CHAPTER I

INTRODUCTION

This chapter provides the background of the research about the reasons why the researcher conducts the research towards students' self – directed learning, student engagement, personality traits and English achievement. Then, the problems are formulated in the research question followed by the objective of the study. It is followed by the hypothesis, then significance of study to inform the use of this research, then the limitation of this research is provided in the scope and limitation. At the end of this chapter is the definition of key terms which relates with this research.

A. Background of the Study

Learning foreign language such as English has become one of subject that must be learnt by students at school. In Indonesia, English becomes a compulsory subject along with other subject based on the existed curriculum. Referring to the current situation, due to the covid – 19 outbreak, in Indonesia, school in all degree must conduct an online learning. Perry and Rumble defined technical term "distance or online education" as an instructional activity, which does not need students' physical presence in the classroom[1]. Referring to the definition of online learning, it means all of the activities of teaching and learning process are not conducted inside the classroom. Hence it conducted through certain media or platform. Since the teaching and learning process are conducted online, it is difficult for the teacher to figure out what the learners' actually needs and how they look likes when they are learning.

One of the ways to understand the learners before conducting the teaching and learning process is by knowing their characteristics. Students' characteristic can be categorized as personality traits. Personality trait refers to the traits which describe the psychological state of human's characteristics. there are five traits that commonly used in academic research; neuroticism, extraversion, openness, agreeableness, and conscientiousness. The role of personality in academic achievement is well documented.[2] In particular, conscientiousness has consistently and positively been correlated with exam

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[1] M. Simonson, S. Smaldino, M. Albright & S. Zvacek, *Teaching and learning at a distance*, New Jersey: Pearson Education, Inc, 2003, p. 27.
[2] Farsides & Woodfield . "Individual differences and undergraduate academic success: The roles of personality, intelligence, and application". *ResearchGate* (2006) 34(7):1225-1243

and essay performance whereas[3] neuroticism has been found to be a negative predictor of academic performance and examination performance[4]. Academic performance more generally has been associated with agreeableness, conscientiousness and openness to experience.[5] although the literature has yielded ambiguous results in regard to extraversion[6].

Personality traits also 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 conscientiousness are related to learning and extraversion-introversion dimension correlated with language learning[7]. Therefore, this research will focus on identifying the effect between students' personality traits and their engagement toward English achievement through their SDL as the mediating variable in MTsN 10 Nganjuk. As stated by Fazeli that the relation among personality and SLA is as a process in which they are modifying each other and there are several proofs that revealed factors of personality are able to facilitate the SLA[8].

Beside personality trait dimensions, students' engagement also held the important role during and after the English teaching and learning process. The indicator of the successful learner is determined by understanding the material and passing the grade which is fixed by his/her learning process. Students' learning process can be seen from how he/she exploits his/her time for learning. In the learning process, students' engagement is very important because students who are engaged would have a sense of pleasure in learning in school, studying in groups, and independent learning at home. Ganeshini states that when

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[3] Heaven, P. C. L., Ciarrochi, J., & Vialle, W. (2007). Conscientiousness and Eysenckian psychoticism as predictors of school grades: A one-year longitudinal study. Personality and Individual Differences, 42(3), 535–546.
[4] Chamorro-Premuzic, T., & Furnham, A. (2003). Personality predicts academic performance: Evidence from two longitudinal university samples. Journal of Research in Personality, 37(4), 319–338
[5] Poropat, A. E. (2009). A meta-analysis of the five-factor model of personality and academic performance. Psychological Bulletin, 135(2), 322–338
[6] Wolf, M. B., & Ackerman, P. L. (2005). Extraversion and intelligence: A meta-analytic investigation. *Personality and Individual Differences, 39*(3), 531–542
[7] Nuša Varšić, Graduation Thesis: *"The Role of Personality in EFL"* (Zagreb: University of Zagreb, 2014): 14.
[8] 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.

students are engaged during their learning in school, a positive attitude towards learning instilled; students will enjoy their lesson and appreciated the content taught[9]. Unfortunately, based on the result of National Survey of Student Engagement (NSSE) in Indiana University it is known that most students only exploit of their time to study while in the classroom and few students take advantage of their time to study outside the classroom[10].

