

Personality and Learning Creativity of The Students With English Learning Achievement

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ABSTRACT

The purpose of this research is to get: (1) the correlation between students 'Personality with students 'English Achievement; (2) the correlation between students' Creativity with students 'English Achievement; (3) the correlation between students' Personality and students 'Creativity simultaneously with students 'English Achievement. This research is a correlation research. It involves three variables that consist of two independent variables and one dependent variable. The two independent variables are the student's Personality and student's Creativity; while the one dependent variable is the English Achievement. This research population is class XI students of Automotive and Engineering Department of SMK Pancasila Surakarta. The research population consists of 196 students with a sample size of 132 students. Sampling technique was proportional random sampling. The instruments were questionnaires and documentation. The questionnaires were used to measure the Personality and Creativity Variables. The documentation was used to obtain the scores of English Achievement. The data were analyzed by using partial correlation and multiple regression technique. The results of the research showed that (1) there was a positive and significant correlation between students' Personality with the students' English Achievement; (2) there was a positive and significant correlation between students' Creativity with students' English Achievement; (3) there were positive and significant correlation between students' Personality and students' Creativity simultaneously with students' English Achievement.

Key Word: Personality, creativity, achievement, and SMK Pancasila Surakarta

Introduction

Experts defined personality in different ways. Aiken (1999: 3) defined personality as an organized combination of the characteristics of a person. Pervin (1989: 4) defined personality as a characteristic of a person who causes a consistent pattern of behavior. Feldman (1993: 480) defined personality as the sum total of characteristics that distinguish one person's behavior or the stability of someone behavior of different situations. It can be concluded that personality refers to certain characters belonging to a person who directs behavior consistently in every different situation.

According to Aiken (1999: 410-453), in the context of learning theory, there are four components of personality, the first: locus of control; the second, type A behavior; the third,

self-monitoring; and fourth, sensation seeking. These four characteristics of this personality can affect learning outcomes.

Locus of control, according to Pervin (1989: 43) refers to a persons' ability to control events in their life. More specifically Aiken (1999: 29-30) said that when a person feels that he is being controlled, then he pointed in the direction of internal and external. Saifuddin Azwar (2003: 137) mentions that direction as the direction of attribution. People who have internal characteristics assess a success more depend on internal factors than external factors. In order word, the external characteristics to assess a success more depends on external factors rather than internal factors. Thus in relation to education, locus of control refers to the direction of one's control on

the performance of learning, which includes internal and external direction.

According to Aiken (1999: 453), the characteristics of Type A behavior is aggressive, competitive, and hard working. Meanwhile, Feldman (1993) explained that people with Type A behavior is characterized by a competitive nature, appreciate the time, aggressive, and hard working. Thus people who have type A behavior has four main characteristics namely aggressive, competitive, hardworking, and appreciate the time.

According to Aiken (1999: 137), self-monitoring refers to the procedure self observations and refers to the sensitivity of the individual against the environment. Meanwhile, according to Feldman (1993: 527), self-monitoring as a tendency to change behavior to present themselves better in certain social situations. Feldman's opinion identified that people who have self-monitoring character refers to one's ability to adapt. In other words the ability to adapt is identical with the ability to develop relationships with other people. It means that self-monitoring refers to a person's ability to adapt to the situation and develop a relationship with another person in the new situation he faces. Thus, self-monitoring has the main characteristic that is adaptive.

In the context of the four personality constructs, Aiken (1999: 405) said that sensation seeking is characterized by self-assertion and strong character. People who have high sensation seeking by Semeijn, Boone, Velden & Witteloostuijn (2000: 9) are always looking for new experiences. A strong desire in the search for new experiences shows that a person really likes a challenge. In other words, people who like to seek new experiences synonymous with the likes new challenges. Thus people who have the type of sensation seeking are characterized by liking new challenges.

Based on discussion of personality theory above, it was concluded that personality is a particular character that is belonged to someone who directs their behavior consistently in every new situation that has seven different characteristics namely the control direction, aggressiveness, competitiveness, hard worker, appreciate of the time, adaptation, and likes of new challenge.

Concerning with the nature of creativity, the experts defined it is varied. Dedi Supriadi (1994: 6) asserted that the constraints experienced by the experts in defining the concept of creativity is only because he is a hypothetical construct of creativity as well as a complex psychological territory and multidimensional. Cohen (1976: 17) said that the concept of creativity is very difficult to define, because the concept is associated with imagination, originality, exploration and intuition.

Guilford (Urban, 1996: 146) explained that the characteristics of creative people consist of fluency in generating ideas, flexibility in expressing a variety of problem solving, originality in formulating ideas, and elaboration in outlining the idea. Colangelo & Davis (1991: 368) said that someone who thinks creatively is signed by sensitivity to problems, fluency, flexibility, originality, and elaboration of ideas. Treffinger (1980: 15-16) said that the characteristics of creative people are fluency, flexibility, originality, and elaboration of ideas.

