

**The Correlation between Personality Types and Academic Achievement of  
the Students of English Education Study Program at Sriwijaya University**

**A Thesis by**

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**FACULTY OF TEACHER TRAINING AND EDUCATION  
SRIWIJAYA UNIVERSITY**

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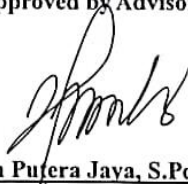
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**Date : July 03, 2023**

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## DECLARATION

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Certify that thesis entitled "The Correlation between Personality types and Academic Achievement of the Students of English Education Study Program at Sriwijaya University" is my own work and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 19, 2010 regarding plagiarism in higher education. Therefore, I deserve to face court if I am found to have plagiarized this work.

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The undersigned



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...

## **DEDICATION**

The following are my most dear family members I dedicate this thesis to: Mama, Caca, Kak Alin, Kak Doni, Mami Shanty, and Pakde Agus. Thank you for everything you have taught me, for the love, for the strength, for the joy, and for everything you have given me.

## **MOTTO**

**“FIRST, THEY IGNORE YOU, THEN THEY LAUGH AT YOU, THEN  
THEY FIGHT AT YOU, THEN YOU WIN”**

**(Mahatma Gandhi)**

**فَإِنَّ مَعَ الْعُسْرِ يُسْرًا**

***KARENA SESUNGGUHNYA SESUDAH KESULITAN ITU ADA KEMUDAHAN, (QS. AL  
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## LIST OF CONTENTS

<b>APPROVAL</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>LIST OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>ix</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>ABSTRACT</b> .....	<b>xi</b>
<b>CHAPTER 1</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1 Background of the Study .....	1
1.2 The Problem of the Study .....	5
1.3 The Objectives of the Study .....	5
1.4 The Significance of the Study .....	6
1.4.1 Teacher.....	6
1.4.2 Students.....	6
1.4.3 Institution .....	6
1.4.4 Further research .....	6
<b>CHAPTER II</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Definition of Academic Achievement.....	8
2.2 Factors that Influence Student Academic Achievement.....	9
2.2.1 Internal factors .....	9
2.2.2 External Factors .....	12
2.3 Concept of Personality .....	13
2.3.1 The Definition of Personality.....	13
2.3.2 Human Temperament .....	14
2.3.3 Choleric Personality.....	15
2.3.4 Sanguine Personality.....	16
2.3.5 Melancholic Personality.....	17
2.3.6 Phlegmatic Personality.....	17
2.4 Previous Related Studies .....	19
<b>CHAPTER III</b> .....	<b>23</b>

<b>METHDOLOGY</b> .....	<b>23</b>
3.1 Research Design and Method .....	23
3.2 Variable of the Study .....	23
3.3 Operationals Definition .....	23
3.4 Population and Sample .....	24
3.4.1 The Population of this Study.....	25
3.4.2 Sample.....	25
3.5 Techniques for Collecting Data.....	25
3.5.1 Questionnaire .....	26
3.5.2 GPA.....	26
3.6 Validity and Reliability of the Instruments .....	27
3.7 Techniques for Analyzing Data.....	27
<b>CHAPTER IV</b> .....	<b>29</b>
<b>FINDINGS AND INTERPRETATION</b> .....	<b>29</b>
4.1 Findings of the Study.....	29
4.2 Results of Student’s Personality Types .....	29
4.3 Results of Student’s Grade Point Average .....	29
4.4 Statistical Analysis .....	30
4.4.1 Normality Test .....	30
4.4.2 Homogeneity Test.....	31
4.4.3 Linearity Test.....	31
4.4.4 The Result of the Correlation Analysis between Personality Types and Academic Achievement .....	32
4.4.5 The Result of the Correlation analysis between each Personality Types and Academic Achievement .....	32
4.4.6 The Result of the Contribution Analysis of Melancholic Types to Academic Achievements .....	34
4.5 Interpretation .....	35
<b>CHAPTER V</b> .....	<b>39</b>
<b>CONCLUSION AND SUGGESTION</b> .....	<b>39</b>
5.1 Conclusion .....	40
5.2 Suggestion .....	40
<b>APPENDICES</b> .....	<b>41</b>
<b>REFFRENCES</b> .....	<b>67</b>



