

**THE CORRELATION BETWEEN SELF-DIRECTED  
LEARNING LEVEL AND PERSONALITY TRAITS TOWARDS  
ENGLISH LANGUAGE LEARNING**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in teaching English



By  
Mohamad Andy Alfian  
NIM. D05214013

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL  
SURABAYA  
2019**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan dibawah ini:

Nama : Mohamad Andy Alfian  
NIM : D05214013  
Program Studi : Pendidikan Bahasa Inggris

Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sunan Ampel Surabaya menyatakan dengan sesungguhnya bahwa tugas akhir (skripsi) yang berjudul:

*The Correlation between Self-Directed Learning Level and Personality Traits towards English Language Learning*

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Surabaya, 20 Desember 2019

Yang membuat pernyataan,



Mohamad Andy Alfian

NIM. D05214103

## ADVISOR APPROVAL SHEET

This thesis by Mohamad Andy Alfian entitled “*The Correlation between Self-Directed Learning Level and Personality Traits towards English Language Learning*” has been approved by thesis advisors for further approval by the board of examiners.

Surabaya, November 28<sup>th</sup> 2019,  
Advisor I,



Fitriah, Ph.D  
NIP. 19761004120092001

Advisor II,



Dr. Siti Asmiyah, M. TESOL  
NIP. 197704142006042003

## EXAMINER APPROVAL SHEET

This thesis by Mohamad Andy Alfian entitled “*The Correlation between Self-Directed Learning Level and Personality Traits towards English Language Learning*” has been examined December 20<sup>th</sup>, 2019 and approved by the board examiners.



Dean,

Prof. Dr. H. H. Mas'ud, M. Ag. M.Pd.I

NIP. 1231993031002

Examiner I,

Hilda Izzati Madjid, MA  
NIP. 198602102011012012

Examiner II,

Rakhmawati, M.Pd  
NIP. 197803172009122002

Examiner III,

Fitriah, Ph.D  
NIP. 19761004120092001

Examiner IV,

Dr. Siti Asmiyah, M. TESOL  
NIP. 197704142006042003



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpustakaan@uinsby.ac.id

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Nama : Mohamad Andy Alfian  
NIM : D05214013  
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
E-mail address : mohamadandyalfian29@gmail.com

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Penulis

(Mohamad Andy Alfian)  
*nama terang dan tanda tangan*

## ABSTRACT

Alfian, Mohamad Andy. (2019). *The Correlation between Self-Directed Learning Level and Personality Traits towards English Language Learning*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Advisor: Fitriah, Ph.D, Dr. Siti Asmiyah M. TESOL

Keywords: *Self-directed Learning Level, Personality Traits, English Language Learning*

This thesis explores the correlation between self-directed learning level and students' personality traits towards English language learning. Self-directed learning represents students' awareness to be independent learning. Personality traits towards English language learning reflect to students' characteristic patterns of thoughts, feelings, and behaviors in learning English. Moreover, knowing the level of self-directed learning is useful for the students in identifying their learning objectives. For the teacher, it can help them to make the lesson plan based on the students need by gathering the information from students' perspective. This study used quantitative method and inferential analysis in SPSS 16.0 to identify and clarify the hypothesis and the correlation between self-directed learning level and students' personality traits towards English language learning. The data obtained from the first year students of English Language Education Department. Self-rating scale of self-directed learning (SRSSDL) and Mini International Personality Item Pool (IPIP) questionnaires used in this study. The result indicates that most of the students experienced high level of self-directed learning especially in the area of awareness. Besides that, most of the students also have a high score of consciousness traits. The value of Pearson coefficient was 0.286 which indicates poor/weak correlation between SDL level and students' personality traits towards English language learning. Hence, the Null Hypothesis ( $H_0$ ) is refused and Alternative Hypothesis ( $H_a$ ) is accepted because the significant score is  $\leq$  (less than)  $\alpha$ , it is mean that there is correlation among two variables that is self-directed learning level and students personality traits towards English language learning.



## ABSTRAK

Alfian, Mohamad Andy. (2019). *The Correlation between Self-Directed Learning Level and Personality Traits toward English Language Learning*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Fitriah, Ph.D, Dr. Siti Asmiyah M. TESOL.

Kata kunci: Tingkat Pembelajaran Mandiri, Karakter Kepribadian, Pembelajaran Bahasa Inggris

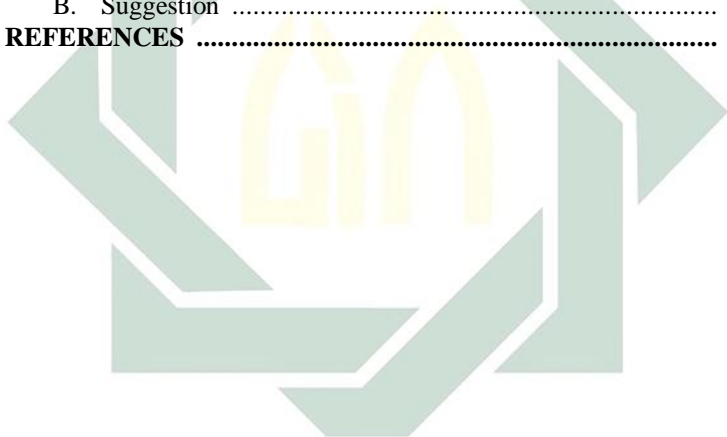
Skripsi ini membahas hubungan antara tingkat belajar mandiri dan karakter kepribadian siswa terhadap pembelajaran bahasa Inggris. Pembelajaran mandiri mengarahkan kesadaran siswa untuk belajar mandiri. Karakter kepribadian terhadap pembelajaran bahasa Inggris mencerminkan pola pikiran, perasaan, dan perilaku karakteristik siswa dalam belajar bahasa Inggris. Penting bagi siswa apakah gaya belajar mereka dapat memengaruhi kepribadian mereka sendiri dalam belajar bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dan analisis inferensial dalam SPSS 16.0 untuk mengidentifikasi dan mengklarifikasi hipotesis dan korelasi antara tingkat pembelajaran mandiri dan karakter kepribadian siswa terhadap pembelajaran bahasa Inggris. Data diperoleh dari mahasiswa PBI Universitas Islam Negeri Sunan Ampel Surabaya di tahun pertama. Penelitian ini menggunakan skala penilaian diri dari angket pembelajaran mandiri (SRSSDL) dan Mini International Personality Item Pool (IPIP). Hasilnya menunjukkan bahwa sebagian besar siswa memiliki tingkat pembelajaran mandiri yang tinggi, terutama di bidang kesadaran. Selain itu, sebagian besar siswa juga memiliki skor tinggi dalam sifat kesadaran. Nilai koefisien Pearson adalah 0,286 yang menunjukkan korelasi positif dan signifikan antara tingkat SDL dan sifat kepribadian siswa terhadap pembelajaran bahasa Inggris. Oleh karena itu, Hipotesis Null ( $H_0$ ) ditolak dan Hipotesis Alternatif ( $H_a$ ) diterima karena skor signifikannya adalah  $\leq$  (kurang dari)  $\alpha$ , artinya ada korelasi antara dua variabel yaitu tingkat belajar mandiri dan karakter kepribadian siswa dalam pembelajaran bahasa Inggris.

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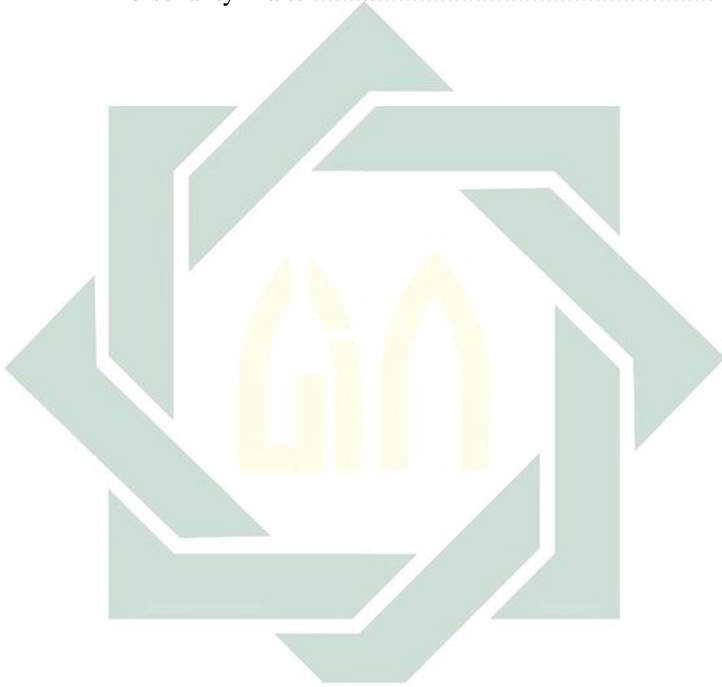


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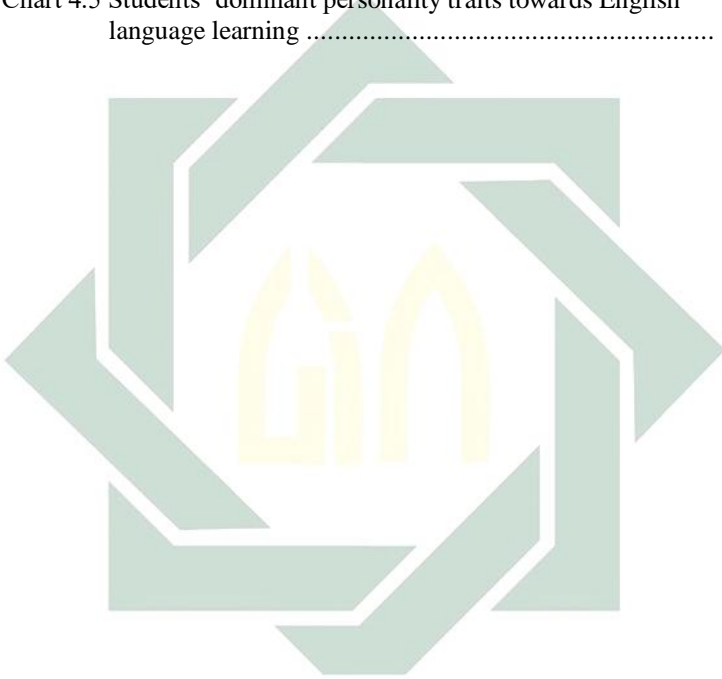
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## LIST OF ABBREVIATION

CEL	Contemporary English Language
CORI	Concept-Oriented Reading Instruction
IPIP	International Personality Item Pool
NEO PI-R	Neuroticism-Extraversion-Openness Personality Inventory Revised
PT	Personality Traits
SDL	Self-directed Learning
SLA	Second Language Acquisition
SRSSDL	Self Rating Scale of Self-directed Learning
UIN	Universitas Islam Negeri



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# CHAPTER I

## INTRODUCTION

This part presents an overview related background of study, research questions, objectives of the study, hypothesis, significance of the study, scope and limitation of the study and definition of key terms are described below.