Utami Munandar (1985:23) explained that the ability to think creatively has four characteristics. These four characteristics are: 1) the smoothness of thinking that is reflected in the smooth words and ideas, 2) flexibility of thinking that is adaptive; 3) originality that is unique, 4) ability to elaborate the idea.

Amabile & Tighe (1993: 10) & Good & Brophy (1990: 621) said that the main characteristics of creativity that is newness. Newness means that the idea generated is new things. Things just are not merely ideas that are really new but can be any combination of ideas that already exist (Baron, 1976: 189). DeBono (1986: 3) said that creativity is the ability of someone to discover new ideas. It means that a creative person is the one who can find new ideas that is original.

The study of the concept of creativity can be concluded that a creative person has four main characteristics that a) the smoothness of revealing ideas; b) the flexibility of revealing ideas; c) the originality of finding ideas; d) the detail of analyzing ideas. Smoothness is reflected in the smooth words and many ideas that emerged. Flexibility is reflected in the disclosure of the idea that adaptive and sensitive. Originality is reflected in the

uniqueness of the idea. The details are reflected in the disclosure of the idea in detail. The four characteristics are related to the disclosure of ideas in the learning process in the classroom. This research focuses on English language learning of class XI at SMK Pancasila Surakarta.

Concerning with the nature of achievement, Hornby (1987: 8) explains that achievement is something done successfully, with effort and skill. In other words, it can be said that a learning result in school in standardized series of educational test to describe what the student have learned which they have done with their effort and skill. Linn(2000: 550) said that the indicator of achievement covers three domains, namely cognitive domain, affective domain, and psychomotor domain. The study of the concept of achievement concluded that achievement consists of three aspects namely knowledge, skills and attitudes.

Research Method

This research aims at getting the empirical answer concerning with 1) the correlation of the students' personality with the students' English achievement; 2) the correlation of the students' creativity with the students' English achievement; 3) the correlation of the students' personality and students' creativity simultaneously with the students' English achievement.

This research is included ex post facto in the form of a correlational research. It only reveals the facts based on the real phenomena at the research setting.

This research involves three variables. It consists of two independent variables and one dependent variable. The two independent variables are students' personality and students' creativity; while the one dependent variable is the students' english achievement.

The population of this research is student at class XI of Engineering and Automotive Department of SMK Pancasila Surakarta. The total of students' population of this research is 196 students. The total of sample is 132 students. The samples are taken based on the guidelines offered by Isaac and Michael(1982: 193). Sampling technique is proportional random sampling.

The research instruments used for data collection were questionnaires and documentation. Questionnaires were used to measure the personality and creativity variables. The questionnaire was in the form of Likert scale with five scales. Documentation was used to know the score of English achievement. Documentation was obtained from the achievement data of students in the second semester of the class XI. Data analysis techniques used in this research was the correlation and multiple regression analysis. The analysis was used to test research hypothesis. The research hypothesis of the correlation of personality to the learning outcomes and the correlation of creativity to the learning achievement were tested by partial correlation analysis, while the correlation of personality and creativity simultaneously tested with multiple regression analysis. Analysis is used with the aid of SPSS Version 16. Criteria for rejection and acceptance of the hypothesis using a significance level of 5%.

Finding and Discussion

Testing hypotheses using correlation and multiple regression techniques. Acceptance and rejection criteria used in testing level (significance) 5% or 0.05. This study has three hypothesis:(1) there is a positive correlation of students' personality (X1) with students' English learning achievement (Y); (2) there is a positive correlation students' creativity (X2) with students' English learning achievement (Y); (3) there is a positive correlation of students' personality (X1) and students' creativity (X2) simultaneously with students' English learning achievement (Y).

The first hypothesis testing used partial correlation analysis techniques. This technique was used to determine the correlation of student's personality (X1) with student's English learning achievement(Y). The Summary of results of partial correlation analysis of X1 with Y variable is presented in Table 1 below.

Table 1. The Summary of Partial Correlation Analysis Results of Variables X1 with Y

Variable	Partial Correlation Coefficient (r2)	Partial Correlation t calculation	Significance t
Y	0.4445	6.340	0.0001
Y	0.20	1.971	0.05

Table 1 above shows that the correlation coefficient between X1 and Y ($r_{1y.2}$) for 0.444 at a significance level of $p < 0.05$, even < 0.01 . It shows that there is a positive and significant correlation of student's personality with the student's learning achievement. The analysis also shows a partial determinant is 0.1971. It means that the contribution of student's personality to students' learning achievement is 19.71%. The result shows that personality is important to reach students' learning achievement. Thus the research hypothesis said that there is a positive correlation of student's personality (X1) to the student's learning achievement in English (Y) is proved.

The second hypothesis testing used partial correlation analysis techniques. This technique was used to determine the correlation of student's creativity (X2) with student's English learning achievement (Y). The summary of results of partial correlation analysis of X2 Variable with Y variable is presented in Table 2 below.