Students' behavior in learning activities shows the level of student engagement at school. Engagement in learning activities is when students behave intensively, have emotional qualities, and students take time to be involved during learning activities. Student engagement in school activities also has an influence on student learning outcomes. Kuh said that increasing student engagement has a significant positive influence on student learning and results[11]. Willms considers student engagement in schools as a very important school output, as a matter that directly affects academic achievement[12].

According to Jonas, student engagement is positively associated with academic achievement[13]. Lei, Chui and Zhou also reported that The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement; and (b) a moderator analysis revealed that the relationship between student engagement and academic achievement was influenced by the method of reporting engagement, cultural value, and gender[14]. Student engagement refers to students being actively involved in their learning tasks and activities. This engagement not only appears to affect school changes directly, such as, teacher's professional identity, and school's positive atmosphere[15] but also seems to lead to improvement in academic achievement of students whose grades have been poor, and lowering levels of student dissatisfaction and

[9] Sri Kanthan Ganeshini, *Strengthening Student Engagement in the Classroom* (Singapore: National University of Singapore, n.d. 2011), retrieved from www.math.nus.edu.sg.

[10] National Survey of Student Engagement, "Engagement Insight; Survey Findings on the Quality of Undergraduate Education - Annual Results 2017," *Indiana University Center for Postsecondary Research* (2017).

[11] George D Kuh, "What Student Engagement Data Tell Us about College Readiness" (2007): 5.

[12] J. Douglas Willms, "Student Engagement: A Leadership Priority" *Ontario University in Conversation Reach Every Student* 3(2) (2011): 12.

[13] Jonas, Hayam Adva, *'The Relationship Between Student Engagement and Academic Achievement"* (New Zealand: Aucland University Press; 2016), 81

[14] Lei. Hao et al*, "Relationships between student engagement and academic achievement: a meta – analysis".* SOCIAL BEHAVIOR AND PERSONALITY, 2018, *46*(3), 517–528

[15] Marks, H. M. (2000). Student engagement in instructional activity: Patterns in the elementary, middle, and high school years. *American Educational Research Journal, 37*, 153–184

dropout rates. It can be concluded that student who have a high level in term of student engagement in English language learning affect their academic achievement. In this research, the researcher aim also to figure out the correlation between student engagement and their academic achievement.

Distance or online learning as a response due to COVID – 19 outbreaks obligated the students to learn more by their own which means the students need to deal with their own learning cycle or become an independent learner. Since they need to learn by themselves and taking the initiative of their learning style and achieve the learning objectives, it can be concluded that the student need to learn by their own in a longer time, in other word, the student apply a self – directed learning (SDL). As defined by Knowles, self - directed learning is a process in which individuals take the initiative with or without help of others, in diagnosing their needs, formulating learning goals, identifying human and material resources of learning, choosing and implementing learning strategies and evaluating learning outcomes that is they take responsibility for and control of, their own learning[16].

Today's changes at the teaching and learning process is a crucial thing for learners in each level, especially those who still in elementary and secondary level. English as one of the compulsory subject which usually taught using teacher – centered methodology force the students to be an independent learner. Since the online learning is carried out, students' need to deal with their own English learning cycle. Although the teacher can still monitor and guide the students' it is difficult to fully give attention on how they learn English. A self – directed learning is chosen due to this reasonAccording to Shannon, in SDL process learners are responsible and managers of their own learning activities and processes[17]. Hendry and Ginns defined SDL as a process in which learners make decisions for their own studies. In other words, learners have the responsibility to decide about their own learning processes[18].