### A. Background of the Study

To be more competitive, educational system nowadays needs to promote individuals in improving their own knowledge. The aim is to achieve individuals who have responsibility for their self-learning and lifelong learning that is being continuous on learning. Self-learning is an ability of individuals to take control to know their effective time and knowledge management. It refers to individuals' consciousness on their learning needs and how they learn in overcoming learning problems to reach the successful learning by deciding its opportunities. One of the approaches that can be used to such activity is self-directed learning.

Self-directed learning is also one of approaches that have tried with learners in elementary and secondary schools. There were some cases that is known related to self-directed learning. First, learners can be increasingly empowered and more responsible for several decisions associating with the learning endeavor. Second, self-directed learning known as the best of continuous characteristic that exists to some degree in every learning situation and every person. Third, self-direction does not necessarily mean all learning that take place in isolation from others.<sup>1</sup>

Furthermore, self-directed learning is urgently needed because it can give the learners ability in doing exercise, combining the developmental of knowledge with a character development to draw up to study their whole life. Self-directed

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<sup>1</sup> Roger Hiemstra, "Self-directed learning," In Melek Demirel, "A Study on The Assessment of Undergraduate Students' Learning Preference," *Procedia Social and Behavioral Sciences*, Vol 2 (2010): 4430.



learning includes how the learners can adapt with the situational changing, their learning every day and how they taking control by themselves when they faced with the problems. Self-directed learning allows learners to learn more effectively and more sociable. As noted by Guthrie, Van Meter, McCann, and Wigfield in a Concept-Oriented Reading Instruction (CORI) program, self-directed learning demonstrated the ability in searching the information from multiple sources, using various strategies in achieving the aims, and representing thoughts in various forms such as writing and drawing.<sup>2</sup> In addition, as observed by Morrow, Sharkey and Firestone self-directed learning can support the learners in developing their leadership patterns and their rules when it is done using a good planning and implementation.<sup>3</sup>

Knowing the level of self-directed learning is useful for both the students and the teacher for more development in the learning process. Students who experienced high level of self-directed learning can bring them to be more independent learner in order to maximize and to know their objectives and learning needs especially in learning English. In addition, students with high level of personality traits are expected to display positive attitude toward English language learning. For the teacher, it can give clear information for the teacher to facilitate the students in deciding their objectives and their learning needs. It also can guide the teacher to make the effective lesson plan which is based on the student's need in learning English by gathering information from students' perspective. Besides, seeing at this 4.0 era self-learning is emphasized. It has the goal to shape individual responsibility to be independent learner and personality plays the important role to support individuals to develop their skill because it influences someone style of think, feel and behave.

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<sup>2</sup> John T. Guthrie, et. al., "Growth of Literacy Engagement: Changes in Motivations and Strategies during Concept-Oriented Reading Instruction," *Reading Research Quarterly* (1996): 306.

<sup>3</sup> Lesley M. Morrow, et al., "Promoting Independent Reading and Writing through Self-Directed Literacy Activities in a Collaborative Setting," *Reading Research Report* (1993): 356.

Moreover, as said by Lounsbury, Levy, Park, Gibson and Smith, self-directed learning tends to be associated with academic achievement and with personality traits.<sup>4</sup> Self-directed learning is not only connected to one personality traits but also it has multiple connections to personality traits. A study conducted by Cazan, the results also showed that self-rating scale of self-directed learning (SRSSDL) can be a functional measurement to improve students' academic achievement and in diagnosing their needs of learning.<sup>5</sup> It is important that both students and lecturer have an explicit perception as the basis of the development of self-directed learning skills.<sup>6</sup>

In addition, personality is the characteristic that influence someone in some ways of think, feel, and behave. Traits are how the patterns of individuals' thinking, feeling and behaving that shown intensely. These differences personality traits can be seen from the way of someone in behaving in every situation. In learning, personality traits become an important factor which can support students to develop their skill. It can be said that personality traits are the characteristics of an individual that is often shown by them that influences in their way in thinking, feeling, and behaving. Dörnyei in Asmali described the five dimensions of personality traits namely neuroticism, agreeableness, extraversion, consciousness and openness are related with the students' behavior in learning. Dörnyei in Varšić also wrote about the relationship among learning and personality and reported that the dimensions of personality such as: openness to experience and

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<sup>4</sup> J. Lounsbury, et. al., "An Investigation of The Construct Validity of The Personality Trait of Self-directed Learning," *Learning and Individual Differences*, Vol. 19 (2009): 415.

<sup>5</sup> Ana-Maria Cazan & Bianca-Andreea Schiopca, "Self-directed Learning, Personality Traits and Academic Achievement," *Procedia - Social and Behavioral Sciences* (2014): 643.

<sup>6</sup> Swapna Naskar Williamson, "Development of A Self-rating Scale for Self-directed Learning," *Nurse Researcher*, Vol. 2 (2007): 68.

conscientiousness are related to learning and extraversion-introversion dimension correlated with language learning.<sup>7</sup>

There were some previous studies conducted by some researchers such as Lounsbury, Cazan, and Ariani. Their study focus on self-directed learning but the variables are different. Lounsbury investigated self-directed learning by focusing on the construct validity measured as a personality trait. While Cazan is looking for the correlation between self-directed learning, personality traits and academic achievement. The last, Ariani was only measured the students' SDL level in Thesis Proposal Seminar Course. Besides that, related to personality traits, Nusa focused on the role of personality traits in EFL (English as Foreign Language). Instead of looking for the correlation between SDL level and personality traits toward English Language Learning, Cazan focused more on its correlation with academic achievement.

So far, there were not any studies that investigate the correlation among self-directed learning and personality traits toward English language learning. Knowing someone' self-directed learning is important for both lecturer and learners vividly know the idea and basic of self-directed learning competencies for more development. It is also important in knowing the correlation of someone' personality towards language learning because language-learning success related to personality.<sup>8</sup>

Therefore, the study measured the correlation between self-directed learning level and personality traits towards English language learning first year students of English Language Education Department at UIN Sunan Ampel Surabaya. As stated by Fazeli that the correlation among personality and SLA is as a process in which they are modifying each other and there are several proofs that revealed

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<sup>7</sup> Nuša Varšić, Graduation Thesis: "*The Role of Personality in EFL*" (Zagreb: University of Zagreb, 2014): 14.

<sup>8</sup> R. Griffith, "Personality and Second Language Learning: Theory, Research and Practice," In Sadtono, E. (Ed) *Language Acquisition and The Second/Foreign Language Classroom* (Singapore: SEAMEO, 1991)

factors of personality are able to facilitate the SLA.<sup>9</sup> Besides that, the research used the first year students because the students are still in the beginning of the course. Therefore, after this research conducted, there is positive correlation and there is an impact on the students to be more self-directed in learning before continuing to the next semester. The learners are expected in taking the initiative to diagnose the need of learning, learning goals formulation, human and material resources identification for the study, suitable learning strategies selection and application as stated by Knowles.<sup>10</sup>

## **B. Research Question**

Related to the background of the study, the research question is.

Is there any correlation between self-directed learning level and personality trait towards English Language Learning of the first year students of English Language Education Department of UIN Sunan Ampel?

## **C. Objective of the Study**

The objective of the study is to measure the correlation between self-directed learning level and personality trait towards English language learning.

## **D. Hypothesis**

The independent variable of this research is students' self-directed learning level and the dependent variable is students' personality trait towards English language learning. There are two hypotheses to answer the research question:

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<sup>9</sup> S. H. Fazeli, "The Relationship between the Extraversion Trait and Use of the English Language Learning Strategies," *Indian Journal of Science and Technology*, Vol. 5 (2012): 2652.

<sup>10</sup> Malcolm S. Knowles, *Self-directed learning: A Guide for Learners and Teachers* (New York: Association Press, 1975): 18.

$H_a$  (Alternative Hypothesis) of this research is there is a significant correlation between self-directed learning level and students' personality trait towards English language learning.

$H_0$  (Null Hypothesis) of this research is there is no correlation between self-directed learning level and students' personality trait towards English language learning.

### **E. Significance of the Study**

By conducting this research, the researcher hopes that it gives many benefits for the students and teacher.

1. For the students
  - a. The researcher expects that the result of the study can bring the students to be more self-directed in order to maximize and to know their objectives and learning needs especially in learning English as a foreign language.
  - b. Students with high level of personality traits are expected to display positive attitude toward English language learning.
2. For the teachers/lecturer

The study can also give clear information for the teacher to facilitate the students in deciding their objectives and their learning needs. It also can guide the teacher to make the effective lesson plan which is based on the student's need in learning English by gathering information from students' perspective.

### **F. Scope and Limitation of the Study**

This research has two scopes to examine. The first scope is the students' self-directed learning level and the second scope of this study is students' personality trait towards English Language Learning. It will be analyzed that there is a correlation between their SDL levels along with their personality traits. Furthermore, the study limited to first year students of English Language Education Department in UIN Sunan Ampel Surabaya in academic year 2019. So, the result

will only represent the population of first semester students of English Language Education Department in academic year 2019.

## G. Definition of Key Terms

In order to have the same perception and idea in this study, the researcher clarifies the terms that used in this study, as the details are.

### 1. Self-directed learning

Brockett and Hiemstra define self-directed learning as the process that a learner assumes primary responsibility for planning, implementing, and evaluating the learning process.<sup>11</sup>

In this research, self-directed learning is defined as the process in which English language learners take up their primary responsibility to plan, implement and evaluate their English learning. The English language learner takes the initiative and responsibility for what occurs.

### 2. Self-rating scale of self-directed learning (SRSSDL)

Self-rating scale of self-directed learning (SRSSDL) is a 60 items self-rating instrument developed for measuring the level of self-directedness in ones' learning process.

