life. This is something that even many famous writers do.

(Narrator): What is the purpose of the talk?

Answer Choices:

- (A) To help students understand the characters they are reading about
- (B) To advise students on ways they can improve their writing
- (C) To praise the students who wrote the best stories in class
- (D) To describe the lives of some famous writers

10. *(Narrator)*: Listen to a teacher talking in a history class.

Appendix E

(Man): Throughout history, people all around the world have invented many different writing systems. One interesting alphabet is the so-called futhark [FOO-thahrk (unvoiced “th”)], which was used in Norway a thousand years ago. Futhark is an exceptional system, because it is the shortest known alphabet in the world. It only had 16 letters. While some writing systems, like Chinese, can have many thousands of symbols, futhark made do with just 16 characters.

(Narrator): What point does the speaker make about the alphabet in ancient Norway?

Answer Choices:

- (A) It had very few letters.
- (B) It was quite difficult to learn.
- (C) It spread to other parts of the world.
- (D) It was similar to the Chinese writing system.

11–13. (Narrator): Listen to a conversation between two students at school.

(Girl): Hi, Tommy. Are you on your way to the cafeteria?

(Boy): [answering, but distracted as he is looking for something] No—I was on way to the library to return a book, but now I’m looking for my watch. It must’ve fallen off

somewhere here in the grass. It was a gift from my father, so I really want to find it.

(Girl): Hmm ... I’d like to help you look for it, but I’m heading to the art building—I made an appointment with my art teacher to talk about a homework assignment, and I don’t want to keep him waiting.

(Boy): That’s OK. The watch has got to be here somewhere. ... Oh, there it is. Hey, by the way, do you want to study for tomorrow’s history test with me and some other people from our class after school? We haven’t decided where we’re going to meet yet—probably at the city library.

Appendix E

(Girl): That sounds like a good idea. I'd like to join you.

(Boy): I'm having lunch with the others, so we'll know where we're meeting by the time I see you in science class.

(Girl): All right. I'll see you then.

(Narrator): Now answer the questions.

Question & Answer Choices: See Page 18

14–17. *(Narrator)*: Listen to a conversation between two friends in a school cafeteria.

(Girl): Look—the cafeteria is almost empty! We won't have to wait in line too long.

(Boy): Good idea. Let's get something now before it gets too crowded.

(Girl): Hmm. I think I'll have one of the salads today and something to drink. But I can't make up my mind which drink to choose! It's hard to pick something when there so many different kinds to choose from.

(Boy): It's better to have too many choices than not enough! Why don't you have something you've never tried before. Maybe you can discover something new that you like!

(Girl): That's a really good idea. And what about you? Are you going to have a salad too?

(Boy): I think so. And maybe a bottle of juice ... and a cup of that soup, too. It looks really good! But I'll definitely pass on the dessert items. I've been eating way too many sweet things lately!

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 18

18–21. *(Narrator)*: Listen to a conversation between two students at school.

(Girl): Excuse me, is this the way to the gym?

(Boy): Uh ... yes it is. Are you a new student here?

Appendix E

(Girl): Yes. [up speak] I'm trying to find the meeting about the dance team? I heard that the school is starting one up. I wanted to find out more about it.

(Boy): Do you dance?

(Girl): Uh-huh. I've been taking lessons since I was little—traditional dance, ballet, jazz.

(Boy): Wow—then you must be pretty good. Anyway, I heard about that new dance team. I

think they're going to be performing at school assemblies and stuff like that. Well, the gym's that way. But I just came from there, and I heard someone saying that the dance team was meeting in the music room.

(Girl): Are you sure? Because the notice I saw said the gymnasium.

(Boy): Well, remember that big storm we had a couple of days ago? And all that rain?

(Girl): Yes

(Boy): Well, some water got into the gym through the roof, so they're doing some work in there—you know, fixing the roof. Do you know where the music room is ... near the library?

(Girl): Yes. I had my first music class today, actually.

(Boy): Oh good. [Turning attention to other matters] Now I just have to find Mr. Harris, my gym teacher.

(Girl): Oh, I wish I could help you.

(Boy): That's OK. I just have to return a basketball I borrowed. But I think I'll just leave it for him at the main office. Good luck with the dancing!

(Girl): Thanks!

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 19

Appendix E

22–25. (Narrator): Listen to a conversation between two friends from school.

(Boy): Maria, would you like to be on my team in next week's trivia quiz?

(Girl): Trivia quiz? I've heard about it, but I don't know exactly what it is.

(Boy): It's a general-knowledge contest. All of the teams are given a set of questions to answer—questions on all kinds of topics—and the team that gets the most correct answers wins.

(Girl): Sure, I guess I could play. But why do you want me on your team?

(Boy): Well, our team already has students who are interested in biology, history, and math. But we're not too good at geography. A lot of questions are about various countries, continents, and things like that. We need someone strong in geography—like you!

(Girl): Well, geography is my favorite subject. You can count me in! ... Should I study for this?

(Boy): Hmm ... It's hard to study for this kind of competition. But if you want, I have examples of questions that were asked in the quizzes in the past. A list like that would give you a general idea of what to expect.

(Girl): That would be great. So will it be held in the library?

(Boy): Not this time. Now we'll be in the gym. A lot more teams are signing up to play this time, so they had to move it to a place with more space. Even the cafeteria wasn't big enough.

(Girl): Wow—the gym is pretty big.

(Boy): Well, that just shows you how popular the trivia quiz has become!

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 19

26–29. (Narrator): Listen to a teacher talking in a history class.

(Man): When people think of life in Europe hundreds of years ago, they often think of castles built of stone, with huge towers. Castles were the homes of

Appendix E

kings and queens and other powerful people. Hundreds of relatives, soldiers, and workers also lived there.

The kitchen was a very important place in a castle. It was busy all day and every day. A castle's kitchen was usually located a good distance away from other castle rooms and buildings, especially the great hall, a large room where people gathered for meals and other activities. This was because of the danger of fires. The kitchen staff needed to use

fire for cooking, but sometimes kitchen fires accidentally grew out of control and could

spread to other parts of the castle. That's why the kitchen was usually far away. Each kitchen also had a garden where vegetables were grown. Back then, food could not be frozen or kept in refrigerators like today. Some vegetables could be stored underground, but not for long, so most vegetables were picked fresh from the castle garden as they were needed. But, of course, a king's dinner consisted of many other ingredients like bread, meat, and fish. To prepare a full meal, many cooks were needed.

The castle kitchen employed a whole team of people, some of whom made bread, and

others who prepared desserts or cooked meat dishes. The chef was like a head manager who was responsible for making sure that the team of assistants did their job right. Although chefs would also be involved in the cooking of some parts of the meal, their main task was to supervise the whole team.

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 20

30–33. *(Narrator):* Now you will hear part of a radio program.

(Man): Hello, listeners. Today I'll be speaking with Ms. Amanda Jones, the town director of road transportation. Thank you for joining us.

(Woman): It's my pleasure.

Appendix E

(Man): Ms. Jones, it seems like there are always new roads to build or old ones to fix. Let's start with new roads. How do you decide where to put in a new road?

(Woman): Well, that's an interesting question. One way to think about it is to go back in history. You know, people didn't build the first roads. Animals did. These roads were really just tracks—just paths—that animals made in the dirt as they walked to find food or water. Then people started to use them. In fact, some of the roads we drive on today were at one time paths made by wild animals.

(Man): But we humans began making roads for ourselves at some point, right?

(Woman): Yes, of course. We made them when we needed them ... which happened when we started to settle in communities, and we wanted to trade with people in other communities. Even then, the roads were pretty simple. Let me ask a question: Why would we need anything more, like paved roads?

(Man): Well, I suppose when we wanted to carry things ... when we built vehicles, like carts and wagons.

(Woman): Exactly! And that's when you start to see better roads, roads made with logs or, better yet, stone or brick. And roads made with good drainage—a good road has to have a place for water to go. Rainwater can really damage a road, or even wash it away. In England, thousands of years ago, people made roads on ridges—along the cliffs and hills beside streams and rivers. Why? Because it's drier there. "Ridge ways," they called them. Some ridge ways still exist in England—they're still used today for walking and hiking. Now road building really started to increase when nations began to grow. In ancient India, rulers created big road networks—it helped them to control a lot of land from central cities. And the Romans became excellent road builders. After all, they had a huge empire to connect together. But the roads in ancient Greece were not as good as those of the Romans. They didn't put as much

Appendix E

effort into road building. Why? Because Greece is full of islands, and they traveled more by boat.

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 21

34–38. *(Narrator):* Now you will hear a speaker talking to a class on a trip to a marine aquarium.

(Man): Hello, everyone. Thank you for visiting the aquarium today. I hope you've enjoyed seeing the thousands of fish we have here, as well as the other sea animals. During the next hour we're going to show you some more sea creatures. They all come from a body of water called the Sargasso [sahr-GAS-so] Sea.

The Sargasso Sea is actually part of the Atlantic Ocean. What I mean is—it isn't a separate body of water; it's more like a sea within an ocean. It's located off the southern half of North America, and it is very large—it covers millions of kilometers.

Now, a couple of things make it distinctive. First, and probably most important, the waters there are very calm—calm and warm. There's also very little wind there. Surrounding the Sargasso Sea are water currents in the Atlantic that move in a circular motion, counterclockwise. This water swirls around the Sargasso Sea. Because of the way these currents move, the water in the middle of the Sargasso Sea doesn't move much at all. Because of the still waters and the lack of wind, sailing ships crossing the Atlantic travel much more slowly when they get to the Sargasso Sea. Without wind, sailboats can get stuck there for long periods. Something else that's unusual about the Sargasso Sea is the seaweed floating on its surface. Large amounts of a kind of seaweed called sargassum

float on top of the water there. And because of the currents, the seaweed stays in the

Appendix E

Sargasso Sea—it's kind of held in place by the rotating currents.

Now this seaweed is what interests us most here at the aquarium, because it supports all kinds of sea life, like shrimp, crabs, and fish. Sargassum creates an ecosystem for them

to live in. What makes this ecosystem quite remarkable is that the creatures there are

ones you'd expect to find much closer to shore, much closer to land, not out in the middle of the Atlantic Ocean. Most likely, sargassum probably did not exist in the Sargasso originally. Rather, the seaweed and some of the ecosystem it supported drifted out into the Sargasso Sea long ago and became trapped there by the currents. From there, it simply spread all over the Sargasso Sea.

(Narrator): Now answer the questions.

Questions and Answer Choices: See Page 22

39–42. *(Narrator)*: Listen to part of a discussion in a science class.

(Man): Since you all seemed to like our discussion last week, I thought we'd continue talking about unusual animals. Have any of you ever heard of an animal called the narwhal?

(Girl): No, but "whal" sounds kind of like "whale." Is a narwhal a kind of whale?

(Man): In fact it is! The narwhal is a species of whale that lives in the cold waters of the Arctic Ocean. Now, both male and female narwhals have teeth—but the male's teeth look very strange. This is because the male narwhal has one long, straight tooth. How long? It's about 7-10 feet long—that's longer than the height of the tallest person in the world!

Since this one tooth is so long and pointy, a lot of people say it looks like the horn of a

Appendix E

unicorn. In fact, sailors in the old days used to call the narwhal the unicorn of the sea.

Some people even thought that it had magical powers!

(Boy): Why did they think it was magical? Because of the big tooth?

(Man): Precisely. Hundreds of years ago in the Middle Ages, Europeans thought that unicorn horns could cure people who were sick. Because the narwhal's tooth looks like a

unicorn's horn, some people thought it could be used to cure sick people. As a result,

narwhal teeth were considered quite valuable, and they were sold by merchants for a lot of money.

(Girl): So why do narwhals have this long tooth? Do they use it to protect themselves?

(Man): Well, we're not sure. But a lot of scientists agree that male narwhals probably use it to attract female mates—the way a male peacock uses his beautiful feathers to attract a

mate. The female narwhal will choose the male with the longest tooth, the same way that the female peacock chooses the male with the most beautiful feathers.

(Narrator): Now answer the questions.

Questions & Answer Choices: See Page 23

LEMBAR VALIDASI KUESIONER

Petunjuk: Berilah tanda cek (v) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 = berarti “kurang baik”

a: dapat digunakan tanpa revisi

2 = berarti “cukup baik”

b: dapat digunakan dengan sedikit revisi

3 = berarti “baik”

c: dapat digunakan dengan banyak revisi

4 = berarti “sangat baik”

d: belum dapat digunakan

No	Komponen Rencana Pembelajaran	Skala Penilaian			
		1	2	3	4
I.	Aspek Petunjuk				
	1. Petunjuk kuesioner dinyatakan jelas				
	2. Kriteria penilaian dinyatakan jelas				
II	Aspek Cakupan Tes Prestasi Kognitif				
	1. Butir-butir pernyataan pada kuesioner kognitif dinyatakan dengan jelas				
III	Aspek Bahasa				
	1. Rumusan pernyataan komunikatif				
	2. Menggunakan kalimat dan kata-kata yang mudah dipahami				
1V	Penilaian Validasi Umum	a	b	c	d

Kesimpulan:

.....
.....

Palembang, 2017

Validator III

Nova Lingga P., M. Pd.