Another theory also mentioned that Self-Directed Learning was also positively related to the narrow personality traits of, Optimism, Sense of Identity, Self-Actualization, and (low) Anxiety as well as the Myers– Briggs measure of Intuition, which include in

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[16] Knowles M. *Self – Directed Learning: A guide for earners and teachers.* New York: Association Press, 1975
[17] Shannon, S. V. (2008) Using meta - cognitive strategies and learning styles to create self-directed learners. Institute for Learning Styles Journal, 1: 14-28.
[18] Hendry, G. D., Ginns, P. (2009). Readiness for self-directed learning: validation of a new scale with medicalstudents. Med Teach, 31, 918-20.

Neuroticism dimension domain[19]. Cazan mentioned that, self – directed learning also tend to be associated with the students' achievement in English Learning.[20] English Achievement is included in Academic achievement which refers to the general term for performance outcomes in intellectual domains taught at school, college, and university focused on English subject[21]. English achievement can be categorized based on two forms; grades and educational degree. There are several indicators to figure out students' academic achievement according to Spinath: Grade, Standardize achievement test, standards- based assessment of students' English achievement. Grades are ecologically valid measures of academic achievement in English because allocation and selection decisions for higher education and job positions are, to a large extent, based on grades. Self-directed learning has been associated with students' academic performance. It was also considered a predictor of academic success in traditional learning settings or non-web-based distance learning.[22]

Regarding to the learners' attitude in student engagement, Self – directed learning also related with how the learners take the responsibility to be independent learners and their personality plays the important role to develop their skill in English learning. As said by Lounsbury, Levy, Park, Gibson and Smith, self-directed learning tends to be associated with academic achievement and with personality traits[23]. 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[24].

This research will focus on identifying the existence of direct and indirect contribution on student's English achievement caused by their engagement and personality traits through their SDL as the mediating variable. Seventh grader are being chosen because this is their first time learning Online, which means they need to settle with their

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[19] Lounsbury, J., Levy, J., Park, S., Gibson, L., & Smith, R, "An investigation of the construct validity of the personality trait of self-directed learning ," *Learning and Individual Differences*, 2009 , https://doi.org/10.1016/j.lindif.2009.03.001

[20] Cazan. Ana – Maria. "*Self – Directed Learning, Academic Achievement, Personality Traits*". *Procedia - Social and Behavioral Sciences 127 (2014) 640 – 644*

[21] Spinath B. *"Academic Achievement"*. (Germany: Elsevier Inc. 2012). 1

[22] Long, M. (1991). Focus on Form: A Design Feature in Language Teaching Methodology. In K. De Bot, R. Ginsberg, & C. Kramsch (Eds.), Foreign Language Research in Cross-Cultural Perspectives (pp. 39-52).

[23] 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.

[24] Ana-Maria Cazan & Bianca-Andreea Schiopca, "Self-directed Learning, Personality Traits and Academic Achievement," *Procedia - Social and Behavioral Sciences* (2014): 643.

own English learning cycle. As the focus of this research is to identify the direct and indirect contribution of students' personality traits and their engagement toward English achievement through their self – directed learning as the mediating variable in MTsN 10 Nganjuk. There are numerous researches that have been conducted in the similar field. as study has been done by Asude Balaban Dagal and Dilan Bayindir which the aims of their study were to investigate the relationship between the level of self-directed learning readiness, the locus of control and the personality traits of preschool teacher candidates."[25] A research conducted by Hakimi et al which focused on investigating the relationships between personality traits and academic achievement among students[26]. Results revealed personality traits were significantly related to academic achievement. Another research conducted by Hardianti et al, focused on analyzing students' level of self-directed learning readiness in learning English[27]. The result showed that English department students of UNP has low self-directed learning readiness level, and self-concept as an effective and independent learner, creativity and initiative in learning are its cause factors.