### 3. Personality traits

Personality can be defined as the collection of habits, awareness and the pattern of emotional that develop from internal and external factors.<sup>12</sup> Diener define personality traits through learning and habits. Nevertheless, most theories view personality as relatively stable.<sup>13</sup>

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<sup>11</sup> Ralph G. Brockett & Roger Hiemstra, *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice* (London and New York: Routledge, 1991), 24.

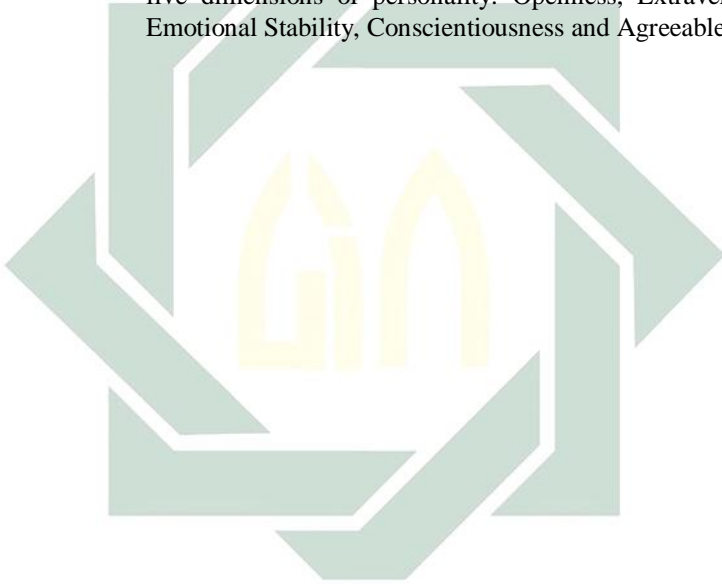
<sup>12</sup> Philip J. Corr & Gerald Mathew. *The Cambridge Handbook of Personality Psychology* (Cambridge: Cambridge University Press, 2009), (<https://en.m.wikipedia.org/wiki/Personality> accessed on December 18, 2018)

<sup>13</sup> Ibid.



In this research, personality traits reflect English language learners' characteristic patterns of their thinking, emotions, and behaviors through their English language learning.

4. International Personality Item Pool (IPIP)  
International Personality Item Pool (IPIP) is the questionnaire that used in this study. It is an instrument developed through the IPIP project, which measures the five dimensions of personality: Openness, Extraversion, Emotional Stability, Conscientiousness and Agreeableness.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter described some theories and issues relate to self-directed learning and personality traits. It also describes big five of personality traits and its relation with the language learning. Besides that, the previous studies related to the topic are also described in this chapter.

#### A. Theoretical Framework

##### 1. Definition of Self-directed learning

The definition of SDL as stated by Knowles is a procedure where people stepping up to the plate with or without the assistance of other to analyze their aims of learning, learning aims formulation, human and material identification, suitable material selection and application, great methodologies of learning execution and learning result assessment.<sup>14</sup> Gibbons said that self-directed learning is any upgrading in knowledge, competency, achievement, or someone development that the learners choose and take about their own effort using various ways in any conditions at every time.<sup>15</sup> Based on his perspective, self-directed learning involves personally challenging activities initiation and personal knowledge and skills development to pursue the successful challenges.

According to Gelderen (as cited in Ariani) the definition of self-directed learning is related in how self-motivation can be done through introduction and combination process. In other hand, self-directed learning (SDL) takes self-motivation as its beginning step.<sup>16</sup> It

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<sup>14</sup> Malcolm S. Knowles, *Self-directed learning: A guide or Learners and Teachers* (New York: Association Press, 1975): 18.

<sup>15</sup> Maurice Gibbons, *The Self-Directed Learning Handbook* (San Francisco: Jossey-Bass, 2002): 2.

<sup>16</sup> Erlina Wahyu Ariani, Undergraduate Thesis: “*Students’ Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher*

claimed that the learners have a judgment to set the aim of learning activities and output evaluation. Learners are able in formulating the goals of learning, ardor of learning and evaluating their learning results. Individuals choose, arrange, and score their learning agenda, which can be followed every time, everywhere and every age.<sup>17</sup>

From the definition mentioned above, it can be concluded that self-directed learning is learning process both physical and psychological readiness to take the initiative in learning, control and manage students to responsible with academic life as well as finding the appropriate student learning ability. The process built on the notion that the learner assumes the primary responsibility for planning, carrying out, and evaluating learning experiences.

## 2. Factors affecting self-directed learning

Self-directed learning can be affected by some factors such as internal and external factors as stated by Aruan.<sup>18</sup>

### a. Internal factors

Internal factors are all factors that come from within a person itself such as heredity. Everything that is brought from birth is the basis for the growth and development of individuals afterwards. The things that can affect self-directed learning among them are talent, intelligence potential, gender, mood, health, learning strategies, intelligence, and education.

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*Education Department State Islamic University of Sunan Ampel Surabaya,*” (Surabaya: Sunan Ampel State Islamic University, 2018), 7.

<sup>17</sup> Ibid.

<sup>18</sup> Nurhalimah Aruan, Skripsi: “*Gambaran Kesiapan Self-directed Learning pada Mahasiswa Tahap Pendidikan Klinik UIN Syarif Hidayatullah dan Faktor-faktor yang Berhubungan*” (Jakarta: UIN Syarif Hidayatullah, 2013): 5.

1) Gender

The differences between male and female caused the differences in the following matters:

- a) School achievements. It is known that female is more consistent than male. The fact that women consistently perform verbal tasks very well makes female have the best performance in school.
- b) The talents or abilities tested show, among others, that in intellectual abilities, women consistently have higher intellectual abilities than men.

2) Learning ways

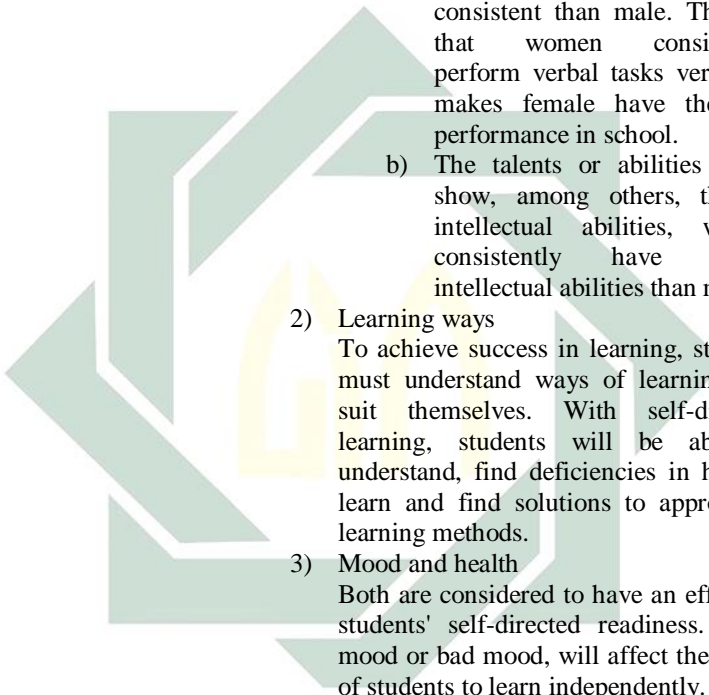
To achieve success in learning, students must understand ways of learning that suit themselves. With self-directed learning, students will be able to understand, find deficiencies in how to learn and find solutions to appropriate learning methods.

3) Mood and health

Both are considered to have an effect on students' self-directed readiness. Good mood or bad mood, will affect the desire of students to learn independently.

4) Intelligence

Students who are independent are able to increase their self-control over their behavior, especially cognitive elements which include knowing, applying, analyzing, synthesizing and evaluating as well as affective which includes accepting, responding, respecting, shaping and having a personal role. Furthermore it is said that independent



behavior is able to develop a critical attitude towards power that comes from outside itself. Children who behave independently are able to do and decide things freely without the influence of others. Thus, intelligence plays a role in the formation of learning independence.

#### 5) Education

Education must be able to help students to achieve independent behavior through the potential they have for that students need to get a variety of experiences in developing concepts, principles, generalization, intellect, initiative, initiative, creativity, emotions and others. Educated people will know themselves better, including knowing their strengths and weaknesses, so they have confidence.

#### b. External Factors

External factors are all circumstances or influences that originate outside of each student. It is also called environmental factors. The environment faced by individuals greatly influences the development of one's personality, both from the positive and negative sides. A good family and community environment, especially in the areas of values and living habits will shape personality, including in terms of learning independence.

#### 1) Study time

Setting personal learning time is part of planning in the implementation of independent learning. One of the implementation of independent learning is students set their own learning needs. If students can do good time management then independent learning will take place.

2) A place to learn

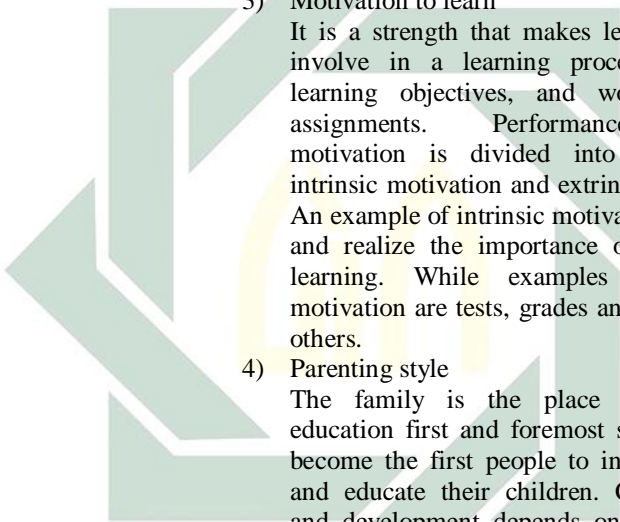
Place of learning can mean learning places in famous such as lecture halls, classrooms, discussion rooms, and the area around campus. A comfortable place to study is a facility that can be supported, of course, it can provide awareness and desire of students to study independently.

3) Motivation to learn

It is a strength that makes learners become involve in a learning process, focus on learning objectives, and work on study assignments. Performance learning motivation is divided into two namely intrinsic motivation and extrinsic motivation. An example of intrinsic motivation is to learn and realize the importance of independent learning. While examples of extrinsic motivation are tests, grades and awards from others.