Tabulation of Items Questionnaire

No	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	item14	item15	item16	item17	item18
S1	3	3	4	3	3	4	4	4	3	4	3	4	4	2	3	4	3	4
S2	3	3	4	2	5	3	2	4	3	2	2	3	2	2	2	3	4	5
S3	3	2	3	1	4	4	4	5	2	4	3	4	3	1	3	3	5	4
S4	4	3	3	1	5	5	5	1	5	4	5	1	2	3	5	3	3	1
S5	3	2	3	3	4	4	2	4	2	2	4	5	3	2	4	2	3	4
S6	3	4	2	3	4	3	4	3	4	3	4	5	3	1	5	3	3	2
S7	3	4	4	2	3	3	4	1	3	3	3	5	4	1	1	2	4	5
S8	5	3	4	5	3	5	5	1	5	4	4	5	4	5	5	4	4	4
S9	5	2	3	2	3	5	3	2	3	4	5	4	2	3	5	3	1	5
S10	4	2	4	5	4	3	4	5	4	3	4	5	4	3	3	4	4	5
S11	3	3	4	4	3	4	4	4	2	4	3	5	3	5	3	5	4	3
S12	4	3	5	3	4	3	2	4	4	2	4	5	3	2	3	4	3	5
S13	4	5	5	4	5	5	3	2	3	4	4	3	4	5	1	5	5	4
S14	3	4	4	2	3	3	5	3	3	1	4	5	4	2	3	3	5	5
S15	4	3	3	2	3	3	3	1	3	4	4	5	3	1	5	3	4	4
S16	3	4	4	2	4	4	5	2	3	4	4	4	3	3	2	2	4	4
S17	3	2	4	1	3	2	4	1	3	4	3	4	4	1	5	4	4	3
S18	4	2	3	2	4	1	5	4	2	3	5	5	3	2	4	4	4	3
S19	4	5	4	3	3	5	3	5	2	2	3	5	4	1	3	4	4	3
S20	1	2	3	1	3	1	4	4	2	3	4	4	3	5	5	1	4	4
S21	2	2	4	3	3	2	3	3	2	3	2	5	3	2	4	3	5	3
S22	4	3	4	2	3	2	4	3	3	2	4	5	3	3	3	5	3	4
S23	2	3	3	2	2	4	2	4	3	3	1	4	3	2	1	4	4	5
S24	2	5	3	3	2	1	4	5	5	4	1	5	3	1	5	3	5	4
S25	4	3	3	3	3	3	5	4	2	5	3	4	3	3	2	3	3	4
S26	3	3	2	2	3	3	3	4	2	4	3	5	3	3	4	4	3	4
S27	3	2	5	1	1	3	3	5	3	2	3	5	1	2	4	3	4	4
S28	2	5	3	4	4	1	3	3	3	2	4	5	5	1	2	1	5	4
S29	3	1	3	2	2	5	4	4	2	4	3	4	3	2	5	4	4	1
S30	5	4	3	3	2	4	3	1	4	1	2	4	3	2	3	4	4	3
S31	4	2	3	4	4	3	4	2	2	3	3	4	3	2	3	5	3	5
S32	3	4	4	2	2	3	3	2	3	3	2	2	4	3	4	5	4	4
S33	3	2	4	4	3	3	4	3	3	3	3	5	3	3	3	3	4	4

Tabulation of Items Questionnaire

S34	3	3	3	3	2	3	3	3	3	1	2	5	4	1	5	4	4	3
S35	3	3	4	1	3	3	4	1	3	2	4	4	3	2	3	4	4	4
S36	2	2	5	2	3	1	1	3	3	4	1	3	3	3	4	3	3	5
S37	4	2	4	3	1	3	5	5	3	3	3	4	3	1	3	4	4	5
S38	3	2	3	3	3	4	3	3	3	3	3	4	2	3	3	3	3	3
S39	4	2	3	1	3	5	5	2	5	4	5	2	3	2	5	3	4	1
S40	1	2	3	3	3	5	4	2	3	2	5	5	3	2	2	3	3	5
S41	3	2	3	2	2	3	4	4	2	2	2	4	3	2	3	3	4	4
S42	4	2	4	5	3	4	3	4	4	3	3	5	3	2	3	5	4	5
S43	4	2	3	4	3	5	4	2	4	2	5	5	3	3	3	3	5	4
S44	3	2	3	3	4	3	3	3	2	3	3	4	3	3	3	3	4	4
S45	3	2	3	3	3	2	5	4	3	2	5	5	3	2	4	3	3	5
S46	3	4	3	4	4	3	4	3	4	5	4	5	3	2	4	3	4	3
S47	4	3	4	4	3	5	5	5	4	2	3	5	4	4	4	5	5	5
S48	4	2	1	3	3	5	1	3	3	3	3	3	4	5	1	3	3	3
S49	4	2	3	4	3	3	3	2	4	3	4	5	3	3	3	4	3	5
S50	3	5	3	1	5	5	5	1	3	5	3	5	3	5	5	1	5	4
S51	4	2	3	4	3	3	3	5	3	4	2	5	5	5	4	3	3	5
S52	3	2	3	3	4	5	3	2	4	4	4	5	3	3	3	5	4	3
S53	4	2	3	3	4	4	4	3	2	3	4	5	3	3	3	4	4	3
S54	5	4	3	3	3	5	3	3	4	5	3	4	4	3	5	5	5	5
S55	4	1	4	2	4	1	5	2	3	2	3	4	3	3	3	2	4	3
S56	3	4	2	1	4	5	5	3	1	1	3	5	2	5	1	5	5	1
S57	1	5	3	5	3	1	1	3	1	3	5	4	5	3	3	4	1	4
S58	3	3	4	3	2	3	4	3	4	3	4	4	5	3	5	3	4	5
S59	3	2	4	2	3	3	4	2	3	3	3	4	4	2	3	4	2	4
S60	4	2	3	3	4	4	4	3	2	3	4	5	3	3	3	4	4	3
S61	4	2	3	4	3	2	2	3	3	2	4	4	3	3	4	2	4	4
S62	3	4	3	2	4	3	4	2	3	3	1	3	2	4	5	4	2	4
S63	3	1	4	4	3	3	4	3	3	3	4	4	3	3	4	3	4	4
S64	3	1	4	4	3	4	1	1	4	3	4	5	3	3	2	4	4	5
S65	4	3	4	4	4	4	2	1	2	4	4	4	4	4	4	4	4	4
S66	3	2	5	2	4	4	5	4	2	5	5	4	3	3	1	5	3	4
S67	3	2	5	2	3	2	5	2	5	2	5	4	3	2	3	4	4	4

Tabulation of Items Questionnaire

S68	3	3	4	3	3	4	4	4	3	3	2	5	3	3	4	2	4	5
S69	3	5	4	3	4	5	3	4	3	3	3	5	4	3	3	4	4	5
S70	3	4	3	4	3	2	4	4	3	3	3	4	3	2	4	3	4	3
S71	4	2	5	4	3	4	3	5	2	3	4	5	5	1	3	4	4	5
S72	4	2	3	2	3	4	1	1	4	2	5	4	2	2	3	3	4	2
S73	4	4	5	2	3	2	4	4	4	2	4	4	4	2	3	3	4	4
S74	4	2	5	4	5	3	5	4	2	3	2	5	3	1	4	3	5	5
S75	3	5	4	3	3	4	4	4	3	4	4	4	4	3	5	4	5	3
S76	2	3	4	3	2	3	4	4	1	4	2	5	3	1	5	5	3	5
S77	4	2	3	3	4	4	4	2	3	2	3	4	3	2	5	3	4	3
S78	3	4	3	3	4	3	5	5	3	3	3	5	4	3	4	3	4	3
S79	4	5	4	4	4	3	4	3	4	3	4	5	4	3	4	5	4	5
S80	3	3	3	2	4	2	5	2	3	3	5	4	3	3	3	3	4	4
S81	3	2	4	3	4	3	4	2	3	3	5	4	4	2	4	3	3	4
S82	3	2	3	2	4	1	3	4	2	3	3	4	4	2	4	2	3	4
S83	3	3	3	2	3	3	4	3	2	4	4	4	3	2	3	3	4	4
S84	3	2	3	1	3	3	2	4	3	2	3	3	3	3	4	3	4	3
S85	5	2	5	3	3	3	3	4	4	1	3	5	4	3	5	2	4	5
S86	2	2	4	2	2	3	4	2	3	4	5	5	3	1	4	4	5	5
S87	5	4	5	3	2	5	5	4	5	2	5	5	5	5	5	1	3	4
S88	4	2	3	4	3	3	4	3	3	3	4	4	3	3	3	4	3	4
S89	3	4	3	4	2	3	4	4	2	4	3	5	3	1	2	4	4	4
S90	4	4	4	3	3	4	4	1	2	3	5	4	3	1	3	3	5	4
S91	4	2	3	4	2	3	4	2	4	4	4	4	4	2	3	4	4	2
S92	3	3	3	4	3	3	3	4	4	3	3	5	3	3	3	4	4	5
S93	3	2	4	5	2	4	3	3	2	4	2	4	4	2	4	4	4	4
S94	3	5	3	1	2	4	2	3	3	3	3	4	3	3	3	4	3	4
S95	1	2	3	5	3	2	4	5	3	3	3	5	3	1	3	4	5	5
S96	1	3	1	2	2	2	4	2	4	2	3	5	1	1	5	4	4	3
S97	3	3	3	2	3	2	3	2	3	1	3	5	4	1	3	1	2	5
S98	4	4	5	5	3	2	2	4	4	3	2	4	5	2	5	4	5	4
S99	4	1	3	5	5	4	5	1	4	3	5	5	4	2	5	5	5	5
S100	4	2	4	2	3	2	2	4	4	2	4	4	4	2	4	4	4	4
S101	5	2	3	3	3	4	5	3	4	3	3	4	3	4	5	2	4	4

Tabulation of Items Questionnaire

item19	item20	item21	item22	item23	item24	item25	item26	item27	item28	item29	item30	item31	item32	item33	item34	item35
4	4	4	3	4	3	3	3	5	4	3	3	4	3	5	1	4
4	5	1	3	3	3	2	3	3	4	3	3	2	5	3	1	2
2	3	2	3	2	1	4	3	5	4	3	4	1	3	5	1	5
2	5	3	3	2	3	5	4	3	1	1	5	3	4	3	1	5
1	5	3	3	3	2	4	2	4	2	5	4	2	4	4	2	3
4	5	3	4	4	2	1	3	4	2	3	5	2	4	4	2	3
1	3	3	4	3	2	5	4	4	1	3	4	2	5	5	1	4
3	2	4	3	4	2	3	5	4	3	2	5	3	5	5	3	4
3	3	4	1	4	3	3	1	5	3	2	3	2	4	4	2	3
3	2	2	4	4	4	4	1	4	5	5	4	2	4	4	2	3
4	3	4	2	3	4	3	4	4	2	3	4	3	5	4	4	3
3	2	3	1	4	3	3	5	3	2	2	4	2	2	5	1	5
2	3	3	2	2	4	4	4	1	2	2	5	1	4	2	3	4
4	2	3	2	3	4	3	3	3	3	2	3	3	5	4	3	4
3	4	4	4	3	1	4	3	3	1	3	5	3	3	5	1	5
3	2	2	3	4	2	3	2	4	4	3	2	1	5	5	3	2
2	4	3	2	4	2	4	1	4	1	1	4	3	4	2	2	4
2	3	4	4	3	2	5	3	4	1	3	1	2	5	5	1	3
1	3	2	5	5	1	3	2	4	2	1	3	2	4	3	3	5
3	4	1	3	3	1	3	1	4	1	2	5	1	5	2	1	3
2	5	3	4	4	2	3	2	4	2	2	3	2	4	3	2	3
3	3	3	3	3	4	3	4	3	3	2	2	3	4	3	3	3
1	4	3	3	2	4	3	2	2	1	4	2	3	4	4	3	3
2	4	1	4	3	2	4	2	5	3	3	4	1	4	3	1	4
3	3	4	4	3	4	3	5	3	4	4	3	2	4	3	2	3
2	4	4	4	3	3	3	4	2	3	3	4	3	4	3	3	3
3	3	2	3	2	4	3	2	3	5	5	5	2	4	5	5	2
1	2	1	1	3	1	2	1	5	3	3	1	1	4	5	1	5
5	5	4	4	2	4	3	5	1	5	3	5	3	4	5	2	4
2	2	2	1	3	4	2	4	5	1	5	2	1	3	2	4	3
3	3	4	1	4	1	3	3	3	2	2	5	1	5	4	1	5
4	4	5	4	2	4	4	5	5	5	2	4	2	4	4	2	4
3	4	3	3	2	3	3	3	4	3	3	4	2	3	3	3	2