Another study conducted by Cazan which focused on analyzing the relation among self – directed learning, academic achievement and personality traits. The result revealed that self-directed learning and personality traits are correlated and that self-directed learning predicts academic achievement[28]. A study conducted by Ghazy, focused on analyzing the relationship between students' personality traits and their academic achievement. The result revealed that Results of the study revealed that "conscientiousness" and "agreeableness" personality traits were found high while "extroversion", "neuroticism" and "openness to experience" personality traits were found low in secondary school students[29]. in other hand, a study conducted by Lei et al focused on analyzing the relationship between student engagement and academic achievement revealed that The results revealed that (a) there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an

[25] Asude Balaban Dagal and Dilan Bayindir, "The Investigation of the Level of Self- Direcred Learning Readiness According to the Locus of Control and Personality Traits of Preschool Teacher Candidates," *International Electronic Journal of Elementary Education* 8(3) (2016): 391–402.
[26] Hakimi et al. "The Relationships Between Personality Traits and Students' Academic Achievement. *Procedia - Social and Behavioral Sciences* 29 (2011) 836 – 845
[27] Hardianti et al. The Level Of Self-Directed Learning Readiness Of 2013 Academic Year's Student At English Department Of The State University Of Padang. *Journal of English Language Teaching Volume 5 No. 1 Serie E* (2014)
[28] Cazan. Ana – Maria. "*Self – Directed Learning, Academic Achievement, Personality Traits". Procedia - Social and Behavioral Sciences 127 (2014) 640 – 644*
[29] Ghazi et. Al. *Relationship between Students' Personality Traits and their Academic Achievement in Khyber Pakhtunkhwa, Pakistan. Journal of Educational and Social Research Vol. 3 (2) May 2013 437 - 444*

analysis of the domains of behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement; and (b) a moderator analysis revealed that the relationship between student engagement and academic achievement was influenced by the method of reporting engagement, cultural value, and gender[30].

A research conducted by Jensen focused on analyzing Personality Traits, Learning and Academic Achievements showed that (1) intrinsic motivation, (2) extrinsic (in combination with intrinsic) motivation, an achieving (in combination with deep) approach to learning and performance goals[31]. A research which also conducted by Wara et al focused on identifying Relationship between Cognitive Engagement and Academic Achievement among Kenyan Secondary School Students showed that cognitive engagement was a significant predictor of academic achievement among secondary school students[32].

Beside, dealing with the student engagement, personality trait also has correlation with academic achievement. Since each student has different way in learning English and processing the material given by the teacher, their personality trait supposed to be different as well. Personality traits are necessary for people to be successful in their life. Personality has been recognized as a determining factor on how people learn[33]. Human personality and achievement are the most important issues of personality and educational psychology. Human beings are biological organisms living in a particular environment. It has long been believed that the psychological influence of environment on the development of personality is very important. This also happen to the student of the seventh grader who have different personality and learn English in their own way. What makes them get different score while they learn in the same circumstance.

While lei et al conducted a research which focused on identifying Relationships Between Student Engagement and Academic Achievement showed that The results revealed that there was a moderately strong and positive correlation between overall student engagement and academic achievement, and an analysis of the domains of

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[30] Lei et al. *Relationships Between Student Engagement And Academic Achievement: A Meta-Analysis*. Social Behavior And Personality, 2018, *46*(3), 517–528

[31] Jensen, Mikael. Personality Traits, Learning and Academic Achievements. Journal of Education and Learning; Vol. 4, No. 4; 2015

[32] Wara et al. Relationship between Cognitive Engagement and Academic Achievement among Kenyan Secondary School Students. *Mediterranean Journal of Social Sciences Vol 9 No 2 March 2018*

[33] Lawrence, G. (n.d). Looking at type and learning styles. Gainesville, FL: Center for Application of Psychological Type.

behavioral, emotional, and cognitive engagement showed that almost all had a positive correlation with students' academic achievement.[34] Another research conducted by Jonas which focused on The Relationship between Student Engagement and Academic Achievement showed that student engagement is positively associated with academic achievement, but they did not support evidence for causal effects[35]

Referring to the previous study, this research focused on analyzing if there is a direct and indirect contribution in students' English achievement caused by their personality traits and their engagement through their self – directed learning as the mediating variable. The researcher chooses seventh grader as the research object since they are still in a beginning of the course. The finding of this research will be useful to find out the whether there is direct or indirect effect in students' English achievement caused by another three variables, and the teacher can obtain the result as the references and reflection in their teaching and learning process.