## LIST OF TABLES

Table 3.1 Ancient Greek classification of Humors and Personality Types.....	15
Table 3.2 Personality Plus by Florence Littauer Specification Personality Traits	18
Table 3.3 Population of Study.....	25
Table 3.4 The Cumulative Grade Point Average Interval Category .....	26
Table 3.5 Level of Correlation Coefficient .....	28
Table 4.1 Result of Student's Personality Types .....	29
Table 4.2 Result of Student's Grade Point Average .....	30
Table 4.3 The Result of Normality test of Students' Personality Types and Academic Achievement (GPA).....	30
Table 4.4 The Result of Homogeneity test of Students' Personality Types and Academic Achievement (GPA) .....	31
Table 4.5 The Result of Linearity test of Students' Personality Types and Academic Achievement (GPA).....	31
Table 4.6 The Result of Rank Correlation Spearman of Students' Personality Types and Academic Achievement (GPA).....	32
Table 4.6 The Result of Rank Correlation Spearman of Sanguine Personality Types .....	32
Table 4.7 The Result of Rank Correlation Spearman of Choleric Personality Types .....	33
Table 4.8 The Result of Rank Correlation Spearman of Melancholic Personality Types .....	33
Table 4.9 The Result of Rank Correlation Spearman of Phlegmatic Personality Types .....	34
Table 4.10 The Contribution of Melancholic Types to Academic Achievement ..	34

## LIST OF APPENDICES

Appendix A QUESTIONNAIRE .....	42
Appendix B SCALE ITEM DISTRIBUTION .....	50
Appendix C THE DISTRIBUTION OF STUDENTS' MELANCHOLIC TYPE	51
Appendix D THE RESULT OF STUDENTS' PERSONALITY TYPE.....	53
Appendix E THE DISTRIBUTION OF STUDENTS' PERSONALITY TYPE AND GPA.....	57
Appendix F Surat Usulan Judul .....	61
Appendix G Surat Keputusan Pembimbing Skripsi.....	62
Appendix H Surat Izin Penelitian.....	64
Appendix H Thesis Consultation Card.....	65

## ABSTRACT

### THE CORRELATION BETWEEN PERSONALITY TYPES AND ACADEMIC ACHIEVEMENT OF STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY

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This research aims to find significant relationship between personality type and academic achievement. The focus was finding the contribution of personality types toward students' academic achievement. This research employed correlational study method with a quantitative approach. The sample of this study was 146 of semester 6<sup>th</sup> and 4<sup>th</sup> students of the English Education Study Program at FKIP Sriwijaya University using total sampling. The data was collected through questionnaires, and documentation of students GPA (grade point average), which were analyzed using the spearman rank order correlation in SPSS 22. This finding shows that there is no significant correlation between personality types and academic achievement (p-value: 0.869 and r-obtained: 0.014). However, the findings show there is a contribution of melancholic types and student' academic achievement (Adjusted R square value = 0.80) it means that melancholic types explained 8% of the variance of grade point average (GPA). In addition to personality type as a non-cognitive factor, there are many other cognitive factors that influence student academic achievement.

**Keywords:** *Personality types: Sanguine, Melancholic, Choleric, Melancholic, Academic achievement.*

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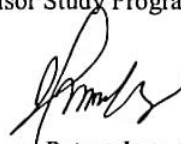
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# CHAPTER 1

## INTRODUCTION

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

### **1.1 Background of the Study**

The concept of education is defined differently by different people. According to constitution number 20 of 2003, education provides students with a learning environment and a learning process where they can develop the ability to have religious spiritual strength, self-control, personality intelligence, noble character, and skills needed by individuals, society, and states. Education serves many purposes as the key to success. Education enhances children's knowledge, physical health, and moral values in a purposeful effort to influence and help them. This is in order to help them achieve their highest goals. So that the child gets a happy life and what they do can benefit himself, society, nation, state and religion (Yunus et al., 2015).