4) Parenting style

The family is the place for children's education first and foremost so that parents become the first people to influence, direct and educate their children. Child's growth and development depends on the parenting patterns adopted in the family. The best parenting patterns can be taken in educating children as a manifestation of their sense of responsibility to children.





### 3. Aspects of self-directed learning

As stated by Chee, there are three aspects of self-directed learning: ownership of learning, self-management and self-monitoring, extension of learning.<sup>19</sup> This is an important thing because students who have self-directed learning ability can be identified by looking these behavior indicators.

#### a. Ownership of Learning

Having this aspect, students are expected to identify, determine and articulate their learning objectives. They can identify their assignments to reach the objectives. Besides that, students chart their learning process and they challenge themselves and set the standards for the achievement of their learning goals.

#### b. Self-management and self-monitoring

The possible indicators experiences by the students are: formulating questions and generating relevant inquiries. They explore a range of possibilities and make sound decisions. Furthermore, students self-plan and self-manage their time and to achieve their learning goal, they critically reflect on their learning and initiate gathering of feedback from teachers and peer.

#### c. Extension of own learning

Students apply what they have learnt to new context. Moreover, they utilize the skills that they have acquired to learn beyond the curriculum contents.

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<sup>19</sup> T. S. Chee, S. Divaraham, Lynde, & C. Mun, “*Self-directed learning with ICT: Theory, Practice and Assessment*”, 1st edition (Singapore: Ministry of Education Singapore, 2011), 12.

#### 4. Personality traits

##### a. Definition of personality traits

Personality can be defined as the collection of habits, awareness and the pattern of emotional that develop from internal and external factors.<sup>20</sup> Diener define personality traits through learning and habits. Nevertheless, most theories view personality as relatively stable.<sup>21</sup> Personality traits reflect people' characteristic patterns of thoughts, feelings, and behaviors. Personality traits imply consistency and stability. Someone who scores high on a specific trait like extraversion is expected to be sociable in different situations and over time.<sup>22</sup>

According to Larsen & Buss personality is a collection of psychological traits and mechanisms within an organized, relatively enduring individual that affects the interaction and adaptation of individuals within the environment (including the physical, physical and social environment).<sup>23</sup> Moreover, according to Chamorro-Premuzic and Furnham personality traits of an individual as a very general mental capacity that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It reflects a broader and deeper capability for comprehending our

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<sup>20</sup> Philip J. Corr & Gerald Mathew. *The Cambridge Handbook of Personality Psychology* (Cambridge: Cambridge University Press, 2009), (<https://en.m.wikipedia.org/wiki/Personality> accessed on December 18, 2018)

<sup>21</sup> Ibid.

<sup>22</sup> Edward Diener & Richard E. Lucas, *Personality Traits* (University of Utah, University of Virginia), (<https://nobaproject.com/modules/personality-traits> accessed on December 18, 2018)

<sup>23</sup> R. J. Larsen, Buss, David M., *Personality Psychology: Domain Of Knowledge About Human Nature* (New York: McGraw Hill, 2002).

surroundings ‘catching on’ ‘making sense’ of things, or ‘figuring out’ what to do.<sup>24</sup>

b. Factors influencing someone’ personality

As stated by Pervin & John, specifically, the factors that influence personality formation are twofold, namely genetic factors and environmental factors.<sup>25</sup>

1) Genetic factors

Genetic factors have an important role in determining personality, especially related to unique aspects of individuals. This approach argues that offspring play an important part in determining one's personality.<sup>26</sup>

2) Environmental factor

Environmental factors have influences that make a person the same as others because of the various experiences they have experienced. Environmental factors consist of cultural factors, social class, peers and family, situation.

a) Culture

Among environmental factors that have a significant influence on personality is an individual experience as a result of a certain culture. Each culture has its own rules and sanction patterns of learned behavior, rituals and beliefs. This means that each member of a culture will have certain common personality characteristics.

b) Social class factor

Social class factors help determine the status of individuals, the roles they play, the tasks they carry and the privileges they have. This factor influences how individuals see

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<sup>24</sup> Chamorro-Premuzic T., & Furnham A., *Personality and Intellectual Competence* (New Jersey: Lawrence Erlbaum Associates. 2005), 40.

<sup>25</sup> L. A. Pervin, & O. P. John, *Personality; Theory and Research*, 8th ed. (New York: John Wiley & Sons, Inc., 2001).

<sup>26</sup> S. P. Robbins, *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi*. Versi Bahasa Indonesia. (Jakarta: Prehallindo, 2001).

themselves and how they perceive members of other social classes.

c) Peers and family factor

One of the most important environmental factors is family influence. Parents who hang at and are merciful or who are rude and refuse will influence the development of personality in children. According to Pervin & John the environment of friends has an influence on personality development.<sup>27</sup> The environment of friends has an influence on personality development. Childhood and adolescent experiences in a group have an influence on personality development.

d) Situation

Situations affect the impact of heredity and environment on personality. A person's personality, although generally steady and consistent, changes in different situations. Different demands from different situations give rise to different aspects of one's personality.<sup>28</sup>

c. Big five of personality traits

Eysenck's represented traits by two dimensions: Introversion/Extroversion (E); Neuroticism/Stability (N). Eysenck called these second-order personality traits.<sup>29</sup> Dörnyei then replaces psychoticism with three additional

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<sup>27</sup> L. A. Pervin, & O. P. John, *Personality; Theory and Research*, 8th ed. (New York: John Wiley & Sons, Inc., 2001).

<sup>28</sup> S. P. Robbins, *Perilaku Organisasi: Konsep, Kontroversi, Aplikasi*. Versi Bahasa Indonesia. (Jakarta: Prehallindo, 2001).

<sup>29</sup> Saul McLeod, *Theories of Personality*. (<https://www.simplypsychology.org/personality-theories.html> accessed on January 9, 2019)

dimensions of conscientiousness, agreeableness, and openness to experience.<sup>30</sup>

#### 1) Extraverts-Introverts

Assess the quantity and intensity of interpersonal interactions, the level of activity, the need to be supported, and the ability to be happy. Extraverts are sociable and crave excitement and change, and thus can become bored easily. They tend to be carefree, optimistic and impulsive. They are more likely to take risks and be thrill seekers. Eysenck argues that this is because they inherit an under aroused nervous system and so seek stimulation to restore the level of optimum stimulation.

High scorers are imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional; low scorers are conservative, conventional, down-to-earth, inartistic, and practical.

On the other hand, lie at the other end of this scale, being quiet and reserved. They are already over-aroused and shun sensation and stimulation. Introverts are reserved, plan their actions and control their emotions. They tend to be serious, reliable and pessimistic.

#### 2) Neuroticism

This trait assesses the stability and emotional instability. Identifying the tendency of an individual to be easily stressed, have unrealistic ideas, to have a maladaptive coping response. This dimension accommodates a person's ability to withstand stress. People with positive emotional stability tend to be calm, passionate

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<sup>30</sup> Z. Dörnyei, *The Psychology of the Language Learner, Individual Differences in Second Language Acquisition*. (New Jersey: Lawrence Erlbaum Associates Publishers, 2005): 13.

and safe. While those with high negative scores tend to be depressed, anxious and insecure.

A person's level of neuroticism is determined by the reactivity of their sympathetic nervous system. A stable person's nervous system will generally be less reactive to stressful situations, remaining calm and level headed.

Someone high in neuroticism on the other hand will be much more unstable and prone to overreacting to stimuli and may be quick to worry, anger or fear. They are overly emotional and find it difficult to calm down once upset.

3) Agreeableness

This trait is assessing the quality of orientation of individuals with a continuum ranging from gentle to antagonistic in thinking, feeling and behaviour. Agreeableness tends to be friendly, good-natured, likeable, kind, forgiving, trusting, cooperative, modest, and generous; low scorers are cold, cynical, rude, unpleasant, critical, antagonistic, suspicious, vengeful, irritable, and uncooperative.

4) Openness to experience

Openness to experience proactively assessing someone's effort and appreciation of the experience for his own sake. Assess how he explores something new and unusual. Someone with high scorers of Openness to experience are imaginative, curious, flexible, creative, moved by art, novelty seeking, original, and untraditional while low scorers are conservative, conventional, down-to-earth, inartistic, and practical.

5) Conscientiousness

This assesses the ability of individuals in the organization, both regarding perseverance and motivation in achieving goals as a direct behaviour. As opposed to assessing whether the



individual is dependent, lazy and untidy. High scorers are systematic, meticulous, efficient, organized, reliable, responsible, hard-working, persevering, and self-disciplined; low scorers are unreliable, aimless, careless, disorganized, late, lazy, negligent, and weak-willed.

## 5. Self-directed learning and personality traits

Brockett and Hiemstra explored the concept of SDL suggesting that SDL is frequently thought both as an instructional procedure and a personality attribute. They distinguished these two domains of SDL using different terms those are self-directed learning and learner self-direction. Self-directed learning referring to the instructional process and learner self-direction refers to the personality characteristic. First dimension is a way where the students are responsible to plan, implement, and evaluate their learning ways. Second, learner self-direction refers to the students as the center who responsible carrying out for their learning. Thus, self-direction in learning refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience.<sup>31</sup>

Self-direction in learning implies that the primary focus of the learning process is on the individual, as opposed to the larger society. It means that individuals assume ownership for their own thoughts and actions. Furthermore, Candy's in Huang distinguished self-direction as an outcome of education from self-direction as a method of education. As an outcome, self-direction is composed of personal autonomy and self-management skill, referring to

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<sup>31</sup> Ralph G. Brockett & Roger Hiemstra, *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice* (London and New York: Routledge, 1991), 25.

learners' personal characteristic, willingness and capability to conduct ones' own education.<sup>32</sup>

## 6. Personality and language learning

Some researchers conducted some studies and the result was stated that personality plays important role in language learning. Naiman in Yan Zhang conducted a study with 72 Canadian high school students. He found that for about seventy percent of the research subject having highest grade considered as the extraverts.<sup>33</sup> The same result also showed by Ehrman that extroverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibitions.<sup>34</sup>

In contrast with those two studies, study done by Carrell<sup>35</sup> showed different result. There was also a significant correlation between the vocabulary test performance and the Introversion scale and an almost significant correlation with the Extraversion scale, and again in the expected opposite directions-positively with Introversion, negatively with Extraversion. The stronger a students' preference for Introversion, better performance showed on the vocabulary tests. The stronger a students' preference for Extraversion, the worse performance showed on the vocabulary tests.