Tabulation of Items Questionnaire

3	5	4	1	2	3	2	3	4	4	5	4	2	5	3	2	3
1	2	4	5	3	4	3	2	4	1	3	3	2	5	2	2	3
2	3	3	4	5	3	4	2	3	5	3	4	4	3	4	3	4
3	2	3	4	3	1	3	1	3	2	2	3	4	5	3	1	3
3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3
1	5	3	3	4	3	4	5	5	3	1	1	5	5	4	1	5
2	4	2	4	2	4	2	1	3	2	3	3	2	5	1	4	4
2	2	2	4	2	2	3	3	3	3	3	4	1	4	3	4	3
2	3	3	2	3	3	3	4	4	3	3	4	3	4	3	3	3
5	3	5	5	3	4	3	5	5	1	3	3	4	4	2	3	3
3	3	3	2	3	3	3	3	3	3	4	4	4	4	4	4	3
2	2	2	2	2	2	2	1	3	2	3	3	2	5	3	5	2
1	5	4	2	3	2	3	2	3	2	2	3	2	5	4	2	3
5	4	5	5	4	5	3	4	5	5	5	5	5	5	3	4	3
3	2	1	4	3	2	3	3	3	3	3	4	2	5	1	3	2
1	3	2	2	4	3	4	3	4	3	3	5	1	5	3	3	4
1	1	5	5	3	3	4	3	5	5	3	1	3	5	5	5	3
3	3	4	2	4	3	2	3	4	3	4	3	3	3	4	2	4
5	4	4	2	3	4	3	4	2	5	1	4	3	3	4	2	3
2	3	4	4	2	3	2	3	4	2	3	3	2	4	3	2	4
4	5	5	4	3	5	4	5	3	2	4	5	3	5	5	3	5
4	1	3	2	3	1	3	1	3	2	2	2	2	4	4	1	3
5	1	5	1	3	1	3	1	1	1	1	5	3	1	5	1	5
3	4	5	1	2	3	4	5	4	3	5	4	3	3	2	5	1
3	3	4	3	4	3	4	2	5	3	3	2	3	4	3	3	4
3	4	3	4	3	2	3	2	5	2	3	4	2	4	4	2	3
2	3	4	4	2	3	2	3	4	2	3	3	2	4	3	2	4
4	4	4	2	3	3	3	2	3	5	2	3	4	4	3	3	4
5	4	5	3	3	3	3	3	5	3	4	4	4	4	5	3	3
3	4	3	3	3	4	3	3	4	3	4	4	3	4	4	2	3
4	1	5	3	4	1	4	3	4	1	1	2	3	5	4	1	4
2	5	3	4	4	4	4	4	5	2	3	4	3	4	4	4	5
2	5	4	3	3	3	3	3	2	2	2	3	3	5	3	1	3
3	2	3	2	3	2	3	2	4	2	2	4	2	5	3	1	3

Tabulation of Items Questionnaire

4	2	4	3	3	3	4	4	2	3	4	4	4	4	2	2	4
3	4	4	4	2	3	3	5	4	3	5	3	2	4	4	3	4
4	3	3	3	3	4	3	2	3	3	4	4	3	4	2	4	3
2	1	4	2	4	1	4	3	4	3	3	4	2	4	4	4	4
2	1	3	3	4	1	4	5	3	2	2	3	3	5	4	2	4
3	3	3	4	4	4	3	2	5	3	2	2	2	4	4	2	4
3	3	3	4	4	4	3	4	5	3	4	4	3	2	5	2	4
1	3	4	4	2	3	3	4	4	3	4	4	3	5	4	2	2
2	2	3	2	4	3	3	4	4	3	3	5	3	5	4	5	3
2	2	4	3	3	2	3	2	3	3	3	4	4	4	4	2	3
5	4	3	3	3	4	3	1	4	4	2	4	2	5	3	4	2
2	2	4	5	4	4	4	3	4	4	3	4	1	4	4	3	4
2	1	4	3	1	2	3	1	3	2	2	3	3	4	5	1	3
4	4	3	3	3	4	3	3	3	2	3	4	3	4	4	2	3
3	3	3	3	4	3	3	2	3	4	3	3	2	4	4	3	3
2	3	4	4	3	2	3	4	4	3	2	4	4	4	3	2	4
3	4	2	2	3	1	3	3	2	2	1	4	3	4	2	4	1
3	2	4	3	4	2	4	2	5	3	2	5	3	4	4	3	3
2	4	4	4	3	3	4	2	4	2	3	4	3	4	5	3	4
3	1	3	3	5	3	3	4	3	3	3	5	2	5	5	3	3
4	2	4	3	3	4	4	3	4	4	3	4	3	4	3	3	3
3	4	3	2	2	4	3	1	4	1	2	3	1	5	3	1	3
3	3	2	3	2	1	3	4	5	1	4	4	3	4	4	1	4
3	2	3	3	4	2	3	1	4	2	2	4	2	4	4	3	3
2	3	3	3	2	4	3	3	4	3	4	3	4	4	4	2	3
5	1	2	2	4	4	3	3	1	4	2	4	2	4	4	4	4
3	3	4	3	2	3	4	3	4	3	3	4	4	3	2	4	4
3	3	3	5	3	2	3	2	3	3	3	4	3	5	4	2	3
1	3	3	4	2	2	2	2	2	3	3	3	2	5	2	2	3
2	3	3	2	3	1	2	1	4	1	2	1	3	3	4	2	3
5	4	4	1	3	2	4	3	5	3	2	4	1	4	2	4	3
5	3	4	1	2	4	5	3	5	2	5	5	4	5	4	3	4
4	4	4	4	4	2	4	3	4	2	4	4	4	4	4	2	3
4	3	4	4	3	3	3	3	4	3	3	5	2	5	4	4	3

Tabulation of Items Questionnaire

item36	item37	item38	item39	item40	item41	item42	item43	item44	item45	item46	item47	item48	item49	item50
2	4	4	2	4	2	3	5	3	5	3	4	4	4	4
4	4	5	1	5	3	4	4	3	5	4	3	3	4	3
3	4	5	2	2	3	3	4	2	2	3	3	4	2	4
3	5	1	1	5	5	3	3	1	5	1	4	4	2	5
3	4	4	2	4	2	3	3	2	4	2	4	4	2	3
2	4	4	3	2	4	3	2	2	5	3	5	3	3	4
2	3	4	1	3	1	4	3	2	3	2	4	3	1	4
4	3	4	3	2	2	4	4	4	4	1	4	4	3	4
4	4	3	3	3	4	4	4	4	4	5	4	4	4	4
2	3	5	1	2	3	3	5	5	4	2	4	4	5	4
1	3	5	5	3	2	3	3	5	5	3	3	2	3	4
2	1	5	2	2	3	2	4	3	3	3	3	3	2	3
4	4	2	1	1	5	4	2	4	5	1	3	5	2	3
4	4	5	3	2	2	3	4	3	5	2	4	4	3	4
3	3	1	1	3	3	4	4	3	5	3	4	5	4	4
4	3	4	4	1	4	2	3	4	2	3	4	2	4	5
3	2	3	2	3	4	4	3	1	5	3	4	3	2	5
2	4	2	1	3	2	4	3	3	5	1	3	2	2	2
1	3	2	2	2	4	3	3	5	3	1	3	2	2	2
1	4	4	1	2	4	3	1	3	5	4	3	2	2	3
3	4	3	2	2	4	4	3	2	5	3	3	4	2	4
4	3	4	3	3	3	2	4	2	3	3	4	2	3	2
1	3	4	4	3	1	2	3	4	4	2	2	4	5	3
1	5	3	1	3	4	5	5	4	3	2	5	3	1	5
3	2	3	2	2	3	2	3	4	2	3	3	2	4	2
4	3	4	1	2	5	3	3	4	4	2	3	4	3	4
3	5	5	5	3	2	4	3	4	4	2	3	4	4	2
1	2	5	1	2	5	5	5	1	5	2	2	2	1	3
4	3	3	3	2	4	4	3	3	4	4	3	2	4	5
4	4	3	4	2	2	5	2	5	2	4	4	3	4	2
3	5	2	2	4	2	3	5	1	5	2	4	4	5	3
4	2	5	4	3	3	2	4	2	4	2	3	3	5	4
4	3	5	4	3	3	2	2	3	4	2	3	3	2	3

Tabulation of Items Questionnaire

5	3	3	1	5	2	1	2	1	3	3	4	3	1	5
2	2	4	2	2	5	3	3	3	5	1	3	3	2	3
1	5	5	3	2	4	4	4	3	5	3	2	2	2	4
2	3	5	2	2	1	5	4	1	4	3	3	4	3	3
3	3	3	3	2	3	3	3	3	3	3	3	3	3	3
4	4	3	1	2	2	3	4	1	3	2	2	4	3	5
3	1	4	3	2	4	3	4	4	3	4	2	3	4	2
2	3	3	2	2	4	3	3	3	4	4	3	3	2	3
3	2	4	3	2	3	2	4	3	3	2	3	4	2	3
3	4	4	2	2	4	3	3	4	3	2	5	3	3	3
3	3	4	4	2	3	3	3	4	3	3	3	3	3	3
2	3	5	4	2	4	3	3	3	1	4	2	3	4	2
2	3	4	2	3	3	4	4	1	5	1	4	4	1	3
4	3	5	4	2	5	3	4	5	2	3	3	2	4	4
4	2	4	3	3	3	4	2	4	1	2	4	1	3	4
5	1	5	2	4	5	4	4	4	3	1	4	3	3	4
5	3	2	3	1	5	5	5	5	5	5	3	3	5	4
2	4	5	4	2	3	3	4	3	4	1	4	3	2	5
3	3	4	3	3	3	3	3	2	3	4	3	2	5	4
1	3	4	4	3	3	2	3	5	4	1	4	3	3	4
4	3	3	3	3	1	3	3	5	5	3	5	3	3	5
1	3	3	1	3	4	5	3	4	5	4	3	4	3	4
1	3	1	1	3	1	1	5	1	5	3	1	5	5	5
4	3	2	3	2	2	1	3	3	2	2	3	4	3	2
2	4	3	4	3	5	1	2	4	4	3	2	4	3	3
1	4	4	1	3	4	3	4	3	5	2	4	3	3	3
1	3	4	4	3	3	2	4	5	4	1	4	3	3	4
1	4	4	3	2	4	3	4	4	4	2	3	4	4	5
1	5	3	5	1	5	2	2	3	3	5	3	1	5	3
4	3	4	3	3	3	3	4	3	3	2	3	3	4	3
2	3	4	3	1	4	4	4	3	5	1	4	3	5	3
3	3	4	4	3	3	3	4	3	3	3	4	3	3	4
3	4	3	1	2	2	4	5	2	5	1	3	4	4	5
1	4	3	1	4	4	4	2	2	5	2	5	2	2	4

Tabulation of Items Questionnaire

1	3	3	4	4	2	5	4	5	4	2	5	3	4	4
2	4	4	4	2	3	3	3	4	4	3	3	2	2	3
3	3	4	3	2	3	3	2	4	4	3	4	3	4	3
3	3	5	3	2	2	4	5	4	3	2	4	4	2	4
3	4	3	2	3	5	1	5	2	5	2	5	1	2	1
2	4	4	2	4	4	4	4	4	2	4	3	2	3	1
1	5	5	2	1	3	1	5	4	5	4	5	4	2	3
3	4	4	2	2	3	3	4	3	3	2	3	3	1	3
3	2	4	5	3	4	2	5	3	4	3	3	5	4	5
3	4	3	2	2	2	4	3	2	3	3	4	3	2	4
3	3	3	3	4	2	3	4	4	4	2	4	3	4	3
2	4	5	3	1	4	3	4	3	4	2	4	4	3	3
2	3	4	1	2	4	2	2	4	4	2	2	2	4	3
3	3	4	2	4	2	3	4	3	5	2	3	4	4	3
4	2	4	3	3	3	3	4	1	5	3	3	2	4	3
2	4	4	2	2	3	3	3	4	4	2	4	3	2	3
4	4	2	4	2	5	3	3	2	3	3	3	3	3	3
3	3	5	3	2	2	3	4	2	4	3	4	3	3	5
2	3	3	2	2	4	4	2	2	4	2	3	4	3	4
4	3	5	3	1	3	3	5	3	4	3	3	3	3	4
3	3	4	3	2	3	2	4	4	4	2	4	3	4	4
2	3	4	1	2	3	3	4	3	4	3	3	3	2	3
3	5	4	1	2	3	3	4	3	3	1	4	4	4	3
5	3	5	3	2	4	3	4	2	5	3	3	3	2	3
4	3	4	2	2	4	2	4	2	4	3	3	3	3	4
2	2	4	4	1	4	3	4	4	4	2	4	2	4	4
3	3	2	3	5	3	3	2	3	4	2	3	3	5	1
3	3	3	2	3	2	2	3	3	4	3	4	3	3	3
3	3	2	2	4	2	4	2	1	5	2	3	1	5	3
1	4	4	1	3	3	3	2	3	4	3	3	3	2	2
2	3	5	1	2	3	2	2	4	3	4	2	4	3	4
4	5	4	4	2	2	4	3	3	5	1	5	4	4	5
2	3	4	2	3	3	3	3	4	2	4	2	3	4	3
5	3	3	4	3	3	3	3	3	3	3	5	3	3	5

The Result of Questionnaire

No	Nama	Extraversion	Agreeableness	Conscientiousness	Emotional Stability	Openness	Total
1	Dhea Sulthana	32	36	42	28	37	175
2	Tasya Elfina	28	34	37	26	34	159
3	Salsabila Putri	28	36	39	17	35	155
4	M. Padri Al Farizi	36	34	21	20	49	160
5	Sri Oktapia	27	34	34	23	37	155
6	Nadia Miftahul	38	41	46	38	44	207
7	Yulia Kusuma W.	40	38	23	16	43	160
8	Muhammad Zaid	40	40	37	34	36	187
9	M. Audatan Octa	42	32	34	29	29	166
10	Seren Nabila	27	37	45	37	33	179
11	Siti Anggraini S.	32	36	29	39	35	171
12	Indri Sanjaya	33	23	40	26	31	153
13	Achmad Trisno Jati	36	30	30	30	35	161
14	Prisa Putri Zahari	30	36	39	29	30	164
15	Muhammad Gilang.	33	36	29	22	42	162
16	Annisa Putri L.	29	38	37	31	26	161
17	Rully Nurulita	29	34	28	17	41	149
18	M. Tyas Gagaman	28	40	30	27	40	165
19	Ayu Febriani	35	39	37	23	31	165
20	Kurnia Aprianda	19	36	27	21	36	139
21	M. Agung Izzulhaq	26	38	32	21	35	152
22	Bernika Indrialis	35	34	33	28	27	157
23	Sutris Nopriansyah	23	29	33	32	31	148
24	Koesumaningrum	17	51	35	23	38	164
25	M. Eldios R.	33	33	32	31	36	165
26	Ariqah Fianti	31	33	32	31	28	155