Academic achievement is often used as an indicator of the success of the learning process. Academic achievement refers to the level of achievement of certain goals in the educational environment, such as in schools, colleges and universities (Steinmayr et.al., 2015). Students' academic achievement is the most important parameter for evaluating the clarity and understanding of knowledge. Student academic achievement at school is critical for parents, teachers and even the government. By entrusting their children to be well educated in school, parents have put in their best effort. The expectation of parents is that their children will perform well academically and achieve their professional goals. Some parents believe that teaching their children a sense of self-worth, self-assurance, and distinguishing standards of value and worth is one way to inculcate self-honour and self-esteem (Haider, 2022). Meanwhile, from a teacher's point of view. Academic achievement shows student success in learning as an indication that they teach their students well. Everyone believes that teachers contribute to learning success in schools. Teachers play a very critical role in helping students achieve life goals optimally (Sopian, 2016). Furthermore, the government is also committed to optimizing student education. This is because education quality will produce superior human resources which will become the basis for advanced

country development. Furthermore, education is an effort to help children carry out their life tasks independently and responsibly.

Academic ability is a factor that influences student learning outcomes. Academic ability shows an overview of the level of knowledge and students' abilities towards learning material that has been studied. This can be used as preparation for obtaining broader and more complex knowledge (Winarni, 2006). Academic achievement is often predicted by both cognitive and non-cognitive variables (such as personal traits, socioeconomic status, etc). The relationship between cognitive abilities and personality characteristics has been consistently demonstrated in research on academic achievement, despite different results. The personality traits of the student contain the cognitive, sensitive, and motivational components. These components bind to certain personality traits such as initiative, independence, and courage in research (Mandoc, Tanackovic & Tanackovic, 1984, as cited in Angelkoska et al., 2016). Learning capability develops in parallel with the student's intellectual intelligence and personality traits. A student's personality was determined by his or her actions, thoughts, emotions, and motivations. Intelligence is not the only factor that determines student success (Angelkoska et al., 2016).

The term “personality” can also refer to a set of traits or characteristics that determine and influence a person’s cognition, motivation, and behavior (Colman, 2006). Personality is included in the psychological internal factors that act as an important predictor of cognitive performance as well as influence academic success (Hayati, 2021). Furthermore, according to the Scientific analysis (as cited in Conrad, H. R, 2017) all human personalities are commonly divided up into four major categories, and the four types are consisting of two categories, namely Extroverts and Introverts personality. Greek physician Hippocrates (as cited in Kalachanis et al., 2015) states that there were four temperaments namely choleric personality, melancholic personality, sanguine personality and phlegmatic personality.

In general, each personality type is classified according to the temperament of that individual (four temperaments). For example, extroverts have the choleric and sanguine personality type, while introverts have the melancholy and phlegmatic type. No one humans on this earth have the same personality, every human being must have a personality with their own characteristics. Eskstrand, W.D (2012) states the Choleric and Sanguine personality types are more “out-going”,

more sociable, and more comfortable in a crowd, even standing out in a crowd. While the Melancholy and Phlegmatic personality-types are more shy and “reserved” and feel anxious about being a in crowd, especially at being singled-out in crowd. People who have a reserved personality are usually emotionally stable so they have no emotion distractions them from their academic pursuits (Justin. B, 2018). Carl Gustav Jung (1875-1961) called the type of human personality are introvert and extrovert. Jung said that extroverts are personalities who are more influenced by the objective world. Thoughts, feelings, and actions are more determined by the environment. The behavior of extrovert is described as open, cheerful, likes to get along with others, tends to interact with others and not sensitive. while introvert individuals are individuals who tend to withdraw from social contact (Hayati, 2021). Extraversion personalities tend to be more tolerant of different kinds of people around them because of their open nature. This trait gives him the opportunity to try various experiences and a large network of relationships, it can be easier and faster to get information. In addition, it can enable friends to share information in the learning process with various people they meet (Husain & Ibrahim, 2019). Helgoe (2008) defines introversion as a state of predominant interest in one's own mental self. It enables a person to expand through reflection and shrink during interaction (Muza et al 2020).