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<sup>32</sup> Mei-Hui Huang, Doctoral Dissertation: “*Factors Influencing Self-directed Learning Readiness among Taiwanese Nursing Students*,” (Queensland: Queensland University of Technology, 2008): 17.

<sup>33</sup> Yan Zhang, “The Role of Personality in Second Language Acquisition.” *Asian Social Science*, Vol. 4, No. 5 (2008): 58.

<sup>34</sup> M. Ehrman & R. Oxford, “Adult Learning Styles and Strategies in An Intensive Training Setting,” *Modern Language Journal*. Vol. 3 (1990): 311-327.

<sup>35</sup> Patricia L. Carrell, et. al., “Personality Types and Language Learning in an EFL Context,” *Language Learning* (1996): 75-99.

## B. Previous Studies

Some studies related to the topic of the research such as study conducted by Lounsbury et.al which focus on the investigation of the construct validity of self-directed learning measured as a personality trait. The subject of the research are 966 middle and high school students, 1218 college students of Caucasian, African-American, Hispanic and Asian. The findings of the study affirm the importance and richness of the self-directed learning construct and provide strong support for its role as personality trait. The result showed that self-directed learning was found to be related to cumulative grade point average at all levels as well as to Big Five personality traits, narrow personality traits, vocational interests, cognitive aptitudes, and life as well as college satisfaction.<sup>36</sup>

Similar with the next study that is the subject is non-English major, Zhang focuses on the correlation between personality traits, motivation and foreign language attainment. Statistical analyses reveal that few extremes found in terms of personality traits: the participants were generally moderate concerning extroversion-introversion, emotionality, and the influence of social desirability. Concerning motivation, the majority of the participants again reported to be moderate. With regard to the relation between the measured variables, extroversion (E), neuroticism (N), psychoticism (P) and lie (L) were significantly related to all or many of the motivation scales most of the personality and motivation scales were significantly correlated with the students' attainment in English.

Ana-Maria Cazan also conducted a study on 121 undergraduate students from a Romanian university that is looking for the correlation between personality traits, self-directed learning, and academic achievement. The result

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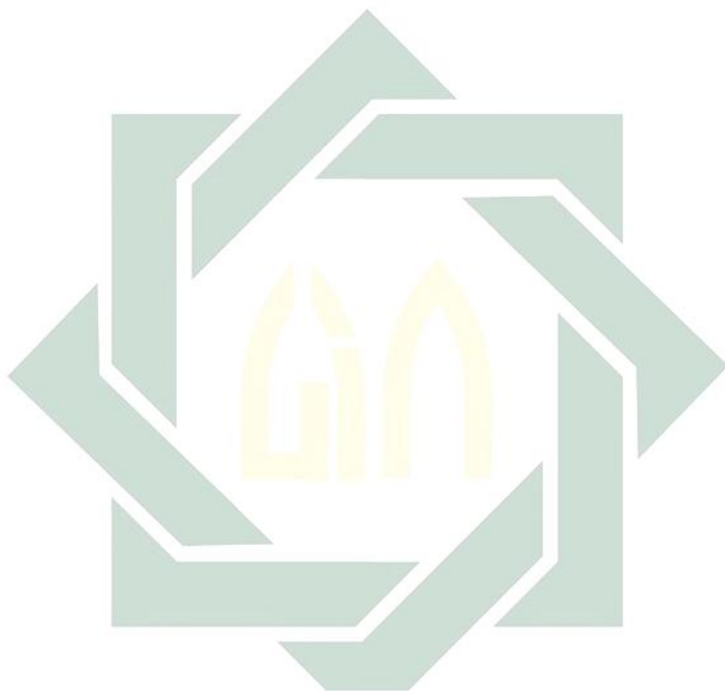
<sup>36</sup> J. Lounsbury, et. al., "An Investigation of the Construct Validity of the Personality Trait of Self-Directed Learning," *Learning and Individual Differences*, Vol. 19 (2009)

had different result that revealed that self-directed learning predicts academic achievement, the predictive value being more efficient when the study year is added as predictor. The personality traits seem not to be significant predictors. The study year is an efficient predictor; self-directed learners from the third year have higher academic performances than first year student. Although this study with the present study that conducted by the researcher has the same focus related self-directed learning and personality traits, but the present study focuses on the personality traits toward English language learning. The present study seeks the correlation among SDL level and students' personality traits toward English Language Learning.

The next study done by Nuša Varšić on the role of personality traits in EFL. The 174 students participated in the study. The students were enrolled in the undergraduate program of English language and literature at the Department of English, Faculty of Humanities and Social Sciences, University of Zagreb. This study explored the connection between certain situation-specific personality traits and the participants' attitudes toward some activities in a language classroom, more accurately in Contemporary English Language (CEL) classes. Although this study has similarity with the present study that is the subject of the study are the students' of English language but the result will be different because the previous study does not discuss about the influence of self-directed learning.

The last study conducted by Erlina Wahyu Ariani, instead of looking for the correlation between self-directed learning and personality trait toward English language learning, she only focus on the level of self-directed learning in thesis seminar proposal course. The findings show that 90% of the students experience moderate level of SDL, there is also 3 students or 10% of the students who experience high level of SDL. In summary, those studies only focus on the correlation between self-directed learning, personality traits and academic achievement and measuring the SDL level. Other studies only focus on the

correlation of personality and English achievement. So far, there isn't any study who investigates the correlation among self-directed learning and personality traits toward English language learning. Therefore, this present study measured the SDL level and then correlates it with the students' personality in English language learning.



## CHAPTER III

### RESEARCH METHOD

This chapter deals with procedure to conduct the study. It consists of research design, population and sample, research instrument, research variable, data and source of data and data analysis technique.

#### A. Research Design

A quantitative method was used in this research. The researcher used quantitative because the research question can be answered using this method. The participants' SDL level and students' personality traits score can be counted using numerical analysis. The design is beneficial in describing and finding out the significant relationship between SDL level and personality traits towards English language learning. In the same meaning, Meredith D.Gall, Joyce P.Gall, and Walter R.Borg stated that correlation study is aimed in discovering the correlation between some variables with statistical ways.<sup>37</sup>

Furthermore, the level of significance ( $\alpha$ ) used in this research was 5% ( $\alpha=0.05$ ). Besides that, in investigating the correlation between self-directed learning level and personality traits towards English language learning, the researcher used Pearson Product Moment Correlation. The coefficient of Pearson correlation showed below.

**Table 3.1 Coefficient of Pearson Correlation**

Coefficient of Correlation	Explanation
0.000 – 0.199	Very Forceless / poorest
0.200 – 0.399	Forceless / poor

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<sup>37</sup> Meredith D. Gall, Joyce P. Gall, and Walter R. Borg, "Educational Research: An Introduction." 7<sup>th</sup> ed. Boston: Allyn & Bacon, 2002. 320.

0.400 – 0.599	Moderate / intermediate
0.600 – 0.799	Forceful / strong
0.800 – 1.000	Very Forceful / strongest

## B. Population and Sample

Population is defined as all members of collections of people, events, or objects.<sup>38</sup> The population of this research is the first semester students of English Language Education Department at UIN Sunan Ampel Surabaya. The consideration in choosing the population is because those students are in the first year of their study. Therefore, after this study is done there is an impact to the students' learning so that they can be more self-directed in order the successful learning is reach and also display positive attitude toward English language learning.

According to Trochim, and Donnelly, sample is the process of selecting units (such as people and organizations) from a population of interest so that by studying the sample which can fairly generalize the result to the population from which the units were chosen.<sup>39</sup> A sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample.<sup>40</sup> The population of this study is 87 students of English Language Education Department in academic year 2019/2020. Therefore, in measuring the number of sample in this study, the researcher took all the population because the number of the population is less than a hundred but the target population counted by using Slovinc's formula:

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<sup>38</sup> Ibid, 148.

<sup>39</sup> William Trochim, James P. Donnelly, "The Research Methods Knowledge Base". 44-45.

<sup>40</sup> C. R. Khotari, *Research Methodology: Methods & Techniques*, (New Delhi: New Age International (P) Limited, 2004), 27.

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{87}{1 + (87)(0,05)^2}$$

$$n = \frac{87}{1 + 0,21}$$

$$n = \frac{87}{1,21}$$

$$n = 71$$

$n = \text{sample}$

$N = \text{Total population}$

$e = \text{Error tolerance}$

### C. Research Instrument

Data are required to undertake the findings of this study. Those data can be obtained by using two questionnaires:

#### 1. Self-Rating Scale of Self-Directed Learning (SRSSDL)

Self-rating scale of self-directed learning (SRSSDL) is a 60 items self-rating instrument developed for measuring the level of self-directedness in one's learning process. The 60 items are categorized under five broad areas of self-directed learning. Each area comprising 12 items: Awareness that explored students' concept to the factors that contributes to become independent learners. Learning strategies used to measure various SDL methodologies. Learning activities can measure the learning activities learners' requisition that can empower the learners to be independent learner. Evaluation that measured students' particular characteristics to monitor their learning habits and Interpersonal skills which measure students' capability related to interpersonal relation. The answer for every question can be rated using a five point scale: 1: never, 2: seldom, 3: sometimes, 4: often, 5: always.



To interpret the level of self-directed learning, the explanation can be described as follows.<sup>41</sup>

- a. Low (60-140)  
The instruction is necessary from the lecturer/teacher. There is particular changes should be improved and identified the arrangement of learning method.
- b. Moderate (141-220)  
This is a half part to be independent learning. To increase some aspects, it needs to be evaluated and identified. The strategy from teacher/lecture guidance can be adopted if it is needed. The result of this research showed that there are 36 students who experience moderate level of self-directed learning.
- c. High (221-300)  
It indicated powerful of being independent learning. The objective is to keep up progress by recognizing qualities and techniques for union of the learners' powerful SDL.