B. Research questions

Based on the background above, the problems could be formulated as follows:

1. Do all personality traits dimensions have direct contribution on students' self - directed learning?

2. Does students' engagement have direct contribution towards students' self - directed learning?

3. Does students' SDL have direct contribution towards Students' English achievement?

4. Do all personality traits dimensions have direct contribution on students' English achievement?

5. Does students' engagement have direct contribution on students' English achievement?

6. Is there any significant indirect contribution of all of personality traits towards students' English achievement through their SDL as the mediating variable?

7. Is there any significant indirect contribution of students' engagement level towards students' English achievement through their SDL as the mediating variable?

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[34] Lei et al. Relationships Between Student Engagement And Academic Achievement: A Meta-Analysis. SOCIAL BEHAVIOR AND PERSONALITY, 2018, *46*(3), 517–528
[35] Jonas. The Relationship between Student Engagement and Academic Achievement. (Auckland: Auckland University Press, 2016)

C. Objectives of The Study

According to the statement of the problems, the researcher purposes are:

1. To investigate direct contribution of personality traits dimensions on students' self - directed learning

2. To investigate direct contribution of students' engagement on students' self - directed learning

3. To investigate direct contribution of students' SDL on Students' English achievement?

4. To investigate direct contribution of all personality traits dimensions on students' English achievement?

5. To investigate direct contribution of students' engagement on students' English achievement?

6. To investigate significant indirect contribution of all of personality traits towards students' English achievement through their SDL as the mediating variable

7. To investigate significant indirect contribution of students' engagement level towards students' English achievement through their level as the mediating variable

D. Hypothesis

There are seven hypotheses regarding to this research objective which stated as follows:

1. H_{a1} (Alternative Hypothesis) all personality traits dimension has direct contribution on students' SDL

   H_{01} (Null Hypothesis) all personality traits dimension has no direct contribution on students' SDL

2. H_{a2} (Alternative Hypothesis) students' engagement has direct contribution on students' SDL

   H_{02} (Null Hypothesis) students' engagement has direct contribution on students' SDL

3. H_{a3} (Alternative Hypothesis) students' SDL has direct contribution on their English achievement

   H_{03} (Null Hypothesis) students' SDL has direct contribution on their English achievement

4. H_{a4} (Alternative Hypothesis) all personality traits dimension has direct contribution on students' English achievement

H_{04} (Alternative Hypothesis) all personality traits dimension has no direct contribution on students' English achievement

5. H_{a5} (Alternative Hypothesis) students' engagement direct contribution on students' English achievement

   H_{05} (Alternative Hypothesis) all personality traits dimension has no direct contribution on students' English achievement

6. H_{a6} (Alternative Hypothesis) there is indirect contribution of personality traits dimensions toward students English achievement mediated by students' SDL

   H_{06} (Alternative Hypothesis) there is no indirect contribution of personality traits dimensions toward students English achievement mediated by students' SDL

7. H_{a7} (Alternative Hypothesis) there is indirect contribution of engagement toward students English achievement mediated by students' SDL

   H_{07} (Alternative Hypothesis) there is no indirect contribution of engagement toward students English achievement mediated by students' SDL

E. Significance of The Study

By conducting this research, the researcher hopes that the finding will give many benefits for the readers, the teacher and future researcher:

1. For the readers

   This research will contribute recent knowledge and more information to the readers around the direct and indirect between students' Self- Directed Learning (SDL), Students" Engagement (SE), personality trait, and English achievement in English Language Learning.

2. For the teachers/lecturer

   After knowing this study, the teachers or lectures will be conscious of the contribution of Self-Directed Learning (SDL) among student engagement, personality trait and academic achievement in English language learning and decides what best for their student.

3. For future researcher

   The outcomes of this study are also meaningful for the next researcher who wanted to do research in this field. It implies that this study could be the previous study for the next researcher who desired to do their research revealed to the contribution between self-directed learning (SDL), students" engagement, personality trait, and academic achievement in English language learning. The next researcher

may try to find the contribution of personality traits and students' engagement with other variables.