According to Purwanto (2006) there are three factors that influence a person's personality. First biological factors, which are factors related to physical factors. The second is social factors, specifically other humans around the individual concerned. Social conditions such as traditions, customs, regulations, language, etc. Last but not least, the development and formation of personality in each person cannot be separated from the culture of the society in which a person is raised. Meanwhile, according to the Neo-Freudian Theory (Amalia et.al., 2023), the main factor influencing the formation of human personality is not within himself, but within interpersonal relations within society.

As for this research, students of the English course in semesters 4, and 6 will be respondents to the study. Overall, there are 146 students in semesters 4 and 6 from the Palembang and Indralaya classes. Because semester 4 and 6 students have performed more lecture activities and taken more than twenty courses than first year students. There is a growing number of students applying to the English education study program at Sriwijaya University with varying levels of motivation, aptitude and perseverance. These students come from different regions and have different family

backgrounds, so each student has a different personality. Personality is a complete combination of attitudes, traits, mindsets, emotions, and values that influence an individual to do the right thing according to their environment (Amalia et.al., 2023). Knowing the various kinds of student personalities is crucial for fulfilling students' rights, namely to gain useful knowledge based on their needs. This is done by finding effective ways to pursue it in classes with various student personalities.

Over the years, more and more research has been conducted on personality and academic achievement. Jumareng et al. (2021) investigate the correlation between introverted and extroverted personality types with student academic achievement at the university level. The result of this research finds that the introverted personality has a significant correlation with the high category on academic achievement, this is because the introverted personality type tends to be more serious and focused on doing the assignments given by the lecturer. Furthermore, Christina R. A (2018) explores the effect of personality on academic achievement in college students. The advance analysis of each dimension's contribution for academic achievement found that neuroticism, extraversion, conscientiousness is significantly affected academic achievement. Additionally, Murniati (2017) in the research entitled, "The Comparison Between Choleric and Phlegmatic Temperaments toward English Achievement of the Second Grade Students at Sman 1 Pitumpanua" was found that T-test calculation showed there are significance differences between students with the choleric and phlegmatic temperaments in English achievement. The result found that student with the choleric temperaments that had better in English achievement. Lithfiyatul Badriyah, et al. (2018) discovered the relationship between extraversion personality and academic achievement. The result showed extraversion and academic achievement have significance value, it means that there is no significance correlation between extraversion and students' academic achievement. Alshehri KA et al. (2018) found no significance p-value between personality type and the academic achievement of medical students in Saudi medical school based on a chi-square test.

Based on the previous research, it can be concluded that there are inconsistent results related to the personality (extraversion-introversion) impact on academic achievement. Therefore, the writer is interested in conducting a research study entitled "**THE CORRELATION BETWEEN**

# **PERSONALITY TYPES AND ACADEMIC ACHIEVEMENT OF THE STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM AT SRIWIJAYA UNIVERSITY”.**

## **1.2 The Problem of the Study**

The problem of this study was formulated in the following question:

1. Was there any significant correlation between personality types and academic achievement of the students of English Education Study Program at Sriwijaya University?
2. Was there any significant contribution of personality types to academic achievement of the students of English Education Study Program at Sriwijaya University?

## **1.3 The Objectives of the Study**

This study was aimed to find out whether or not:

1. To find out whether or not was any correlation between personality types and Academic Achievement of the students of English Education Study Program at Sriwijaya University.
2. To explore the significant contribution personality types to Academic Achievement of the students of English Education Study Program at Sriwijaya University.

## **1.4 The Significance of the Study**

### **1.4.1 Teacher**

This research may give the teachers or lectures basic understanding about to student's various personalities.

### **1.4.2 Students**

This research expected to help students to learn about their personalities and how they act in the class, in order to develop their academic achievement.

### **1.4.3 Institution**

This study may aid in considering students' personalities and choosing the most effective teaching-learning method.



#### **1.4.4 Further research**

The purpose of this research was to provide an authentic study to validate previous studies. Additionally, significant information regarding how the temperament of the students of the English Education Study Program at Sriwijaya University contributed to academic achievement. In addition, other researchers may uncover further information for their future studies that include these factors or other variables. This will enable them to build upon this study and other studies by other researchers.

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