## 2. International Personality Item Pool (IPIP)

The questionnaire used in this study was IPIP–50. It is an instrument developed through the IPIP project, which measures the five dimensions of personality: Openness, Extraversion, Emotional Stability, Conscientiousness and Agreeableness. International Personality Item Pool (IPIP) is a project aiming to develop measures of individual differences as part of the public domain.<sup>42</sup>

In this study, the instrument modified by the researcher based on the supervisor guidance because there are some considerations that make the instrument should

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<sup>41</sup> Swapna Naskar Williamson, “Development of a self-rating scale for self-directed learning,” *Nurse Researcher*, Vol. 2 (2007): 68.

<sup>42</sup> Ana-Maria Cazan & Bianca-Andreea Schiopca, “Self-Directed Learning, Personality Traits and Academic Achievement,” *Procedia - Social and Behavioral Sciences* (2014): 641.

be comprised became 20 questions. It consist four questions in every dimensions of the personality and measured on a five point likert scale with its direction of scoring (+ or -). 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, 5: very inaccurate, 4: moderately inaccurate, 3: neither inaccurate nor accurate, 2: moderately accurate, 1: very accurate.

#### **D. Instrument Validity and Reliability**

##### **1. Validity Test**

Instrument validity shows the extent to which the items in the questionnaire or instrument are able to represent the overall and proportional behavior of the sample subject to the test. Content validity measures the degree of the test ability in measuring the scope of substance elements to measure.<sup>43</sup>

In this research, the first instrument is taken from Williamson which is already used to measure the Self-rating scale of self-directed learning (SRSSDL) by some researchers in the previous studies. The second instrument is International Personality Item Pool (IPIP) validated using internal validity. The researcher asked the expert to validate the instrument whether the items in the instruments to conduct the research have covered the concepts and theories that are the foundation of research.

To assure the validity test, the instruments adapted from the experts about the Self-rating scale of self-directed learning. The second instrument is International Personality Item Pool (IPIP) adapted from personality traits theory. The instrument validated by a lecturer to determine items that were administered to the students.

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<sup>43</sup> Syaifuddin Azwar, *Reliabilitas dan Validitas* (Yogyakarta: Pustaka Pelajar, 1997), 74.

## 2. Reliability test

Reliability is the degree in which an instrument tool produces stable and consistent result. This test is done to measure of reliability obtained by administering the same test twice over a period of time to a group of individuals. The Cronbach<sup>α</sup> Alpha was employed to quantify the reliability of questionnaire matters of Self-Directed Learning (SDL) and students' personality traits (PT). Ideally, the minimal grade of Cronbach Alpha coefficient of a ratio should be over 0.700. The computation applying SPSS 16.0 for Windows had exhibited those the questionnaire fits were reliable with the grade of Cronbach Alpha for Self-Directed Learning (SDL) questionnaire was 0,925 and for students' personality traits was 0,732.

**Table 3.2 The Result of Reliability Test**

N O	Variable	Cronbach $\alpha$	Conclusion	Explanation
1	Self-Directed Learning (SDL)	0,925	Reliable	Because of Cronbach $> 0,7$
2	Personality Traits (PT)	0,732	Reliable	Because of Cronbach $> 0,7$

## 3. Normality test

The normality test was applied to identify whether the allocation of the grades from participants was ordinary or else. The researcher used the statistic of Kolmogorov-Smirnov to quantify the normality. The allocation of grades denoted as ordinary whether the grade of Sig was over than 0.05.

**Table 3.3 The Result of Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		30
Normal Parameters	Mean	.0000000
	Std. Deviation	5.52450518
Most Extreme Differences	Absolute	.107
	Positive	.072
	Negative	-.107
Kolmogorov-Smirnov Z		.586
Asymp. Sig. (2-tailed)		.882

From the table above it can be concluded that Self-directed Learning level and students' personality traits data were normally distributed. So, this research used Pearson Product Moment Correlation with the aim to look for the correlation between Self-directed Learning level and students' personality traits towards English language learning because the data distribution indicated normally.

### **E. Data Collection Technique**

The data is the correlation between self-directed learning level and personality trait toward English language learning. It collected by doing survey to the sample of first year students of English Language Education Department in academic year 2019. It is obtain from the Self-rating scale of self-directed learning (SRSSDL) and International Personality Item Pool (IPIP). The researcher asked the participants to fill

the instrument. Both questionnaires contain the students' response with their condition from 1<sup>st</sup> semester students of English Language Education Department. It is a tool for measuring quantitative data. The questionnaire distributed to the students of English Language Education Department in first semester that is studying in the first year of their study. It contains students' attitudes toward some activities to measure their personality trait towards English language learning.

#### F. Data Analysis Technique

After collecting the data of students' self-directed learning level and students' personality traits towards English language learning, the researcher analyzed, examined, interpreted and concluded the data of the research. The technique of data analysis used by the researcher was the formula of Pearson's Product Moment Correlation to examine if there is a correlation between students' self-directed learning level and students' personality traits towards English language learning. The formula of Pearson's Product Moment used to find the correlation is as follows.

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n \sum x_i^2 - (\sum x_i)^2\}} \sqrt{\{n \sum y_i^2 - (\sum y_i)^2\}}}$$

$r_{xy}$	: the correlation co-efficient
$n$	: the size of sample
$X$	: the individual score of the X variable
$Y$	: the individual score of the Y variable
$XY$	: the product of each X score times its corresponding Y score
$X^2$	: the individual X score squared
$Y^2$	: the individual Y score squared

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

Related to the research question, this chapter presents the result of the research about the correlation between self-directed learning level and students' personality traits towards English language learning at English Language Education Department of UIN Sunan Ampel Surabaya. The data obtained through two questionnaires taken from the first semester students in English teaching major. This chapter is divided into two sub sections of finding and discussion.

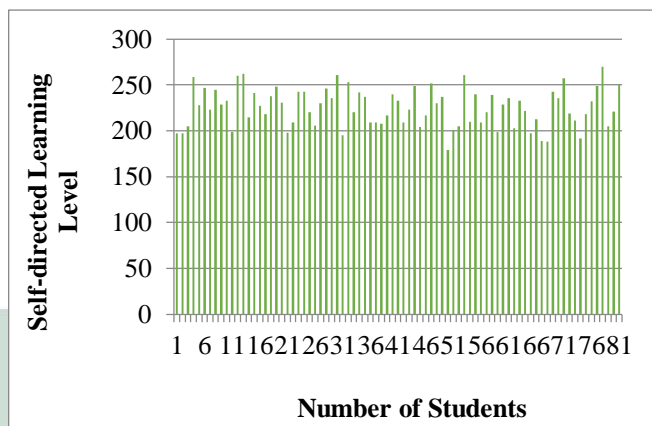
#### **A. Findings**

The instrument distributed to 81 semester students of English Language Education Department in the academic year 2019 was aimed to measure the correlation between their students' self-directed learning level and their personality traits towards English language learning. Data on the level of self-directed learning and students' personality traits towards English language learning presented as follows.

##### **1. Self-directed learning level**

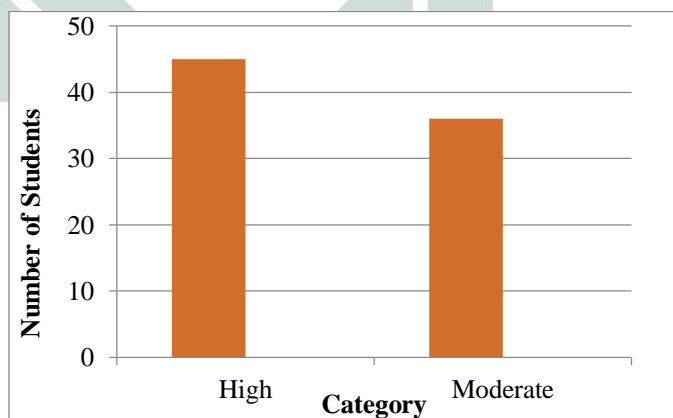
The instrument contained 60 items. The 60 items were categorized under five broad areas of self-directed learning: Awareness, Learning Strategies, Learning Activities, Evaluation and Interpersonal Skills. Each area comprised 12 items. Responses for each item are rated by using a five-point scale: 5 = always: 4 = often: 3 = sometimes: 2 = seldom: 1 = never.

From the questionnaire responses, data on the level of self-directed learning can be summarized in the followed charts.



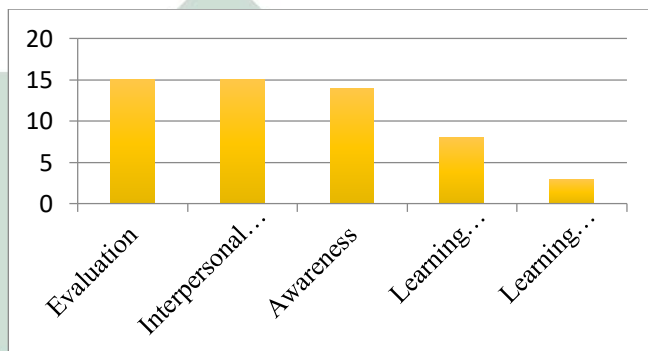
**Chart 4.1 Each Students' Self-directed Learning Level**

The chart 4.1 shows that there are 36 students who obtained moderate score because their score is in average more than 141. The students who got the score more than 221 are 45 students. The score illustration can also be seen below.



**Chart 4.2 Students' self-directed learning level**

After knowing each student' SDL level, the researcher classified the score of each area of self-directed learning because there is different score in SDL area among those who got high score and moderate score in SDL. The result is described below.



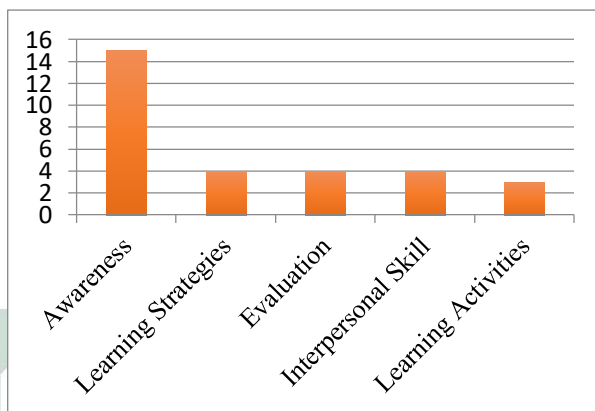
**Chart 4.3 High Level of Students' Self-directed Learning**

Students who obtained high SDL level most of them are high in evaluation and interpersonal skill then followed by their awareness level. Evaluation contained students' responses about specific attributes in order to help monitor their English learning activities. The high students' response is that they are inspired by others' success. They feel success and failure inspire them for further learning, value criticism as the basis of bringing improvement to their learning and they are able to identify their areas of strength and weakness. The result shows some weaknesses such as: students are not able to monitor their learning progress, monitor the learning goals they have accomplished and are not able in checking their portfolio to review their progress.