Table 2. The Summary of Partial Correlation Analysis Results of Variable X2 with Y	
Partial Correlation t calculation Significance t	
Partial terminated	
Variable	Coefficient (r^2)
$r_{2y.1}$	0.3654
	0.4580
	0.0000
	0.1332

Table 2 above shows that the correlation coefficient between X2 and Y ($r_{2y.1}$) for 0.365 at a significance level of $p < 0.05$, even < 0.01 . It shows that there is a positive and significant correlation of the students' creativity with student's achievement. The analysis result also showed a partial determinant is 0.1332. It means that donations to the student's creativity of student's learning achievement is 13.32%. The result shows that creativity is important to reach students' learning achievement. Thus the research hypothesis said that there is a positive correlation of student's creativity (X2) to the students learning achievement in English (Y) is proved.

The third hypothesis testing used multiple regression analysis techniques. This technique was used to determine the correlation simultaneously of the student's personality (X1) and the student's creativity (X2) to the student's English learning achievement (Y). The summary analysis results are presented in Table 3 below.

Table 3. The Summary of Analysis Result of Variables X1 and Variable X2 with Y

Varian sourced bJKRKF calculation pRR^2	
Regression	22369.4241184.71264.6580.0000.7080.501
Residues	1292363.63618.323
Total	1314733.061

Table 3 shows that the correlation coefficient of variables X1 and X2 with Y is 0.708 at a significance level of $p < 0.05$, even < 0.01 . It shows that there are positive and significant correlation of student's personalities and student's creativity simultaneously with student's achievement. The result of analysis also showed the determinant (R^2) is 0.501. It means that the joint contribution of student's personality and student's creativity to student's achievement is 50.1%. The result shows that personality and creativity are important to reach students' learning achievement. Thus the research hypothesis that there is a positive correlation of student's personality (X1) and student's creativity (X2) simultaneously with student's learning achievement in English (Y) is proved.

The results of partial correlation analysis showed that the correlation of individual personality and creativity have a strong correlation with learning achievement. It is reflected in the magnitude of the partial correlation coefficient, significance level, and partial terminated coefficient.

Partial correlation of Personality with learning achievement showed a price of 0.444 with a significance level of $p = 0.000 < 0.01$. The result of this research indicates a positive correlation that is strong enough. It means the better the personality of students, the higher student achievement. In other words, higher learning achievement can be determined by personality factors. The results are consistent with findings of Semeijn, Boone, Velden & Witteloostuijn (2000: 18) who concluded the results of several researchers that there is a linear correlation between personality and overall performance. It shows that the personality has a very important role in improving achievement. Similarly, the research which are conducted by Ackerman & Heggestad (1997: 219) concluded that there was a positive correlation between personality and someone's abilities. Thus it can be said that the increase in

the personality of the students can give substantial impact on student's achievement.

Partial correlation of creativity with learning achievement showed a value of 0.365 with a significance level of $p = 0.000 < 0.01$. The findings of this study indicate a positive correlation that is strong enough. It means the better the creativity of students, the higher student achievement. In other words, higher learning achievement can be determined by creativity.

The results of multiple regression analysis showed that personality and creativity simultaneously have a very strong positive correlation with student's learning achievement. It is reflected in the magnitude of multiple correlation coefficient, the significance level, and double terminated coefficient. Multiple correlation coefficient simultaneously between personality and creativity with the student's learning achievement of 0.708 at a value $p = 0.000 < 0.01$. It shows that the personality and creativity of students simultaneously have a positive and strong correlation with the learning achievements of 0.708. It means the better the personality and creativity of students, the higher student achievement. In other words, personality and creativity of students are determinant factor of student learning achievement. Double terminated coefficient $R^2 = 0.501$ indicates that the Personality Variable and Creativity Variables simultaneously can explain 50.1% of the variance of students learning achievement. Thus, the increase in the personality and creativity will give simultaneously effect on student achievement.

Conclusion

Based on the results of research and discussion can be presented four conclusions

as follows, (1) There is a positive and significant correlation of students' personality (X1) with students' English learning achievement of the students (Y) of SMK Pancasila Surakarta at the class of XI. (2) There is a positive and significant correlation of students' creativity (X2) with students' English learning achievement of the students (Y) of SMK Pancasila Surakarta at the class of XI. (3) There are positive and significant correlation of students' personality (X1) and creativity (X2) with students' English learning achievement of the students (Y) of SMK Pancasila Surakarta at the class of XI.

Based on the conclusions, some of the suggestions put forward the following, (1) The Principals need to take the policy of the institution and the quality of graduates taking into account the development of quality of students' personality, and students' creativity. Development of the quality of students' personality and students' creativity can be done by improving the quality of teachers through training and education; (2) Teachers focus in improving student learning outcomes through the application of learning models that are relevant to the purpose and characteristics of the subjects. The ability to design learning tasks that will be done by the students, and assessment model that focuses on developing students' personality and creativity is very important that is owned by the teacher; (3) Students need to develop the personality and creativity through the application of learning models, tasks, and assessment given by the teacher; (4) Research related to the increase in english learning outcomes need to be carried further by considering the determinant factors, such as teaching methods, laboratory facilities, and teacher quality.

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