F. Scope and Limitation of The Study

This research has several scopes to examine, the first scope is student' personality traits, second scope is student engagement, then student self – directed learning and students' English achievement in English language learning. It will be analyzed whether personality traits and students' engagement has direct contribution towards English achievement or indirect contribution through their SDL towards English achievement. This study is limited for seventh grader in MTsN 10 Nganjuk during their first semester. So the result will only represent the student on the seventh grade during first semester of English language learning in academic year 2020.

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. Personality Traits

   Personality can be defined as the collection of habits, awareness and the pattern of emotional that develop from internal and external factors[36]. Diener define personality traits through learning and habits. Nevertheless, most theories view personality as relatively stable[37]. In this research, personality traits reflect English language learners" characteristic patterns of their thinking, emotions, and behaviors through their English language learning.

2. Learning Engagement

   Learning engagement or also be known as student engagement is bound with the interaction among the period, accomplishment and more linked origin by both learners and their schools that proposed to make best for the learners" incident enlarge the knowledge output and growth learners and the achievement, and prestige of the school. Concisely, students" engagement is the involvement of students in learning activities in the classroom both in behavior, cognition, and emotions to improve learning outcomes and individual student development. According to Riley and Louis student engagement is quite similar to the 'social cohesion' variable as a dependent measure for her test of the effects of community

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[36] 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 October 1 2020)
[37] Ibid

like school qualities on students[38]. In addition, Blumenfeld and drawing on Bloom (1956), usefully identify three dimensions to student engagement, as discussed below[39]:

   a. Behavioural engagement

   Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior

   b. Emotional engagement

   Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging

   c. Cognitive engagement

   Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish challenge.

3. 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[40].

   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.

4. English Achievement

   Learning achievement is the general term for performance outcomes in intellectual domains taught at school, college, and university[41]. On an individual level, learning achievement is the most important predictor of vocational careers and, therefore, individual socioeconomic prosperity. Learning achievement especially English achievement can be gained from several methodology such as test and non – test. In this research since the participant is seventh grader students,

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[38] Riley, K. A and Louis, K. *Leadership for change and school reform international perspectives.* Canada and USA: Routledge Falmer, 2000. 56

[39] Bloom, B.S. (ed .) *Taxonomy of Educational Objectives: the Classification of Educational Goals*. New York: D McKay & Co, Inc. 1956. 63

[40] Ralph G. Brockett & Roger Hiemstra, *Self-Direction in Adult Learning: Perspectives on Theory, Research, and Practice* (London and New York: Routledge, 1991), 24.

[41] Spinath B. *"Academic Achievement"*. (Germany: Elsevier Inc. 2012). 2

the test is made by the researcher based on the exist syllabus and validated by the English teacher.

H. Research Framework

Figure 1.1
Proposed model 1
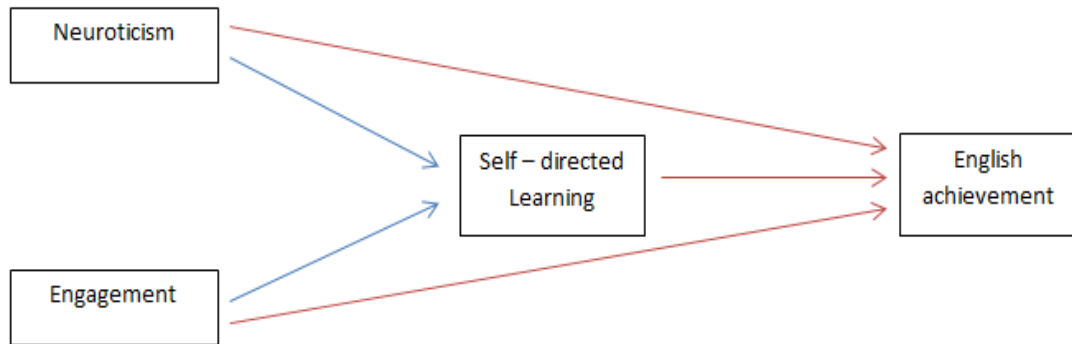
Research model above can be described such as in the following:

In sub – structure 1, the variables can be described as follows: Neuroticism dimension and students' engagement has direct contribution toward students' self - directed learning. Then followed by neuroticism dimension has direct contribution on students' English achievement, Students' engagement variable has direct contribution on students' English achievement. Students' self – directed learning variable has direct contribution on students' English achievement. meanwhile in sub structure 2 the variables can be described as follows; Neuroticism dimension has indirect contribution toward students' English achievement through SDL as mediating variable and students' engagement has indirect contribution toward students' English achievement through SDL as mediating variable.
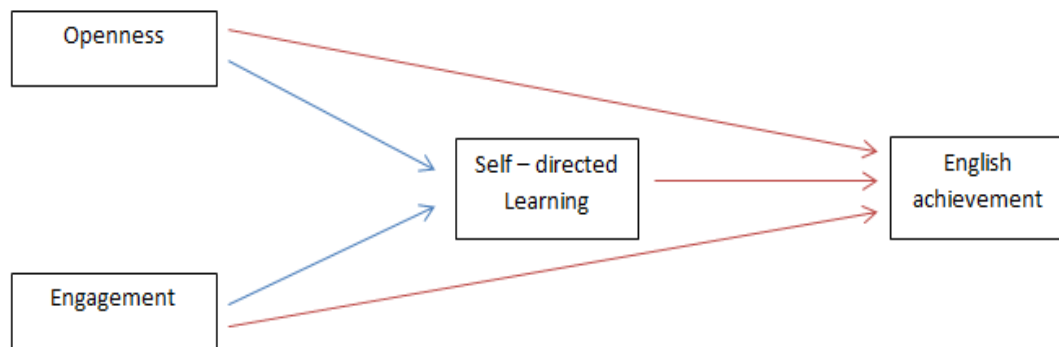
Figure 1.2

Proposes model 2
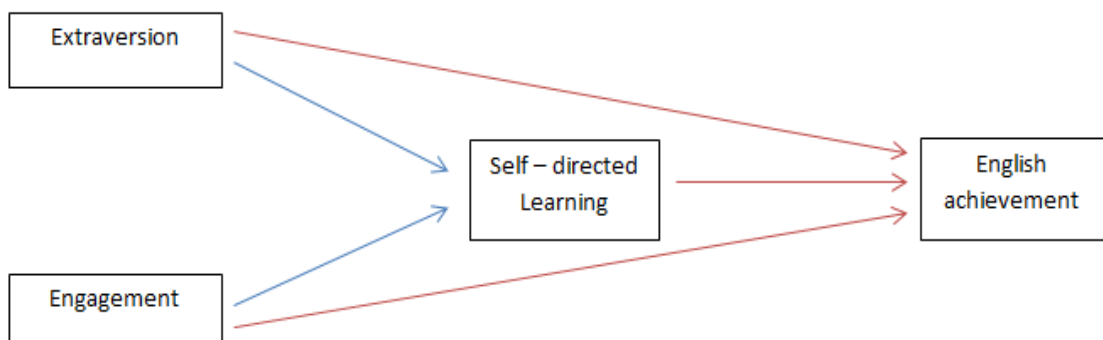
In sub – structure 1, the variables can be described as follows: Extraversion dimension and students' engagement has direct contribution toward students' self - directed learning. Then followed by extraversion dimension has direct contribution on students' English achievement, Students' engagement variable has direct contribution on students' English achievement. Students' self – directed learning variable has direct contribution on students' English achievement. Meanwhile in sub structure 2 the variables can be described as follows; extraversion dimension has indirect contribution toward students' English achievement through SDL as mediating variable and students' engagement has indirect contribution toward students' English achievement through SDL as mediating variable.
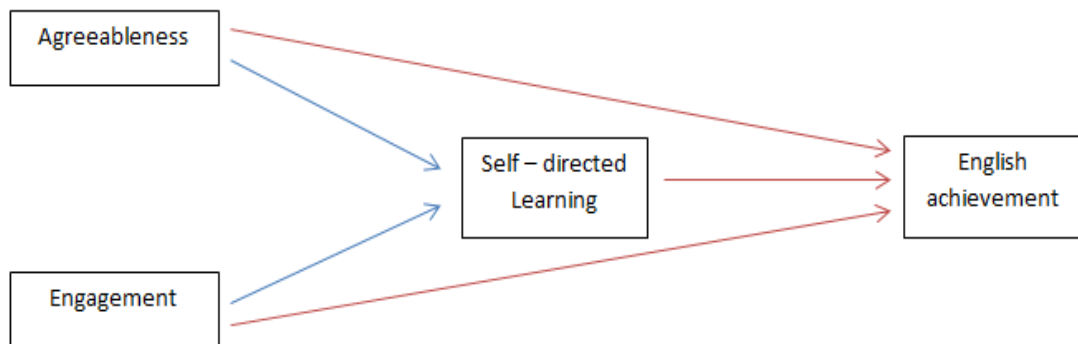
Figure 1.3