Moreover, interpersonal skill reflects students' skills in interpersonal relationships. The high responses support that students need to learn more about other cultures and languages such as English, feeling that their interaction can help them to develop their insight to plan for further learning, sharing information with others and they need to maintain good interpersonal relationships with others. Furthermore, students can identify their role in a group, feeling easy in collaborating with other people, and they are successful in communicating verbally. The students' weaknesses are on expressing their thoughts effectively in writing English and they are not able to express their views freely.

In addition, the responses on questions related to learning strategies shows the various strategies that should be adopted by the students in order to become self-directed. Their responses stated that items on the questionnaire are effectively can be used in learning process such as: participating group discussion, interactive teaching learning process, concept mapping, case study that students assume can enhance their learning process. Unfortunately, students feel that peer coaching, role playing and educational interactive technology seems not effectively can be used. This is proved by the low students response and statement in the questionnaire. Different result shows that students who experience moderate score of self-directed learning level are mostly having high score in awareness and then followed by learning strategies, evaluation and interpersonal skills.



**Chart 4.4 Moderate Level of Students' Self-directed Learning**

The chart 4.4 above shows that from five aspect of self-directed learning, the highest score is in awareness. Awareness relates to students' understanding of the factors contributing to becoming self-directed learners. The responses comprised: students learning method that can help them in learning process, considering that the lecturer role is not only providing information but also as facilitators, feeling that they are learning despite not being instructed by a lecturer, responsible for their own learning and setting their learning goals. Moreover, students experience low response in relating their experience with new information, identifying their own learning needs and not able to maintain self-motivation.

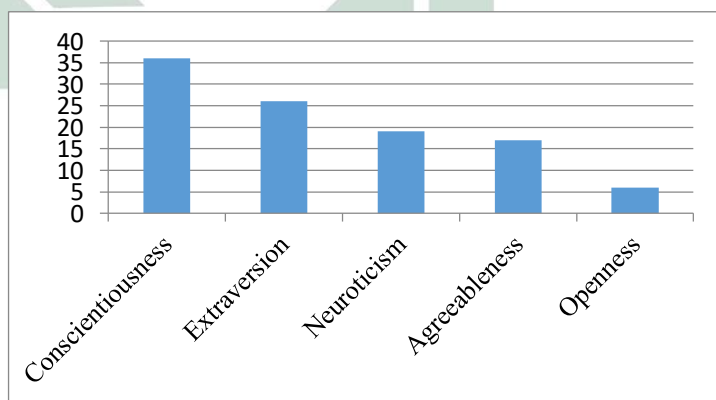
In other hand, learning activities have the lowest score among five areas of self-directed learning. Most students having difficulties to analyses and critically reflect on new ideas, information or any learning experiences. Students also feel difficult to rehearse and revise new lesson. Students do not use concept mapping or outlining

as a useful method of comprehending a wide range of information. Besides that, students do not able to relate knowledge with practice and do not enjoy exploring information beyond the determined course objectives.

From the explanation above, can be concluded that most of the students of English Language Education Department are highly Self-directed learner and their dominant score are in awareness, evaluation and interpersonal skill.

## 2. Personality traits towards English language learning

In this research, personality traits reflect students' characteristic patterns of thoughts, feelings, and behaviors through learning English. The research found big five dimensions of students' personality traits towards English language learning namely extraversion, agreeableness, conscientiousness, neuroticism and openness to experience that represented students' traits was classified:



**Chart 4.5 Students' dominant personality traits towards English language learning**

The chart 4.5 above presents that the students' dominant dimension of personality traits towards English language learning is conscientiousness then followed by extraversion traits. Students who have highest score in certain dimension of personality are having the dominant traits in their personality. The finding shows that students' personality traits towards English language learning have positive responses. Conscientiousness which is the high score of personality traits experienced by the students revealed that most of them are able to finish English task right away. They feel excited in doing assignment related to English language learning and do not make a mess things in learning English.

### **3. The correlations between self-directed learning level and students personality traits**

To identify whether there is correlation between self-directed learning level and students' personality traits towards English language learning, inferential analysis in SPSS 16.0 was used as the application to identify and clarify the hypothesis and the correlation between self-directed learning level and students' personality traits towards English language learning. The application calculated the correlation of SDL level within each five dimension of personality traits toward English language learning to show the details about the result of the correlation among them. The result is presented below.

**Table 4.1 Self-directed learning level and Personality Traits**

<b>Personality Traits</b>	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>	<b>Conclusion</b>
Extraversion	.084	.456	Not Correlate
Agreeableness	.056	.619	Not Correlate
Conscientiousness	.447**	.000	Correlate
Neuroticism	.176	.116	Not Correlate
Openness	.138	.219	Not Correlate
Dominant Traits	.245*	.027	Correlate
Big Five Personality	.286**	.010	Correlate

The table 4.1 shows about the correlation between self-directed learning level and each dimensions of students' personality traits towards English language learning. As stated in Chapter III, the standard level of significance was 0.05. The result shows that self-directed learning level does not correlate with some of personality traits such as Extraversion, Agreeableness, Neuroticism, and Openness because the Sig. (2-tailed) value was more than 0.05. Meanwhile, self-directed learning level shows significant correlation when correlated with Conscientiousness, Dominant Traits and Big Five Personality. It can be seen that the Sig. (2-tailed) value was less than 0.05. This confirms that self-directed learning level did not correlate with certain aspects of personality traits namely Extraversion, Agreeableness, Conscientiousness,

Neuroticism, and Openness. The level of self-directed learning was correlated with all five dimensions of students' personality traits. So, the result can be concluded that the Null Hypothesis ( $H_0$ ) is refused and Alternative Hypothesis ( $H_a$ ) is accepted because the significant score is  $\leq$  (less than)  $\alpha$ , it is mean that there is correlation among two variables that is self-directed learning level and students personality traits towards English language learning. The correlation can be said as poor/weak because the value is 0.286. As seen in the table 3.1 about coefficient of Pearson correlation that the value is on the range between 0.200 – 0.399.

## **B. Discussions**

This section described the results of data analysis and discussed the finding with the review of related theory to clarify the findings. The discussion focused on self-directed learning level and students' personality traits towards English language learning.

### **1. Self-directed learning level**

Self-directed learning level is related to the self-rating scale of self-directed learning (SRSSDL) which involved five factors of awareness, learning strategies, learning activities, evaluation and interpersonal skills.

The first is awareness. It contains twelve items that related to the factors that contribute to the students' understanding in become self-directed learning. The second is learning strategies. It explains some strategies that can be adopted by the students to become self-directed learner in their learning process. Third is learning activities. It can make the students to be more self-directed learner. It requires the students to be more actively engage

in the learning process. Fourth is evaluation that reveal specific students' goal in order to help them in monitoring their learning activities. Fifth, interpersonal skills related to the students personal relationship which are one of the requirements to be self-directed learner.

The findings indicated the self-rating scale of self-directed learning of the first semester students in English language education department was in the high level in becoming self-directed learning. From 81 students, 45 of the students had the rating score more than 220 which mean they are self-directed learner. Particularly, the finding indicated that the students tend to be independent learning in the area of awareness. Participating students are aware the importance of self-directed learning on how they improve their capacities as the learners. They are aware the need to be independent learner. If they want to improve their capacity they do not need any assistance from other people. They should have their motivation first to be able to learn. They need to learn by themselves. Teachers' assistance is beneficial to guide them to the right way. However, to improve their capacities they need to learn by themselves. The goal is to maintain the students' progress by identifying strengths and methods for consolidation of the students' effective self-directed learning. The rest of them that was 36 students can be categorized as moderate self-directed learner. This is half way to becoming a self-directed learner. The improvement must be identified and evaluated. The strategy and teacher guidance can be done if it is needed.

Furthermore, previous study found that 90% of the seventh semester students of English language education department experienced moderate level of SDL while there were only 3 students or 10% of the students who experienced

high level of SDL.<sup>44</sup> This research showed different result that 56% or 45 students were experienced the high score of SDL, while 44% the rest of them or 36 students were experienced moderate score of SDL. In addition, study conducted by Ana-Maria Cazan about the correlation between personality traits, self-directed learning, and academic achievement on 121 undergraduate students from a Romanian university. The result revealed that self-directed learners from the third year have higher academic performances than first year student.<sup>45</sup> Even though the participants were in the first semester and just started learning, the finding indicated that the score shows high level of self-directed learning. This may happens that the students in this present study are already aware the importance to be independent learners. That is why they need to learn start from the beginning of their study. They may think that teachers' will not always guide and help them during teaching learning process so they need to be independent in learning. This mean that academic year may not influence someone's self-directed learning level.

As stated by Brocket and Hiemstra that self-direction in learning refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a

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<sup>44</sup> Erlina Wahyu Ariani, Undergraduate Thesis: "*Students' Self-Directed Learning Levels in Thesis Seminar Proposal Course at English Teacher Education Department State Islamic University of Sunan Ampel Surabaya*," (Surabaya: Sunan Ampel State Islamic University, 2018).

<sup>45</sup> Ana-Maria Cazan & Bianca-Andreea Schiopca, "Self-Directed Learning, Personality Traits and Academic Achievement," *Procedia - Social and Behavioral Sciences* (2014): 643.



learning experience.<sup>46</sup> The result of this research also showed that the students got a high score in evaluation which means the students had specific goal that can help them to monitor their own learning activities based on their needs. It is important for the students to have high score in this SDL area because the students are capable to identify and evaluate their selves in order to be self-directed learner.

Besides that, the result shows that students also had high score in interpersonal skill that related to students' personal relationship with the society. This is in contrast that the main focus of self-direction in learning is on the individual which means the individuals are responsible for their own thought and action. Furthermore, as an outcome, self-direction is composed of personal autonomy and self-management skill, referring to learners' personal characteristic, willingness and capability to conduct ones' own education.<sup>47</sup> By having highest score in three area of self-directed learning, students are expected to have high self-awareness in their learning because learning should be ideally done with full awareness of the students themselves, since through self-awareness on the next stage in the learning process will familiarize learners to be able to study independently, or with which it has would foster soul awareness in order to be independent in learner's study or life.