The Result of Questionnaire

27	Try Nanda Yunita	25	36	39	36	29	165
28	Azzahra Nabila	14	37	38	14	26	129
29	Rizky Phyar S.	37	30	31	30	25	153
30	Ananda Dermawan	32	37	24	38	21	152
31	Muhammad Najib	30	34	34	23	38	159
32	Syahrul Hamzah	34	33	37	31	36	171
33	Anita Novelia	26	33	32	30	33	154
34	M. Ilham Atthoriq	31	33	30	22	36	152
35	Sifa Raha N.	31	37	28	23	29	148
36	Elpira Anzelina	24	30	41	27	37	159
37	M. Bayu Pratama	28	38	38	20	27	151
38	M. Hawari M.	31	31	29	30	30	151
39	Dinda Brahtika P.	38	35	28	28	37	166
40	Moh. Nanda Afif	30	32	29	32	27	150
41	Tri Putri Pratiwi	27	34	31	24	28	144
42	M. Al Mahal R.	34	31	37	30	30	162
43	Jessica Amelia	40	38	28	35	28	169
44	Bifadhlika Alya	29	31	33	33	31	157
45	M. Aldri Effendri	28	33	33	31	23	148
46	Daniyah Fitriyah	27	38	33	21	38	157
47	M. Lucky Saputra	39	42	41	44	32	198
48	Cahyadi Imam Suhada	30	31	25	39	26	151
49	Nadia Dwi H.	32	31	35	30	36	164
50	Annisa Riskaya R.	33	43	31	29	31	167
51	M. Tito Nugraha	28	33	41	36	34	172
52	Natasya Ayu A.	38	30	32	32	35	167
53	Adella Natasha Z.	30	36	29	30	33	158

The Result of Questionnaire

54	Fania Andriani	39	39	36	37	45	196
55	M. Habib Pashya	25	34	31	24	30	144
56	Helen Aulia	29	27	28	22	33	139
57	Ari Wijaya	32	26	31	33	28	150
58	Tio Andrianto	29	37	38	34	34	172
59	Yulita Saputri	27	36	35	24	34	156
60	Alfia Murfaizah	30	36	29	30	33	158
61	Prima Achmad Tamim	29	31	34	33	39	166
62	M. Reza Arya P.	34	33	30	31	31	159
63	Daffa Akbar Redian	31	33	35	33	30	162
64	Anjas Prastyo	33	30	33	29	28	153
65	Fhadilla Amalia	35	36	34	33	36	174
66	Naffa Rachmadini	33	35	36	22	38	164
67	Siti Shafa Intan	28	39	29	40	32	168
68	Muhammad Abi R.	28	38	34	35	36	171
69	Yolanda Dwi Karina	34	39	35	29	34	171
70	Aldo Andhika	28	36	30	36	32	162
71	Ike Kurnia	32	35	45	26	31	169
72	M. Yosi Safwatullah	32	32	32	21	29	146
73	Ceccillia Putri	30	40	38	28	27	163
74	Achmad Reyhan Noor	30	39	43	28	35	175
75	Nia Wulandari	34	41	35	25	33	168
76	Amalia Zahra	34	35	43	32	38	182
77	Peby Rahmania	32	36	30	23	32	153
78	Muhammad Julmaeri	25	40	35	35	35	170
79	Intan Arta N.	32	42	41	32	33	180
80	Rahayu Diah Utami	29	33	28	24	29	143

The Result of Questionnaire

81	Arif Fadhillah	30	32	35	30	37	164
82	Al Ghifar Dzaky	26	30	38	26	34	154
83	Marina	32	38	29	22	33	154
84	Sri Rahmawati	32	29	29	25	32	147
85	Dito Rizky G.	30	36	41	28	34	169
86	Nadia Fitri	31	38	33	30	37	169
87	M. Fikri Haikal	35	37	44	34	31	181
88	Dewi Zalsyah	33	33	34	35	32	167
89	Mini Resmi	26	37	20	23	28	134
90	Asia Wafiyah	32	41	31	23	31	158
91	Ghifari Abdul Aziz	33	34	33	28	31	159
92	Ulfa Khaliza H.	34	34	35	30	31	164
93	Deden Nuryana	28	29	37	36	31	161
94	Richardho Pratama	32	31	27	31	31	152
95	Afifa Marwa S.	26	38	35	27	32	158
96	Dea Ananda	24	37	20	28	32	141
97	Vionanda Fatimah	23	32	31	19	25	130
98	Masitoh Erhana	29	32	37	32	35	165
99	Rahmat Wijaya	36	41	32	39	42	190
100	Erik Kusmira A.	34	32	36	30	32	164
101	Ahad Dwi Putra	34	39	32	35	36	176

Tabulation of TOEFL Junior

No	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10	L11	L12	L13	L14	L15	L16	L17	L18	L19	L20	L21	L22	L23	L24	L25	L26	L27	L28	L29	L30	L31	L32	L33	L34	L35	L36	L37	L38	L39	L40	L41	L42	S1	
S1	A	A	C	D	B	C	C	C	D	A	C	D	B	D	C	A	D	A	B	B	C	A	D	C	A	D	A	B	A	B	C	C	D	D	C	B	B	C	B	A	C	B	B	
S2	B	-	D	D	A	B	B	C	A	D	C	A	C	C	C	A	C	D	D	B	D	A	D	C	A	B	C	B	A	C	D	B	A	B	D	D	B	B	A	A	C	D	D	
S3	A	D	C	B	A	B	B	C	D	A	B	A	D	C	A	B	D	A	C	B	D	A	C	C	D	D	C	B	B	D	A	C	A	A	B	D	B	C	B	C	B	C	B	
S4	C	D	D	D	D	C	C	A	D	D	B	A	C	B	C	B	A	B	D	B	B	C	A	D	A	A	B	C	B	D	B	C	B	B	D	C	C	B	C	B	C	D	B	
S5	B	A	B	D	A	C	B	B	A	A	C	A	C	C	C	A	D	A	B	C	C	A	D	C	A	C	B	B	D	A	A	B	C	D	B	C	A	C	B	A	C	D	B	
S6	A	C	D	D	B	A	B	B	C	A	C	A	B	C	C	A	D	A	B	B	C	A	D	C	A	C	B	B	A	A	C	D	A	D	C	B	C	B	A	B	B	D	B	
S7	B	A	D	D	A	C	B	B	C	A	C	A	B	C	C	A	D	A	B	-	C	A	D	C	A	C	B	B	A	C	B	C	B	D	B	B	C	D	B	A	B	A	B	
S8	A	B	A	D	A	-	D	C	C	D	C	A	B	-	-	Q	D	B	D	B	D	A	D	C	A	A	D	B	D	B	A	C	D	B	C	A	B	C	B	B	C	A	A	
S9	B	C	A	C	B	D	D	C	B	B	B	A	C	B	C	C	D	A	B	B	B	A	D	B	A	D	A	B	A	A	C	C	B	D	B	C	B	C	C	D	A	B	B	
S10	A	D	D	B	B	D	C	C	D	D	C	D	D	D	C	A	D	A	B	B	C	A	C	C	A	D	A	B	A	A	D	C	B	D	B	B	B	B	C	B	A	C	B	B
S11	A	C	A	D	A	C	D	D	D	B	C	A	B	B	C	A	D	D	B	B	A	A	A	A	C	C	B	B	A	C	A	A	C	B	B	A	B	C	A	B	B	A	C	
S12	A	A	C	D	A	C	C	C	A	D	C	D	B	D	C	A	D	A	B	B	C	A	D	C	A	C	D	B	A	B	C	C	D	D	A	B	B	C	B	D	A	C	B	
S13	A	A	D	D	B	D	B	C	A	B	B	D	B	D	C	B	D	B	A	B	D	A	D	C	C	D	A	B	A	B	A	D	A	C	B	A	B	B	C	D	D	C	B	
S14	A	A	D	D	B	D	B	B	A	D	A	A	C	D	C	B	C	A	B	B	D	A	D	C	C	D	A	B	A	C	C	A	B	A	A	A	B	B	B	D	D	C	B	
S15	A	A	D	D	B	D	B	C	A	D	A	B	C	D	C	B	C	A	B	B	D	A	D	C	C	D	A	B	A	C	C	A	B	A	A	A	B	B	B	D	D	C	B	
S16	A	D	A	C	B	C	B	C	B	C	C	A	B	C	C	A	D	A	B	B	B	A	D	C	A	C	D	B	A	A	A	C	D	D	B	D	B	B	B	D	A	B	C	
S17	A	C	D	D	B	A	B	B	C	A	C	A	B	C	C	A	D	A	B	B	C	A	D	C	A	C	B	B	A	A	C	A	A	D	B	C	D	B	C	C	B	A	B	
S18	A	A	B	D	A	B	B	C	C	D	C	A	B	D	A	A	D	C	D	C	B	A	D	C	C	B	D	B	D	C	D	A	A	D	C	C	B	C	B	C	D	B	B	
S19	B	C	D	D	A	A	D	C	B	D	B	A	C	B	C	B	A	A	B	B	C	A	B	C	A	D	A	B	A	A	A	C	A	D	B	D	B	C	D	A	B	C	A	B
S20	C	A	D	D	B	C	D	C	D	D	C	A	D	C	B	A	B	D	D	B	B	C	A	C	C	B	D	D	D	B	B	D	B	A	A	B	D	A	B	B	A	C	D	B
S21	A	D	D	C	A	C	D	C	A	D	C	A	B	C	C	A	D	B	D	B	D	A	D	C	A	A	D	B	D	A	A	C	B	D	A	A	B	B	B	A	C	D	B	
S22	A	D	D	B	B	C	D	C	B	D	C	D	A	B	C	A	C	A	B	B	B	A	D	C	A	D	D	D	A	A	B	B	C	D	A	A	C	B	A	B	C	D	B	
S23	A	D	A	D	A	A	D	C	C	D	C	A	D	A	A	C	C	D	B	B	B	A	C	C	C	D	A	B	D	B	A	C	D	B	C	A	B	C	B	B	C	A	A	
S24	D	D	A	D	B	A	A	D	A	A	C	A	C	C	C	B	D	C	C	C	D	A	D	C	A	D	D	B	A	B	A	B	C	D	C	D	B	B	A	C	D	B	B	
S25	C	A	A	C	B	C	D	D	D	B	C	A	C	D	C	A	D	A	B	B	C	A	C	C	A	D	A	B	A	B	C	C	D	D	B	B	B	C	B	D	A	B	B	
S26	A	D	D	B	B	D	D	C	D	D	C	D	D	A	A	A	D	A	B	B	A	A	C	C	A	D	B	B	A	A	D	C	B	D	B	C	B	C	B	D	A	B	B	
S27	C	A	A	C	B	C	D	D	B	B	C	A	C	D	C	A	D	D	B	B	C	A	D	C	A	D	A	B	A	A	D	C	B	D	B	C	B	C	B	D	A	B	B	
S28	A	A	C	D	A	C	C	C	A	D	C	C	C	D	C	C	B	A	B	B	C	A	D	A	A	D	A	B	A	A	A	C	A	D	C	B	B	C	B	A	C	B	B	
S29	A	D	B	D	A	C	B	C	D	D	A	A	C	B	C	D	D	D	B	D	B	D	C	C	A	B	D	A	C	C	B	D	C	D	B	C	C	D	B	D	C	B	B	
S30	-	D	D	D	A	C	B	C	D	C	C	A	D	-	C	A	A	D	B	A	C	A	A	C	A	D	C	B	A	B	C	B	A	D	A	A	C	B	B	C	D	D	A	
S31	A	D	B	B	C	B	A	C	C	D	A	A	B	C	C	D	D	C	B	C	B	D	D	A	A	D	D	C	B	B	A	D	B	B	B	D	D	B	C	D	A	A	B	
S32	C	D	D	B	B	A	D	C	B	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	B	
S33	C	B	A	C	D	C	D	C	D	D	C	D	D	A	C	D	D	C	B	A	C	C	D	C	A	D	D	B	A	C	C	C	B	B	B	C	B	D	C	D	A	A	B	
S34	B	C	A	D	C	A	B	C	D	B	C	B	C	C	C	C	D	A	B	B	A	D	D	C	D	D	C	D	A	C	A	C	B	B	B	D	B	D	A	D	A	D	A	
S35	B	A	D	B	A	C	D	C	A	D	A	A	C	B	C	B	C	B	B	B	D	B	D	B	D	D	D	C	B	D	B	C	B	A	B	D	B	C	B	D	A	C	B	