Proposed Model 3

In sub – structure 1, the variables can be described as follows: openness dimension and students' engagement has direct contribution toward students' self - directed learning. Then followed by openness dimension has direct contribution on students' English achievement, Students' engagement variable has direct contribution on students' English achievement. Students' self – directed learning variable has direct contribution on students' English achievement. Meanwhile in sub structure 2 the variables can be described as follows; openness dimension has indirect contribution toward students' English achievement through SDL as mediating variable and students' engagement has indirect contribution toward students' English achievement through SDL as mediating variable.
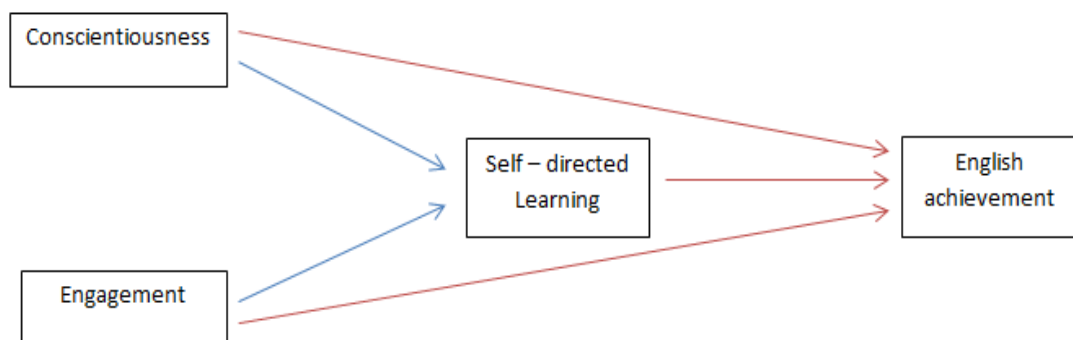
Figure 1.4

Proposed model 4

In sub – structure 1, the variables can be described as follows: agreeableness dimension and students' engagement has direct contribution toward students' self - directed learning. Then followed by agreeableness dimension has direct contribution on students' English achievement, Students' engagement variable has direct contribution on students' English achievement. Students' self – directed learning variable has direct contribution on students' English achievement. Meanwhile in sub structure 2 the variables can be described as follows; agreeableness dimension has indirect contribution toward students' English achievement through SDL as mediating variable and students' engagement has indirect contribution toward students' English achievement through SDL as mediating variable.

Figure 1.5

Proposed Model 5

In sub – structure 1, the variables can be described as follows: conscientiousness dimension and students' engagement has direct contribution toward students' self - directed learning. Then followed by conscientiousness dimension has direct contribution on students' English achievement, Students' engagement variable

has direct contribution on students' English achievement. Students' self – directed learning variable has direct contribution on students' English achievement. Meanwhile in sub structure 2 the variables can be described as follows; conscientiousness dimension has indirect contribution toward students' English achievement through SDL as mediating variable and students' engagement has indirect contribution toward students' English achievement through SDL as mediating variable.