The results also showed that SRSSDL can be a useful tool in the diagnosis of student learning needs in order to improve their academic

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<sup>46</sup> Ralph G. Brockett & Roger Hiemstra, *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice* (London and New York: Routledge, 1991), 25.

<sup>47</sup> Mei-Hui Huang, Doctoral Dissertation: "*Factors Influencing Self-directed Learning Readiness among Taiwanese Nursing Students,*" (Queensland: Queensland University of Technology, 2008): 17.

adjustment. It is important that both educators and learners have a clear understanding of the concept and nature of self-directed learning skills for its further development.<sup>48</sup>

This makes sense that this study indicated a high level of self-directed learning because the participants of this study were university students which they understood well how to be independent learners. They had clear purposes for their life and for their learning. They knew the importance of the knowledge for them. This happened because for secondary school they still did not know what they want to do and they need guidance from the teacher.

## **2. Personality traits towards English language learning**

As the research conducted by Naiman in Yan Zhang with 72 Canadian high school students, he found that approximately 70% of the students with the higher grades (B or higher) would consider themselves extraverts.<sup>49</sup> The same result also showed by Ehrman that extroverted students learn foreign languages better because of their willingness to interact with others and because of their reduced inhibitions.<sup>50</sup> Other research found different results such as there was also a significant correlation between the vocabulary test performance and the Introversion scale and an

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<sup>48</sup> Swapna Naskar Williamson, "Development of A Self-Rating Scale for Self-Directed Learning," *Nurse Researcher*, Vol. 2 (2007): 68.

<sup>49</sup> Yan Zhang, *The Role of Personality in Second Language Acquisition*. Qingdao University of Science and Technology. Qingdao. Vol. 4. 2008. 58

<sup>50</sup> M. Ehrman & R. Oxford, *Adult learning styles and strategies in an intensive training setting*. *Modern Language Journal*. Vol. 3. 1990. 311-327.

almost significant correlation with the Extraversion scale as conducted by Carrell.<sup>51</sup>

This present research also shows different result. The dominant dimension of personality traits towards English language learning experienced by the students is conscientiousness then followed by extraversion traits. Based on the Dörnyei theory, Conscientiousness represents systematic, reliable, responsible and self-discipline. Students who have high score in Extraverts are imaginative, curious, flexible and creative trough learning English Furthermore, students who have high in neuroticism on the other hand will be much more unstable and prone to overreacting to stimuli and may be quick to worry, anger or fear. Agreeableness students tend to be friendly, good-natured, likeable, kind, forgiving, trusting and cooperative. High scorers of Openness to experience are imaginative, curious, flexible, creative and moved by art.

Furthermore, Extraverts students do not mind being the center of attention in discussion section of English language learning class. They like to break the mood in English language learning class and do not talk a lot while teaching learning process. Neuroticism students are relaxed most of the time in learning English, easily feel disturbed and often feeling blue while learning English. Agreeableness trait tends to have time to help other friends when their friends are having difficulties in learning English, interested in other people that support English learning and do not have little concern for those who need help relating to English language learning. Openness students tend to have a good imagination in describing English material. They have rich vocabulary, do

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<sup>51</sup> Carrell Patricia L. *et.al.* Personality Types and Language Learning in an EFL Context. Language Learning. 1996. 75-99

not have difficulties understanding abstract ideas but do not have vivid imagination to the lecture explanation.

### **3. The correlation between students' personality traits towards English language learning**

As represented by Eysenck's and Dörnyei there are five dimensions of personality traits: Extroversion, Neuroticism, Conscientiousness, Agreeableness, and Openness to experience the finding about students personality traits towards English language learning showed different result when they are correlated with SDL level. This study revealed that self-directed learning is only correlated with conscientiousness trait. In this study, conscientiousness reflected to students' responsibility in doing their task during English learning. It also related to their self-disciplines and their competencies towards English language learning.

The result was also showed that extraversion (related to students' attitude as they did not mind of being the center of attention and having positive emotions while learning English), agreeableness (related to Tender-mindedness as the students as they take time out for others and interested with other people that can support them in learning English), neuroticism (related to students' mood and anxiety as they relaxed most of the time in learning English and sometimes easily feel disturbed) and openness (related to students' imagination as they had good imagination and their ideas in understanding English material) are not significantly correlated with SDL level. This is in contrast with previous study done by Leitsch and Van Hove found that students with higher levels of

self-directed learning found to be related to Extraversion and Intuition in one study.<sup>52</sup>

This study measures the correlation between self-directed learning levels with each aspect of students' personality traits towards English language learning. Self-directed learning level does not significantly correlate with certain traits. The result found that correlation occurred when self-directed learning level is correlated with conscientiousness, students' dominant personality traits and all big five of personality traits. This in line with the result found by Lounsbury that Self-Directed Learning was significantly related to all five of the Adolescent Personal Style Inventory, Big Five traits and three of the NEO-PIR Big Five traits Openness, Conscientiousness, and (low) Neuroticism.<sup>53</sup>

Moreover, individuals higher in self-directed learning would be expected to be higher in Openness, particularly since one of the main expressions of Openness is learning of new material.<sup>54</sup> The significant positive relationships between Big Five personality traits and learner self-direction are consistent with Lounsbury, Levy, Park, Gibson, & Smith findings. Self-directed learners are more conscientious, more extravert and more agreeable. Contrary to the cited study, emotional stability in relation to learner self-direction seems to be insignificant. The personality trait most characteristic of self-directed learners is openness. The association between extraversion and different areas of self-directed learning was

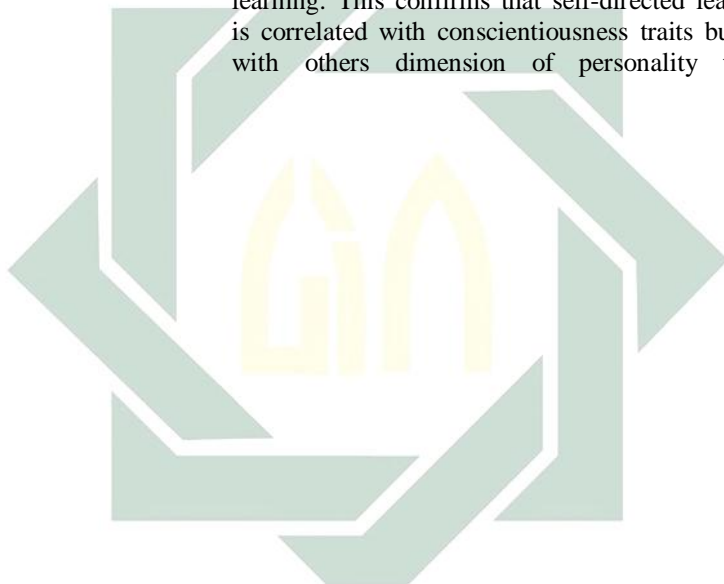
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<sup>52</sup> P. K. Leitsch, & S. D. Van Hove, "Extraverted Intuitives: A Profile of Adult Learners," *Psychology: A Journal of Human Behavior*, (1998): 44–49.

<sup>53</sup> J. Lounsbury, et. al., "An Investigation of the Construct Validity of the Personality Trait of Self-Directed Learning," *Learning and Individual Differences*, Vol. 19 (2009)

<sup>54</sup> Ibid

explored also in other studies, revealing contradictory findings: Lounsbury et al. obtained positive associations while Kirwan, Lounsbury, & Gibson report non-significant findings.<sup>55</sup> In conclusion, the most personality traits had by the students was conscientiousness since it is reflected to students' responsibility in doing their task during English learning and their self-disciplines and their competencies towards English language learning. This confirms that self-directed learning is correlated with conscientiousness traits but not with others dimension of personality traits.



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<sup>55</sup> J. R. Kirwan, J. Lounsbury & L. Gibson, "Self-Directed Learning and Personality: The Big Five and Narrow Personality Traits in Relation to Learner Self-Direction," *International Journal of Self-Directed Learning*, 7 (2), (2010): 21-34.

## CHAPTER V

### CONCLUSION AND SUGGESTION

Based on finding and discussion, this chapter presents the conclusions and suggestions related to the topic of the research. The research finding and discussion can be concluded in the following explanation.

#### A. Conclusion

Based on the data obtained in finding, most of the first year students of English language department experienced the high level of self-directed learning. There are 45 students who got the score more than 221 while the rest of them which is 36 students obtained moderate score because their score is in average more than 141. Highest level in the area of self-directed learning was in awareness. Students are aware the importance of self-directed learning on how they improve their capacities as the learners. They also aware the need to be independent learner because the lecturers are not always can guide them in the teaching learning process.

Moreover students self-directed learning level when correlated with certain personality traits towards English language learning namely extraversion, agreeableness, conscientiousness, neuroticism and openness to experience shows different result. It only significantly correlated with conscientiousness traits while other traits are negatively correlated. This trait reflected to students' responsibility in doing their task during English learning and their self-disciplines and their competencies towards English language learning. Besides that, self-directed learning level also shows positive correlation with big five personality traits that reflects all students' personality traits towards English language learning.

The result proved by the value of Sig. (2-tailed) of the correlation between self-directed learning level and conscientiousness trait was 0.000 and it correlation with big five students' personality traits was 0.010. As the level

of significance used in this research was  $\alpha = 0.05$  and both the value shows that the value of Sig. (2-tailed) was less than  $\alpha$ . So, the result can be concluded that the Null Hypothesis ( $H_0$ ) is refused and Alternative Hypothesis ( $H_a$ ) is accepted because the significant score is  $\leq$  (less than)  $\alpha$ , it is mean that there is correlation among two variables that is self-directed learning level and students personality traits towards English language learning.

## **B. Suggestion**

Based on the conclusion of the research, the researcher provides the suggestion for the lecturer and further researcher.

### **1. Suggestion for the lecturer/teacher**

Some students who experienced moderate or low level of self-directed learning, the lecture can give more facilitation to the students in deciding their objectives and their learning needs. It also can guide the lecturer to make the effective lesson plan which is based on the students' need in learning English by gathering information from students' perspective.

### **2. Suggestion for further research**

This study did not investigate the difference in gender of the participants to look for their self-directed learning level and their personality traits towards English language learning. So, the researcher suggests for further research to investigate if there is any different result between male and female students related to the level of Self-directed learning.



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