Tabulation of TOEFL Junior

S72	-	B	D	-	-	C	C	C	A	A	C	B	B	B	C	A	B	D	A	C	C	B	B	C	A	A	D	A	B	C	B	A	B	-	-	-	-	-	-	-	-	-	-	-	A		
S73	D	D	D	A	B	A	C	C	A	A	B	A	B	C	C	A	D	A	A	A	C	C	A	C	A	D	A	C	A	A	A	B	B	A	A	D	B	C	C	D	A	C	B				
S74	A	C	C	D	A	B	C	C	D	A	C	A	B	-	C	A	D	A	B	B	C	A	D	C	A	C	D	B	A	C	A	C	D	A	B	B	B	C	B	D	A	C	C				
S75	D	D	C	B	A	A	B	C	C	D	C	B	B	C	A	A	D	A	C	B	B	D	D	C	D	D	D	B	A	C	B	C	C	A	B	D	D	C	B	D	D	C	A				
S76	A	A	C	C	B	C	C	D	B	D	C	D	D	B	C	D	D	B	A	D	B	A	A	C	A	D	A	B	A	A	D	C	B	D	B	C	B	C	B	D	A	B	A				
S77	D	C	D	B	C	A	C	C	B	A	C	B	B	C	D	A	D	B	B	B	D	C	D	C	B	D	B	B	A	C	B	C	B	A	C	D	D	C	B	B	A	D	B				
S78	D	D	D	C	C	A	B	C	C	A	A	B	B	A	C	D	D	A	B	C	C	A	A	C	D	A	D	B	A	C	D	C	B	A	B	C	B	B	D	D	A	B	B				
S79	C	D	C	B	C	A	C	C	B	A	C	D	C	C	C	D	D	A	B	C	D	A	D	C	B	C	B	B	C	C	D	C	B	B	A	D	C	C	B	C	A	A	B				
S80	A	D	D	B	B	D	B	D	B	A	A	A	C	C	C	A	D	A	B	A	C	B	D	C	A	A	D	B	D	C	A	C	D	A	B	A	B	C	A	D	B	C	A				
S81	A	D	C	B	C	D	C	B	B	A	D	B	B	C	D	B	D	B	C	B	C	D	C	C	A	C	D	B	A	C	A	C	B	A	D	D	B	C	D	D	B	C	B				
S82	C	D	D	C	B	B	B	B	C	D	C	A	B	B	C	D	D	A	B	B	A	A	D	C	A	C	D	B	A	D	B	C	B	A	C	B	B	B	B	A	B	C	B				
S83	B	B	D	B	B	B	A	C	B	A	A	A	B	D	C	D	D	A	B	A	C	A	D	D	A	D	A	A	B	C	A	C	B	B	C	D	B	C	D	A	A	C	B				
S84	C	D	B	A	B	A	C	C	B	C	C	A	A	C	C	A	B	B	B	B	D	A	B	C	B	D	D	A	A	C	A	D	C	A	B	D	C	B	B	A	A	C	A				
S85	C	C	D	D	A	A	B	C	B	A	C	B	C	C	C	D	C	A	B	D	C	A	D	C	A	C	C	B	A	A	A	C	D	B	C	D	B	C	D	D	A	C	B				
S86	A	D	-	D	B	-	C	C	A	D	C	C	D	B	D	D	C	A	B	D	C	A	C	C	A	C	D	B	D	A	-	C	D	D	B	D	D	C	B	B	A	C	B				
S87	B	C	D	D	B	C	B	C	B	A	C	A	D	C	C	A	D	A	B	B	C	A	D	C	A	D	D	B	A	B	C	C	D	D	C	B	B	D	C	D	C	C	D				
S88	B	A	B	D	B	D	B	D	B	B	B	C	B	D	C	A	C	B	C	B	B	A	B	D	A	C	A	B	A	A	B	C	D	C	A	D	B	B	B	D	A	C	A				
S89	B	C	C	B	A	B	C	B	B	A	A	A	C	C	A	D	D	A	B	C	C	A	C	D	B	D	C	B	D	C	C	C	A	A	B	D	B	C	B	C	A	C	B				
S90	A	B	D	B	D	C	C	C	A	A	C	B	B	B	C	A	B	D	A	C	C	B	D	A	A	C	D	B	D	D	A	B	B	D	B	D	B	C	B	D	A	D	C				
S91	B	A	C	A	A	D	D	B	A	C	B	A	C	D	C	B	D	A	B	B	C	A	B	A	C	D	A	D	A	B	D	B	C	D	B	C	B	C	B	A	C	A	B				
S92	B	-	B	C	B	D	C	C	D	C	C	D	B	D	B	A	D	C	C	B	A	C	B	A	C	D	D	B	D	B	A	A	C	B	A	D	B	C	D	B	C	D	D	B			
S93	B	C	A	D	A	C	B	D	B	B	C	B	D	C	D	D	B	A	B	B	A	C	C	A	C	C	B	A	A	C	C	B	A	A	C	B	D	C	A	D	B	B	B	D	A	C	B
S94	A	C	B	C	A	B	C	C	D	D	C	A	B	-	C	A	D	A	B	B	C	A	D	C	A	C	D	B	A	C	A	C	D	A	B	B	B	C	B	D	A	C	B				
S95	B	C	A	D	A	B	C	C	D	B	B	C	B	D	A	D	D	B	C	B	B	A	C	C	A	C	C	B	A	A	C	B	D	C	A	D	B	B	B	D	A	C	B				
S96	A	B	D	C	B	C	C	C	A	A	C	B	B	B	C	A	B	D	A	C	C	B	C	B	A	B	D	A	C	B	C	B	B	A	D	B	C	B	B	C	A	B	A				
S97	C	D	D	A	A	C	-	-	-	-	A	A	B	B	C	A	A	D	B	-	-	A	C	C	A	D	A	-	A	A	A	C	B	D	B	B	D	B	C	A	C	D	B				
S98	A	D	D	D	A	A	-	C	A	C	C	C	D	B	D	A	B	D	A	B	B	A	B	C	C	D	A	B	A	-	D	C	B	D	B	B	D	C	D	A	A	D	C				
S99	C	D	D	B	A	A	C	B	B	C	C	C	D	C	C	B	D	A	C	B	C	B	C	C	A	C	B	B	A	A	A	C	D	B	B	D	A	D	B	C	A	C	B				
S100	-	C	-	D	A	A	-	C	A	C	C	-	D	B	D	A	B	D	A	B	B	A	B	-	C	D	A	B	A	-	-	-	-	D	B	B	D	-	D	A	A	-	A				
S101	A	D	A	D	A	C	C	C	A	D	C	A	C	D	B	C	A	B	C	D	D	A	A	A	D	D	D	B	A	A	A	D	B	B	C	B	A	B	A	A	A	A	A	B			

Tabulation of TOEFL Junior

S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	S22	S23	S24	S25	S26	S27	S28	S29	S30	S31	S32	S33	S34	S35	S36	S37	S38	S39	S40	S41	S42	R1	R2	R3	R4	
C	D	D	B	C	C	D	B	D	B	A	D	A	B	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	D	C	D	C	D	B	D	D	B	D	C	A	D	
C	D	C	B	D	A	D	D	D	B	D	D	B	B	B	C	D	C	A	D	A	B	B	D	D	B	A	B	B	A	B	D	B	C	D	C	C	A	A	B	A	D	A	A	D	
C	D	A	B	D	C	D	B	D	B	A	D	D	B	A	D	B	C	A	B	D	D	B	D	A	D	C	B	B	A	C	B	D	C	B	C	A	B	B	D	D	D	C	A	D	
C	B	A	D	C	A	A	A	C	B	C	D	B	C	A	A	D	C	C	B	B	C	A	A	A	D	C	B	C	D	B	A	A	D	D	C	B	C	C	C	B	B	A	A	C	
C	D	A	B	D	A	D	A	D	B	A	A	B	D	A	C	A	C	C	B	D	A	B	D	D	B	C	C	B	A	B	B	D	C	D	B	A	A	B	D	A	D	C	A	D	
C	D	A	B	D	A	D	B	D	B	C	D	D	B	A	D	A	C	A	B	D	A	B	D	A	D	B	B	B	A	C	B	D	C	B	C	A	B	B	D	B	D	C	A	D	
C	D	A	B	D	A	D	B	D	B	C	D	D	B	D	-	B	C	A	B	D	A	B	D	A	D	B	B	B	A	C	B	D	C	B	C	A	B	B	D	B	D	C	A	D	
C	B	C	A	B	C	D	B	D	D	C	D	C	A	D	C	C	A	B	A	B	A	B	D	C	A	C	B	C	D	B	B	D	C	D	C	A	C	A	D	D	D	C	A	D	
C	D	A	B	D	C	D	B	D	B	A	C	D	B	A	-	B	C	D	B	D	A	B	D	A	D	A	B	B	D	A	B	D	D	B	D	A	A	B	D	D	D	C	A	D	
B	D	D	B	C	C	D	B	D	B	A	D	D	C	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	B	C	D	C	D	B	D	D	B	D	C	A	D	
A	D	C	B	C	B	D	D	D	B	A	D	D	D	D	B	B	B	A	A	D	A	B	D	C	B	A	-	C	A	C	C	B	B	D	C	B	B	C	B	A	C	C	A	D	
A	D	C	C	C	C	D	B	D	B	A	D	A	B	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	B	C	D	C	D	B	D	D	B	D	C	A	D	
C	D	D	B	C	C	D	A	D	B	D	D	D	C	B	A	B	C	B	D	D	A	B	D	B	B	C	C	B	A	C	A	B	D	D	A	B	B	D	B	A	C	A	A	D	
D	C	B	D	C	D	B	D	D	D	B	D	C	A	C	A	B	D	A	B	D	C	D	D	B	C	A	B	D	A	B	D	C	D	D	B	C	A	B	A	B	C	D	C	D	
A	D	C	B	D	C	D	B	D	B	D	D	D	B	D	C	A	C	A	B	D	A	B	D	C	D	D	B	C	A	B	A	B	C	D	C	D	C	D	D	B	D	C	A	D	
D	D	C	B	D	C	C	B	C	B	A	D	D	C	B	A	B	C	A	B	D	D	B	D	C	D	A	C	A	A	C	B	-	C	B	C	A	B	B	B	B	D	A	A	D	
A	D	D	B	D	A	D	B	D	B	C	D	D	B	A	D	A	C	A	B	D	A	B	D	A	D	B	B	B	A	C	B	D	C	B	C	A	A	B	D	D	D	D	A	D	
C	D	A	A	C	C	D	B	D	B	D	D	D	B	A	D	C	C	B	D	B	A	B	D	B	B	C	A	D	D	C	B	D	C	D	C	A	C	B	B	D	D	A	A	D	
C	D	D	B	C	C	D	B	D	B	A	D	D	C	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	C	C	D	C	D	C	A	C	B	D	D	C	A	D
C	A	A	B	C	B	D	B	D	B	D	D	D	D	D	D	C	A	B	B	D	A	B	D	B	C	D	D	A	B	A	C	C	D	B	C	A	B	D	A	D	C	A	D		
C	D	A	B	D	C	D	B	D	B	A	D	D	D	C	A	A	C	B	B	D	A	B	D	C	D	D	B	C	A	B	B	C	D	C	D	C	A	C	B	B	D	D	A	A	D
C	D	C	A	C	A	D	C	C	B	D	D	D	D	B	C	C	D	B	A	D	A	B	A	C	A	B	B	C	A	B	B	D	C	D	C	D	C	D	D	B	D	D	A	A	D
C	B	C	A	B	C	D	B	D	D	C	D	C	A	D	C	C	A	B	A	B	A	B	D	C	A	C	B	C	A	D	B	D	C	D	C	A	C	A	D	D	D	C	A	D	
C	D	C	B	C	A	D	C	C	B	C	B	D	D	D	A	A	C	B	C	D	A	B	B	C	A	C	D	C	A	B	B	D	C	D	C	D	D	B	D	D	D	C	A	D	
D	D	A	B	C	C	D	D	D	B	A	D	D	C	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	B	C	D	C	D	A	B	D	D	D	C	A	D	
C	D	A	B	D	C	D	B	D	B	A	D	D	D	A	C	C	C	B	B	A	B	D	C	B	C	C	B	B	D	A	B	D	C	B	C	A	A	B	D	D	D	C	A	D	
A	D	C	B	D	C	A	B	D	B	A	D	D	B	D	D	B	C	A	B	D	A	B	D	D	D	C	B	C	A	B	B	B	A	D	C	D	B	B	D	B	D	C	A	D	
A	D	C	B	C	C	D	B	D	B	A	D	D	C	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	B	C	D	C	D	B	D	D	B	D	C	A	D	
C	D	D	A	C	C	D	A	D	B	D	D	D	A	D	D	B	A	B	C	D	B	B	D	C	D	C	B	C	D	B	C	C	B	D	C	D	C	A	D	D	D	C	A	D	
C	D	A	B	D	A	B	B	D	B	A	D	D	A	D	A	A	B	B	D	A	B	C	A	C	B	D	A	B	B	B	C	A	D	B	B	C	C	A	D	B	C	D	A	C	
A	D	D	A	D	A	D	B	D	B	A	D	D	B	B	C	D	D	A	B	D	A	B	D	A	B	C	C	C	D	B	B	B	B	D	C	A	A	A	D	A	D	C	A	D	
C	C	A	B	D	C	B	B	D	D	D	C	B	B	A	C	A	A	B	C	A	B	A	B	D	B	A	B	B	D	B	C	C	C	A	A	C	B	B	A	B	D	B	A	D	
D	B	B	A	B	B	B	B	D	B	B	B	C	B	C	A	A	C	D	C	B	A	B	D	B	A	C	B	B	B	B	A	B	B	D	A	C	B	B	A	B	D	B	A	A	
D	B	D	D	D	A	C	A	D	B	C	D	B	A	C	C	A	C	D	A	D	A	C	A	D	B	A	B	B	D	B	C	C	C	A	A	C	B	B	A	B	D	B	A	C	
C	B	D	B	B	B	B	B	D	D	D	B	C	D	B	D	A	D	A	D	A	A	B	D	A	A	D	B	B	A	B	A	B	A	D	D	C	D	C	D	B	D	B	A	A	

Tabulation of TOEFL Junior

C	B	B	A	A	C	B	B	D	D	D	B	C	C	A	C	A	A	B	C	A	B	A	B	D	B	D	C	B	D	C	C	C	B	B	D	C	A	A	B	D	D	B	A	A			
C	B	B	A	B	C	B	B	D	D	D	C	B	B	A	C	A	A	B	C	A	B	A	B	D	B	D	C	B	D	B	C	C	C	A	A	C	B	B	A	B	D	B	A	A			
C	B	C	B	B	B	A	B	D	B	A	B	B	A	A	B	A	C	A	B	D	A	B	A	C	B	A	B	B	A	C	B	B	B	B	C	A	B	B	D	A	D	B	A	A			
C	B	D	D	C	A	B	B	D	B	A	D	B	B	A	A	A	C	D	C	D	B	A	A	A	A	D	B	B	A	B	A	B	A	D	D	C	D	C	D	B	D	B	A	A			
A	D	A	B	D	C	D	B	D	B	A	D	D	B	A	D	B	C	A	B	D	A	B	D	C	B	C	B	B	A	B	B	D	C	B	C	A	B	B	D	B	D	C	A	D			
A	D	D	D	D	C	B	B	C	B	A	D	D	B	B	D	B	C	D	B	D	A	B	D	C	B	C	B	B	A	B	B	D	C	B	C	A	B	B	D	B	D	D	A	D			
D	D	C	A	C	A	D	C	C	B	D	B	D	D	B	C	D	C	B	C	B	D	B	B	C	A	C	B	C	A	B	B	D	C	D	C	D	D	B	D	D	D	C	A	D			
A	D	A	B	D	C	D	B	D	B	A	D	D	B	A	D	B	C	A	B	D	A	B	D	C	B	C	B	B	A	B	B	D	C	B	C	A	B	B	D	B	D	C	A	D			
D	D	A	B	D	A	D	A	D	B	A	A	B	C	A	C	B	C	D	A	D	A	B	D	D	B	C	C	B	A	B	B	D	C	D	B	A	A	B	D	A	D	C	A	D			
A	D	A	B	D	C	D	B	D	B	A	D	D	B	A	D	B	C	A	B	D	A	B	D	C	B	C	B	B	A	B	B	D	C	B	C	A	B	B	D	B	D	C	A	D			
D	D	A	C	D	A	A	B	D	B	B	D	D	C	D	D	B	C	B	B	D	D	A	D	A	B	C	B	C	D	C	A	B	C	D	C	D	A	B	C	D	D	C	A	D			
A	D	D	D	D	C	B	B	C	B	A	D	D	B	B	D	B	A	D	B	D	A	B	D	C	B	C	B	B	A	B	B	D	C	B	C	A	B	B	D	B	D	A	D	D			
C	A	C	A	C	A	D	C	B	A	B	C	D	B	B	A	B	C	B	A	B	D	B	A	B	C	A	C	B	A	D	B	D	B	C	A	C	D	B	A	D	D	B	C	D			
B	A	D	B	A	A	B	A	D	C	A	B	C	B	A	B	C	A	B	D	B	B	D	B	C	D	A	B	C	B	B	C	A	B	C	A	D	C	A	B	C	C	C	A	D			
D	A	A	A	A	C	B	A	A	B	D	A	B	A	C	A	A	C	A	C	D	B	A	A	B	B	A	C	A	A	C	D	B	D	D	D	B	B	B	B	A	C	C	B	D			
A	D	C	B	D	C	C	D	B	B	A	D	C	B	A	A	D	C	C	A	D	A	B	D	C	A	A	B	C	A	B	B	A	B	C	D	C	B	B	A	B	A	A	A	C			
A	A	A	A	B	B	B	B	B	C	C	C	C	C	D	D	D	D	D	A	A	A	A	A	B	B	B	B	B	C	C	C	C	D	D	D	D	D	A	D	D	D	B	A				
C	A	C	A	C	A	D	C	B	A	B	C	D	B	B	A	D	D	D	C	C	C	C	A	B	C	D	C	D	C	B	A	B	A	B	C	B	A	B	C	B	C	D	A	D			
C	D	D	B	D	A	B	B	D	B	C	D	D	B	D	C	B	B	A	B	D	D	B	D	A	B	C	B	A	A	B	B	C	C	B	C	A	A	B	D	D	D	B	A	D			
D	D	B	B	C	C	D	B	D	B	A	D	D	C	D	D	B	C	A	B	D	A	B	A	C	D	D	B	C	A	B	A	C	C	D	C	D	B	D	D	B	D	B	A	D			
C	A	D	B	D	C	D	B	D	B	C	D	D	D	B	C	C	C	A	C	D	A	B	D	C	A	C	B	B	A	B	D	C	A	C	B	C	A	B	D	D	-	-	-	D			
C	A	D	A	D	C	D	C	A	C	B	C	D	D	B	C	C	B	D	C	A	A	D	C	B	D	C	A	B	D	C	B	A	C	D	C	A	A	B	B	A	C	D	A	B			
D	D	C	A	D	A	D	C	B	A	B	C	D	B	B	A	B	C	B	A	B	D	B	A	B	C	A	C	B	A	D	B	D	B	C	A	C	D	B	A	D	B	C	D	B			
C	D	D	B	C	C	D	B	D	A	C	-	C	-	D	C	C	C	A	B	D	A	B	A	A	B	A	B	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	D	C	A	D
D	D	B	D	A	A	B	C	D	A	A	A	A	A	D	C	B	A	D	D	D	D	D	C	D	B	A	A	A	A	D	A	B	C	D	B	-	A	D	B	A	B	B	A	D			
A	D	A	B	D	C	D	A	D	B	C	D	D	B	D	C	C	C	A	B	D	A	B	D	C	A	C	B	B	A	B	B	D	C	B	C	A	A	B	D	D	D	B	A	D			
C	A	A	A	B	C	B	B	D	A	A	B	D	C	B	C	D	D	B	A	C	B	C	A	C	A	B	D	B	C	A	C	D	B	A	C	D	B	A	C	C	C	D	B				
D	D	B	C	C	C	D	D	C	B	-	D	D	D	D	C	A	C	A	C	D	B	B	D	B	B	C	C	B	A	C	A	C	B	D	C	C	B	B	B	B	D	C	A	D			
C	B	C	B	D	C	D	B	D	B	C	D	D	B	D	C	C	C	A	B	D	A	B	D	A	D	C	C	C	A	B	D	C	B	C	A	A	B	D	D	D	C	A	D				
C	D	D	C	D	A	B	B	D	B	C	D	D	B	D	C	B	B	A	B	D	D	A	D	A	B	C	B	A	A	B	B	C	C	B	C	A	A	B	D	D	D	B	A	D			
C	D	A	B	D	C	D	B	D	B	C	D	D	D	D	C	C	C	A	B	D	A	B	D	A	D	C	B	B	A	C	B	D	C	B	C	A	A	B	D	D	D	C	A	D			
C	B	C	B	D	C	D	B	D	B	C	D	C	B	B	C	B	C	A	C	D	A	B	D	A	D	C	B	B	A	C	B	D	C	B	C	A	A	B	D	D	D	B	A	D			
D	D	A	B	C	B	A	B	A	C	D	B	D	A	A	A	B	A	C	B	C	D	C	A	B	C	B	B	C	D	B	D	B	B	D	C	B	A	C	A	D	C	D	A	D			
A	D	A	B	D	C	D	B	D	B	A	D	D	B	A	D	B	C	A	B	D	A	B	D	A	D	C	B	B	A	C	B	D	C	B	C	A	A	B	D	D	D	B	A	D			
C	D	D	C	D	A	B	B	D	B	C	D	D	B	D	C	B	B	A	B	D	D	B	D	A	B	C	B	A	A	B	B	C	C	B	C	A	A	B	D	D	D	B	A	D			
C	D	D	B	C	A	D	A	D	B	A	D	D	B	A	C	A	A	A	B	D	B	B	A	A	D	C	B	D	B	C	D	D	C	B	C	A	A	B	D	D	D	C	A	D			

Tabulation of TOEFL Junior

R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30	R31	R32	R33	R34	R35	R36	R37	R38	R39	R40	R41	R42	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	C	D	B	A	D	A	B	D	C	D	B	A	A	C	C	A	A	B	D	B	C	A	D	A	B	C	A	C	B	C	D	A	B	D	B	
A	A	D	C	A	B	B	A	A	B	D	C	C	A	C	A	C	A	B	A	B	D	B	C	C	A	B	D	B	B	C	B	A	C	C	A	A	C	
D	C	A	B	A	C	B	C	D	C	A	A	C	B	A	C	D	B	B	C	A	B	C	B	C	D	A	D	C	A	B	C	B	B	C	D	A	B	
B	A	D	C	A	B	A	A	A	B	D	B	A	B	C	C	B	A	A	C	C	D	C	D	C	A	A	C	D	B	B	B	A	A	C	A	A	B	
B	A	D	C	A	C	B	A	A	B	D	C	C	B	C	A	C	A	A	A	B	D	B	D	B	A	B	D	D	A	A	B	D	C	B	D	A	D	
A	A	D	C	A	D	A	D	B	C	A	C	D	B	A	A	C	C	A	-	A	D	B	A	D	C	B	D	D	C	B	B	C	C	C	A	B	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	B	D	B	C	D	B	D	D	A	C	B	C	C	C	A	C	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	A	C	A	B	A	A	A	B	D	C	D	B	A	A	B	A	A	A	B	D	C	C	A	C	D	A	D	C	B	C	B	A	A	B	C	B	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	A	A	B	B	A	A	B	D	C	D	B	A	A	C	A	B	C	A	D	C	C	C	A	A	A	D	C	B	A	A	C	B	A	A	C	
B	D	D	B	D	C	A	D	B	A	A	B	D	C	D	B	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	C	A	A	B	A	A	B	D	C	C	B	C	A	C	A	B	C	A	D	C	C	C	A	A	A	D	C	B	A	A	C	B	A	A	C	
B	A	D	C	A	B	B	A	A	B	D	C	C	C	C	A	C	A	A	A	B	D	B	D	B	A	B	D	D	A	A	B	D	C	B	D	A	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	A	A	C	C	A	A	B	D	B	C	A	D	A	C	B	A	C	B	D	A	B	B	C	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	D	A	C	A	A	A	B	D	C	D	B	C	A	C	C	B	A	A	D	C	C	A	B	D	D	A	C	D	A	A	C	A	A	A	D	
A	D	A	B	D	A	C	B	D	C	B	A	B	D	D	B	C	B	A	C	A	A	B	C	D	C	C	B	B	D	C	D	B	A	C	B	C	B	
B	A	A	D	A	A	A	A	A	D	D	C	A	B	A	A	B	A	B	D	A	D	C	C	C	A	A	D	B	D	A	B	D	C	C	B	C	B	
B	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	C	A	B	D
C	A	B	C	A	A	C	A	B	A	A	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	C	A	B	D
A	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	C	A	B	D
C	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	C	A	B	D

Tabulation of TOEFL Junior

C	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	A	B	D
C	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	A	B	D
C	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	A	B	D
C	A	B	C	A	A	C	A	B	D	D	B	D	D	B	A	D	D	D	A	B	D	B	C	C	A	B	D	D	C	C	B	C	C	C	A	B	D
B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	C	C	A	B	A	B	D	A	C	C	A	A	D	D	B	C	B	A	C	C	A	A	D
B	A	B	A	D	C	C	A	D	A	A	C	C	B	C	B	D	D	B	D	B	A	D	C	B	C	D	B	D	C	A	B	C	D	B	A	A	D
A	A	D	C	A	B	B	A	A	B	D	C	C	A	C	A	C	A	B	A	B	D	B	C	C	A	B	D	D	C	C	B	A	C	C	B	B	D
B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	C	C	A	B	A	B	D	B	C	C	A	A	D	D	B	C	B	A	C	C	A	A	D
B	A	D	C	A	B	A	A	A	B	D	B	A	B	C	C	C	A	A	C	C	D	C	D	C	A	A	C	D	B	B	B	A	A	C	A	A	B
B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	C	C	A	B	A	B	D	B	C	C	A	A	D	D	B	C	B	A	C	C	A	A	D
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D	
B	A	D	D	A	D	A	A	C	B	D	C	C	B	C	A	C	A	A	A	A	D	C	C	C	A	D	D	D	B	C	B	A	C	C	A	A	D
B	A	C	C	D	B	B	A	C	B	D	C	C	D	A	A	C	A	B	C	B	C	B	C	C	B	B	D	D	C	A	B	C	C	B	A	D	D
B	A	C	C	A	B	C	A	A	B	D	D	C	B	A	A	C	A	B	C	B	D	B	C	D	A	B	D	C	B	C	B	C	C	C	A	C	D
B	A	C	D	A	B	B	A	B	B	C	C	C	B	C	A	C	A	B	A	B	D	B	D	A	A	B	C	D	B	B	B	C	B	C	B	A	C
A	A	D	C	A	A	A	A	A	C	C	D	B	B	D	A	B	B	B	A	C	D	B	C	B	A	B	C	D	B	C	B	D	C	C	D	B	C
B	B	C	C	A	A	B	B	A	B	C	D	C	C	C	A	C	B	B	A	B	C	B	C	D	B	B	A	D	D	B	B	C	C	A	A	B	A
A	A	C	B	A	A	A	D	A	D	D	C	A	B	D	A	C	A	A	A	B	D	C	B	C	B	D	A	D	B	B	C	C	C	B	A	A	D
B	A	D	C	A	B	B	A	A	B	D	D	D	C	C	C	A	A	A	C	A	D	A	D	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	D	B	A	A	B	D	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D
B	A	D	D	A	A	B	B	A	B	D	B	D	C	C	A	D	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	A	C	C	D	C	B
D	B	B	C	A	C	A	B	D	B	D	C	C	C	B	C	A	B	D	D	C	A	D	C	B	C	B	B	A	C	C	C	D	B	D	C	B	B
B	A	D	D	B	B	B	A	A	B	D	C	B	B	A	C	C	A	B	B	D	C	B	D	C	A	B	D	C	C	A	C	C	C	D	C	A	D
B	A	D	C	A	B	B	A	A	B	D	B	D	C	C	A	D	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	A	C	C	D	C	B
C	A	C	C	D	A	B	A	D	C	B	C	D	B	C	A	D	B	D	A	B	C	C	C	C	A	C	C	D	C	C	A	B	B	C	B	D	D
B	A	D	C	A	B	B	A	A	B	D	D	D	C	C	A	C	A	A	B	A	D	B	-	B	A	B	A	D	B	C	B	A	C	C	A	A	D
B	A	D	C	A	B	B	A	C	B	D	C	C	B	C	A	C	D	A	C	B	D	B	C	D	A	A	D	B	B	C	B	D	C	C	B	A	D
D	A	D	A	A	B	B	A	A	B	D	C	C	B	A	A	C	A	B	C	A	D	C	C	C	A	A	A	D	C	B	A	A	C	B	A	A	C
B	A	D	C	A	B	B	B	A	B	D	B	D	C	C	B	A	A	A	C	A	D	A	D	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	D	D	C	C	A	D	A	A	C	A	D	B	B	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	B	D	C	C	B	D	A	B	C	A	D	B	D	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	D	D	C	C	B	C	A	A	-	A	A	D	B	A	B	B	A	C	B	C	B	C	C	C	A	A	D
A	A	C	C	A	B	B	A	C	B	D	C	B	B	A	A	C	A	B	A	B	D	B	C	D	B	B	D	D	C	C	B	C	C	C	A	D	D
B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	D	A	A	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	A	B	B	A	A	D	D	D	C	C	C	D	A	B	C	A	D	B	B	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	D	A	-	B	A	A	D	D	D	D	C	C	C	C	A	A	B	A	D	A	D	B	C	B	A	D	B	C	B	C	D	C	A	A	D

Tabulation of TOEFL Junior

A	B	C	C	B	B	B	C	A	B	C	C	D	C	C	A	B	A	B	A	C	D	B	C	C	B	B	C	D	B	C	C	C	C	D	B	A	B
B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	C	A	B	A	B	D	B	C	C	A	B	C	D	B	C	B	C	C	C	A	A	D
B	A	D	D	A	A	B	A	A	B	D	C	C	B	C	C	C	A	B	A	B	D	B	C	C	A	A	D	D	B	C	B	A	C	C	A	A	D
B	A	D	C	A	A	B	B	A	B	D	D	D	C	C	A	C	A	A	A	A	D	B	C	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	D	A	D	B	A	B	C	D	C	C	C	C	B	A	A	A	D	B	C	A	D	C	B	B	A	D	C	C	D	A	C	B	A	A	C
B	A	D	C	A	B	B	B	A	B	D	B	D	C	C	A	D	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	B	D	C	C	A	D	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	D	A	A	C	A	D	B	C	B	A	B	A	D	B	C	B	C	C	C	A	A	D
C	A	A	C	A	B	B	A	A	B	D	A	C	B	D	A	C	A	B	A	C	D	B	A	C	A	B	B	D	B	C	B	A	C	C	B	A	D
B	A	D	C	A	B	B	A	A	B	D	C	C	B	C	A	D	A	A	C	A	D	B	C	D	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	D	D	C	C	A	D	A	A	C	A	D	B	C	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	A	B	B	A	B	D	D	D	C	C	A	C	A	A	C	A	D	A	D	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	D	C	A	B	B	A	A	B	D	B	D	C	C	A	D	A	B	A	B	D	B	C	C	A	B	D	D	B	C	B	C	C	C	A	A	D
B	B	C	C	A	A	B	A	B	B	A	C	D	C	B	A	A	C	A	B	D	C	C	B	C	A	C	D	D	A	C	B	C	C	D	A	B	A
B	A	D	C	A	B	B	D	B	B	C	C	C	C	C	A	D	B	B	A	B	D	D	C	A	A	B	C	D	B	C	C	D	C	C	A	B	A
A	A	C	C	B	B	B	B	A	D	C	D	C	C	B	A	C	B	A	A	B	A	D	C	D	A	A	D	D	D	B	C	D	C	C	B	A	C
B	A	D	C	A	B	B	B	A	B	D	B	D	C	C	B	A	A	B	C	A	D	B	D	B	A	B	A	D	B	C	B	C	C	C	A	A	D
B	A	C	C	A	A	B	A	C	B	C	B	C	D	B	B	C	A	D	A	B	C	B	D	C	B	C	D	B	B	D	D	C	A	B	A	D	D
B	A	D	C	A	D	B	A	A	B	A	C	D	B	C	A	C	A	B	A	B	D	C	C	C	A	B	C	D	C	A	B	A	D	C	A	C	D
B	A	D	C	A	B	B	A	C	C	C	C	C	B	D	A	B	A	A	B	A	D	B	B	B	A	B	C	D	A	B	B	A	C	D	A	B	C
B	A	D	C	D	B	A	A	B	B	C	C	D	B	C	A	A	C	D	A	C	C	D	B	C	A	A	D	C	B	C	B	B	C	C	A	C	A
C	A	C	C	A	B	B	B	A	C	C	D	B	B	C	C	C	B	A	A	C	B	B	C	A	C	D	D	D	C	C	A	B	C	C	B	A	B
A	A	C	C	A	B	B	A	B	D	D	C	C	B	C	C	C	A	C	D	C	B	B	C	D	A	D	C	D	C	D	B	C	B	C	A	A	B
B	A	D	B	B	B	C	A	A	C	C	C	C	B	D	A	B	A	A	B	A	D	B	B	B	A	B	C	D	A	B	B	A	C	D	A	B	C
B	A	D	C	D	B	A	A	B	B	C	C	D	B	C	A	A	C	D	A	C	C	D	B	C	A	A	D	C	B	C	B	B	C	C	A	C	A
C	A	C	C	A	B	B	B	A	C	C	D	B	B	C	C	C	B	A	A	C	B	B	C	A	C	D	D	D	C	C	A	B	C	C	B	A	B
B	-	D	B	A	B	B	A	-	B	D	D	D	C	B	C	A	A	A	C	A	D	A	D	B	A	B	A	D	B	C	B	C	C	C	A	C	-
B	A	D	C	C	B	B	B	A	C	D	C	D	B	C	C	C	A	A	A	C	D	B	B	C	B	B	D	C	C	C	B	C	D	C	A	C	D
B	C	D	C	C	B	B	B	A	B	D	C	C	D	A	A	B	D	B	A	B	B	B	C	D	A	A	D	C	C	C	B	C	B	C	A	D	B

The Result of TOEFL Junior

No	Nama	Listening	Language Form	Reading	Total
1	Dhea Sulthana	24	25	33	65
2	Tasya Elfina	18	20	23	48
3	Salsabila Putri	23	40	37	79
4	M. Padri Al Farizi	8	13	10	25
5	Sri Oktapia	19	26	26	56
6	Nadia Miftahul	23	36	32	72
7	Yulia Kusuma W.	24	35	33	73
8	Muhammad Zaid	18	18	23	47
9	M. Audatan Octa	22	32	35	71
10	Seren Nabila	26	26	33	67
11	Siti Anggraini S.	18	17	21	52
12	Indri Sanjaya	25	25	33	66
13	Achmad Trisno Jati	20	22	25	53
14	Prisa Putri Zahari	22	27	34	66
15	Mohammad Gilang	22	25	33	64
16	Annisa Putri Larasati	30	26	30	70
17	Rully Nurulita	24	34	29	69
18	M. Tyas Gagaman	15	27	21	50
19	Ayu Febriani	22	28	33	66
20	Kurnia Aprianda	19	21	24	51
21	M. Agung Izzulhaq	23	31	23	61
22	Bernika Indrialis	21	19	24	51
23	Sutris Nopriansyah	14	20	21	44
24	Koesumaningrum	24	20	40	67
25	M. Eldios Ramep Q.	24	28	33	67
26	Ariqah Fianti	29	29	35	74
27	Try Nanda Yunita	25	30	33	70
28	Azzahara Nabila	19	25	33	70
29	Rizky Phyar S.	14	20	27	55
30	Ananda Dermawan	17	14	6	29
31	Muhammad Najib	20	22	23	55
32	Syahrul Hamzah	12	15	27	43
33	Anita Novelia	20	14	24	46
34	M. Ilham Atthoriq	23	14	25	49
35	Sifa Raha N.	20	15	24	47
36	Elpira Anzelina	14	10	24	35
37	M. Bayu Pratama	24	11	26	48
38	M. Hawari M.	24	25	24	58

The Result of TOEFL Junior

39	Dinda Brahtika P.	20	14	24	46
40	Moh. Nanda Afif	27	37	37	93
41	Tri Putri Pratiwi	20	31	21	57
42	M. Al Mahal R.	25	18	37	63
43	Jessica Amelia	28	37	37	94
44	Bifadhlika Alya	10	25	27	49
45	M. Aldri Effendri	21	37	35	74
46	Daniyah Fitriyah	22	24	33	63
47	M. Lucky Saputra	18	32	32	65
48	Cahyadi Imam Suhada	21	11	25	45
49	Nadia Dwi H.	9	27	33	50
50	Annisa Riskaya R.	27	18	9	43
51	M. Tito Nugraha	15	19	22	44
52	Natasya Ayu A.	21	39	34	67
53	Adella Natasha Z.	27	7	23	45
54	Fania Andriani	29	29	26	67
55	M. Habib Pashya	24	25	32	64
56	Helen Aulia	25	31	27	66
57	Ari Wijaya	29	8	13	40
58	Tio Andrianto	18	14	24	45
59	Yulita Saputri	19	18	30	53
60	Alfia Murfaizah	17	8	17	25
61	Prima Achmad Tamim	27	33	28	70
62	M. Reza Arya P.	16	11	31	46
63	Daffa Akbar Redian	25	19	29	58
64	Anjas Prastyo	29	30	25	67
65	Fhadilla Amalia	22	25	22	55
66	Naffa Rachmadini	19	36	28	60
67	Siti Shafa Intan	27	34	24	68
68	Muhammad Abi Renald	18	12	29	47
69	Yolanda Dwi Karina	33	40	36	87
70	Aldo Andhika	29	30	25	67
71	Ike Kurnia	25	28	22	60
72	M. Yosi Safwatullah	13	22	23	46
73	Ceccillia Putri	27	39	36	73
74	Achmad Reyhan Noor	31	35	37	82
75	Nia Wulandari	27	29	29	68
76	Amalia Zahra	19	10	20	39
77	Peby Rahmania	26	35	32	74

The Result of TOEFL Junior

78	Muhammad Julmaeri	24	38	35	77
79	Intan Arta N.	23	27	32	65
80	Izki Rahayu Diah Utan	30	39	32	80
81	Arif Fadhillah	25	26	32	66
82	Al Ghifar Dzaky	26	28	29	66
83	Marina	25	28	26	47
84	Sri Rahmawati	25	31	26	65
85	Dito Rizky Gaupama	26	37	34	77
86	Nadia Fitri	20	28	17	52
87	M. Fikri Haikal	29	11	25	52
88	Dewi Zalsyah	18	11	16	36
89	Mini Resmi	22	35	27	67
90	Asia Wafiyah	22	12	20	43
91	Ghifari Abdul Aziz	15	27	31	58
92	Ulfa Khaliza H.	10	12	19	33
93	Deden Nuryana	18	10	23	41
94	Richardho Pratama	30	26	30	68
95	Afifa Marwa Salsabila	15	12	24	41
96	Dea Ananda	20	17	6	34
97	Vionanda Fatimah A.	16	14	20	40
98	Masitoh Erhana	19	14	20	42
99	Rahmat Wijaya	23	24	20	67
100	Erik Kusmira A.	10	7	26	34
101	Ahad Dwi Putra	14	14	22	40

Appendix K

Descriptive Statistics of Items IPIP Big-five Questionnaire

	N	Minimum	Maximum	Mean	Std. Deviation
item34	101	1	5	2.50	1.137
item14	101	1	5	2.51	1.119
item40	101	1	5	2.53	.933
item39	101	1	5	2.54	1.153
item46	101	1	5	2.54	.995
item31	101	1	5	2.57	.952
item28	101	1	5	2.71	1.125
item36	101	1	5	2.73	1.148
item24	101	1	5	2.78	1.073
item2	101	1	5	2.81	1.093
item19	101	1	5	2.84	1.138
item4	101	1	5	2.88	1.116
item26	101	1	5	2.88	1.194
item29	101	1	5	2.89	1.038
item10	101	1	5	3.00	.959
item22	101	1	5	3.04	1.086
item8	101	1	5	3.05	1.211
item9	101	1	5	3.06	.915
item23	101	1	5	3.09	.814
item42	101	1	5	3.09	.960
item44	101	1	5	3.10	1.136
item49	101	1	5	3.11	1.095
item20	101	1	5	3.11	1.130
item48	101	1	5	3.12	.886
item5	101	1	5	3.18	.841
item41	101	1	5	3.19	1.065
item25	101	1	5	3.22	.729
item6	101	1	5	3.28	1.141
item37	101	1	5	3.31	.880
item21	101	1	5	3.31	.977
item13	101	1	5	3.31	.784
item1	101	1	5	3.32	.894
item35	101	1	5	3.41	.862
item47	101	1	5	3.43	.841
item11	101	1	5	3.45	1.034
item16	101	1	5	3.46	1.005
item43	101	1	5	3.46	.944

Appendix K

item50	101	1	5	3.49	.976
item3	101	1	5	3.50	.820
item15	101	1	5	3.53	1.110
item33	101	1	5	3.60	1.001
item7	101	1	5	3.61	1.077
item30	101	1	5	3.61	1.029
item27	101	1	5	3.66	1.013
item38	101	1	5	3.72	1.011
item17	101	1	5	3.83	.825
item45	101	1	5	3.86	1.020
item18	101	1	5	3.93	.993
item32	101	1	5	4.16	.771
item12	101	1	5	4.36	.769
Valid N (listwise)	101				

Descriptive Statistics of IPIP Big-five Questionnaire

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
IPIPBifiveQuestionnaire	101	129	207	16279	161.18	13.233
Valid N (listwise)	101					

Appendix L

Descriptive Statistics

TOEFL Junior

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
TOEFL	101	25	94	5795	57.38	14.478
Valid N (listwise)	101					

Appendix M

Normality Statistical Analysis Test

One-Sample Kolmogorov-Smirnov Test

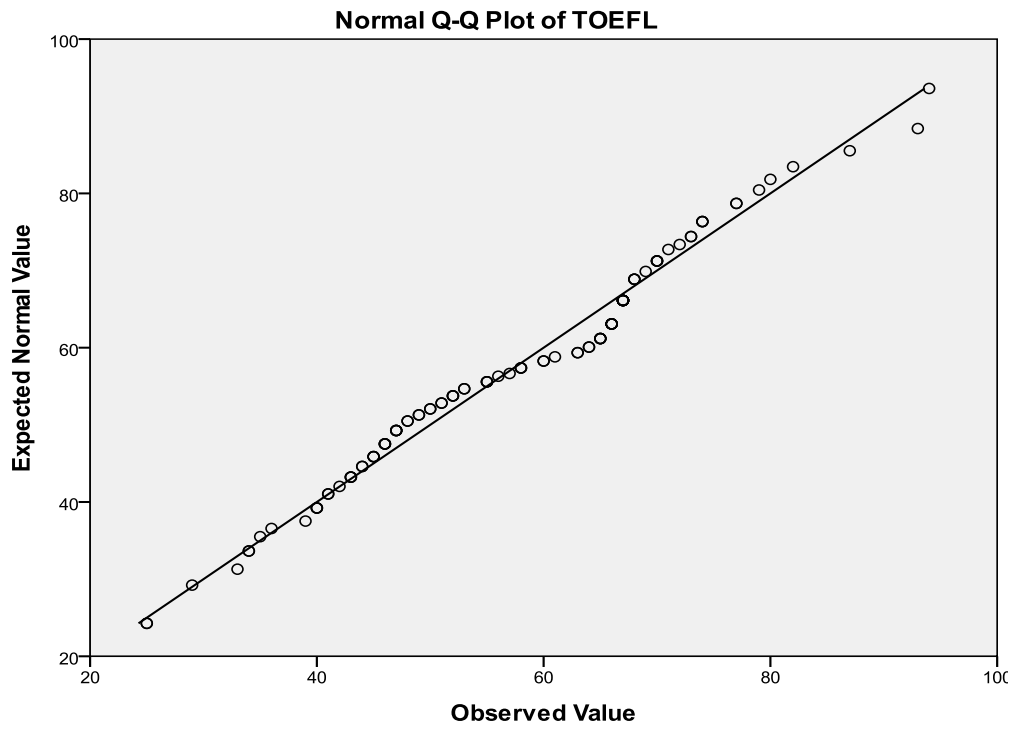
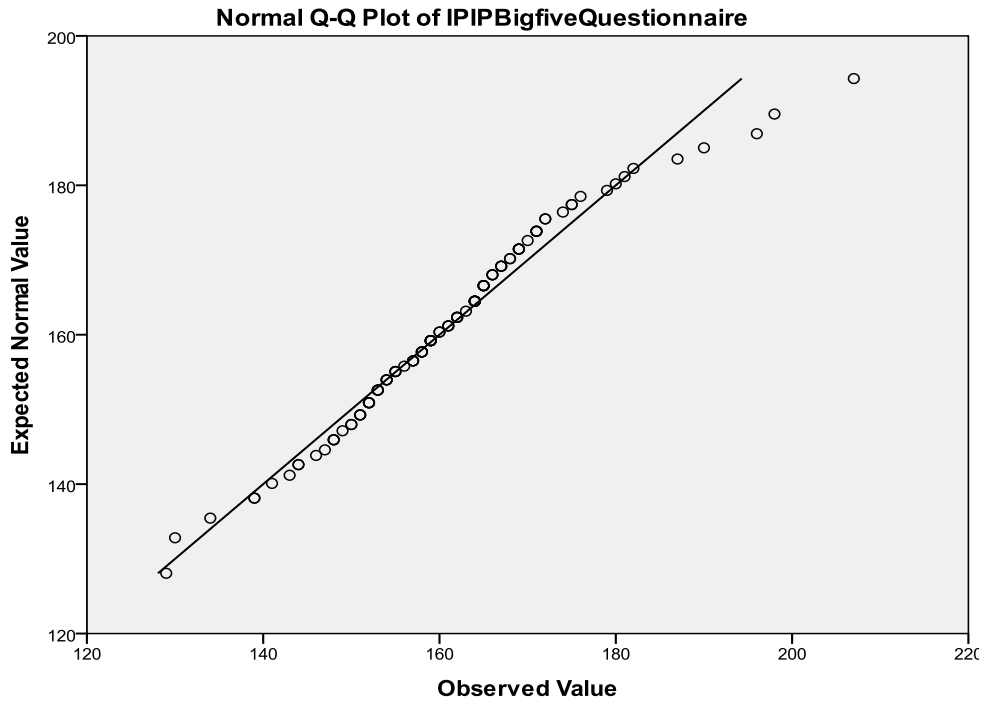
		TOEFL	IPIPBigfiveQuestionnaire
N		101	101
Normal Parameters ^{a,b}	Mean	57.38	161.18
	Std. Deviation	14.478	13.233
Most Extreme Differences	Absolute	.117	.080
	Positive	.070	.080
	Negative	-.117	-.053
Kolmogorov-Smirnov Z		1.172	.809
Asymp. Sig. (2-tailed)		.128	.530

a. Test distribution is Normal.

b. Calculated from data.

Distribution of Data

Normal Q-Q Plot of IPIP Big-five and TOEFL Junior



Linearity Statistical Analysis

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
TOEFL *	Between (Combined)	9574.324	45	212.763	1.028	.458
IPIPBigfiveQue	Groups Linearity	162.956	1	162.956	.787	.379
stionnaire	Deviation from Linearity	9411.368	44	213.895	1.033	.451
	Within Groups	11387.379	55	207.043		
	Total	20961.703	100			

Appendix P

The Correlation Statistical Analysis between The Students' Personality Traits and Their TOEFL Junior

Correlations

		IPIPBigfiveQuestionnaire	TOEFL
IPIPBigfiveQuestionnaire	Pearson Correlation	1	.088
	Sig. (2-tailed)		.381
	N	101	101
TOEFL	Pearson Correlation	.088	1
	Sig. (2-tailed)	.381	
	N	101	101

The Correlation between Each Type of Personality and TOEFL Junior

Correlations

		Extraversion	TOEFL
Extraversion	Pearson Correlation	1	.046
	Sig. (2-tailed)		.649
	N	101	101
TOEFL	Pearson Correlation	.046	1
	Sig. (2-tailed)	.649	
	N	101	101

Correlations

		Agreeableness	TOEFL
Agreeableness	Pearson Correlation	1	.146
	Sig. (2-tailed)		.146
	N	101	101
TOEFL	Pearson Correlation	.146	1
	Sig. (2-tailed)	.146	
	N	101	101

Appendix P

Correlations

		Conscientiousness	TOEFL
Conscientiousness	Pearson Correlation	1	.159
	Sig. (2-tailed)		.113
	N	101	101
TOEFL	Pearson Correlation	.159	1
	Sig. (2-tailed)	.113	
	N	101	101

Correlations

		Neuroticism	TOEFL
Emotional Stability	Pearson Correlation	1	-.055
	Sig. (2-tailed)		.588
	N	101	101
TOEFL	Pearson Correlation	-.055	1
	Sig. (2-tailed)	.588	
	N	101	101

Correlations

		Openness	TOEFL
Openness	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.727
	N	101	101
TOEFL	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.727	
	N	101	101

Transcript of Informal Interview

Name : Muhammad Eldios Rammep Q.

Class : XI MIPA 3

Researcher : Apakah kamu tahu dengan Bahasa Inggris?

Student : Ya. Bahasa Inggris adalah bahasa yang dipelajari disekolah dan bisa dibawa berkomunikasi dengan orang luar negeri.

Researcher : Bagaimana menurutmu tentang pelajaran Bahasa Inggris?

Student : Pelajaran Bahasa Inggris sangat menyenangkan karena saya bisa banyak belajar kosakata. Tetapi beberapa kesulitan yang saya dapat misalnya dalam membaca text Bahasa Inggris yang harus banyak menguasai kosakata dan paling sulit bagi saya yaitu listening, karena saya selalu tidak jelas dalam mendengar orang lain terkhusus orang asing yang sering diputar di audio.

Researcher : Apakah kamu bisa meningkatkan kemampuan Bahasa Inggris untuk kesuksesan dari prestasi sekolah?

Student : Insya Allah bisa. Jika punya tekat pasti bisa.

Researcher : Mengapa seorang siswa gagal dalam ujian mata pelajarannya?

Student : Karena ada beberapa alasan, mungkin dia tidak belajar atau belum menguasai materi belajar.

Researcher : Apakah kamu tahu tentang kepribadian dan bisakah kamu mengenal kepribadianmu?

Student : Tidak

Researcher : Apakah kamu tahu tentang sifat kepribadian berdasarkan Big-five?

Student : Saya tidak tahu sama sekali.

Researcher : Terima kasih atas jawabannya.

Student : Ya sama-sama.

Name : Mam Waliyanih, S.Pd. (The teacher of all of the eleventh grade class)

Researcher : Dalam pengajaran bahasa Inggris sebagai kualitas pendidikan, apa yang anda pikirkan dari siswa-siswa anda dalam kemampuan Bahasa Inggris mereka dari 4 kemampuan berbahasa Inggris?

Teacher : Saya berpikir bahwa mereka sering mendapatkan kesulitan dalam pelajaran ini. Sebenarnya, bahasa Inggris adalah pelajaran yang sulit untuk siswa. Oleh karena itu ada yang mendapatkan nilai KKM rata-rata, sedikit sekali yang mendapatkan diatas rata-rata dan banyak yang dibawah rata-rata. Tetapi mereka tetap optimis untuk belajar bahasa asing.

Researcher : Apakah mereka memiliki kelemahan untuk meraih prestasi sekolah, terkhusus Bahasa Inggris?

Teacher : Untuk hal ini, balik ke masing-masing siswa apakah mereka serius atau tidak dalam belajar. Setiap siswa punya kelemahan tapi itu bukan masalah untuk tidak bisa belajar. Ada beberapa siswa yang disuruh writing, mereka menulis dengan tata bahasa yang maasih salah, listening mereka juga kadang salah dalam mendengarkan speaker serta pengucapannya, siswa juga masih sukar membaca text panjang dan menyimpulkannya, dan mereka kadang memiliki berbeda alasan untuk belum berani berbicara Bahasa Inggris.

Researcher : Apakah mereka memperoleh hasil rapot sedikit dibawah rata-rata KKM dalam mata pelajaran ini?

Teacher : Ya tapi tidak keseluruhan, mereka mempunyai hasil yang berbeda. Dan siswa yang diatas rata-rata itu sangat sedikit.

Researcher : Menurut anda factor apa saja yang mempengaruhi hasil bahasa Inggris mereka? Mengapa?

Teacher : Strategi pembelajaran seorang guru dan ketertarikan siswa dalam proses belajar dapat mempengaruhi hal tersebut. Oleh karena itulah saya melakukan 2 hal tersebut agar tujuan pembelajaran dan pengajaran tercapai. Saya tidak berharap siswa itu harus pandai keseluruhan dalam mata pelajaran ini.

Researcher : Apakah anda tahu tentang Sifat Kepribadian Big-Five?

Teacher : Tidak tahu

Researcher : Bagaimana anda mencapai tujuan untuk kesuksesan hasil siswa sebagai hasil prose pengajaran?

Teacher : Saya hanya membuat strategi pembelajaran sesuai dengan perangkat pengajaran dan membuat siswa belajar dengan nyaman mungkin agar mereka tertarik dengan pelajaran ini. Dan saya tidak menuntut mereka harus memiliki prestasi dalam bahasa Inggris yang sangat bagus ataupun menguasai semuanya.

Researcher : Sebelum dan sesudahnya saya ucapkan terima kasih atas waktu Ibu untuk menjawab pertanyaan ini.

Teacher : Ya sama-sama.

Research's Gallery



Research's Gallery

