

**STUDENTS' PERSONALITIES AND THEIR LEARNING
ACHIEVEMENT AT SRIWIJAYA UNIVERSITY**

A THESIS

by

Tiara Febrianti

Student Number: 06011181924001

English Education Study Program

Language and Arts Education Department



FACULTY OF TEACHER TRAINING AND EDUCATION

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INDRALAYA

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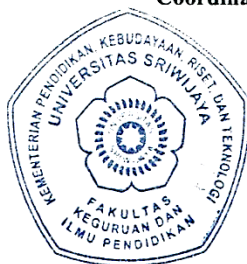
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STUDENTS' PERSONALITIES AND THEIR LEARNING
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This thesis was defended by the writer in the final program examination and was approved the examination committee on:

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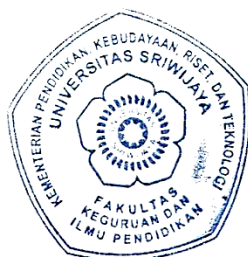
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DECLARATION

I, the undersigned,

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Certify that thesis entitled “Students’ Personalities and their Learning Achievement at Sriwijaya University” is my own work and I did not do plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia No. 17, 2010 regarding plagiarism in higher education. Therefore, I deserved to the court if I am found to have plagiarized this work.

Indralaya, 4 Januari 2023

The Undersigned,



Tiara Febrianti

DEDICATION

I am sincerely dedicated this thesis to:

My beloved parents, Hendrianto and Karmila, my supporting and beloved sister, Melia Anggraini. Thank you for your love without limits, never-ending prayers to me, your support, and for everything you present for me.

Motto:

“The trials of your life are not to test your strength. But measure how much sincerity is in asking for help from Allah SWT.”

-Ibn Qoyyim-

“Allah does not burden a person but according to his ability.”

- Al-Baqarah: 286 -

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Indralaya, 4 Januari 2023

The Researcher,

A handwritten signature in black ink, appearing to read 'Tiara Febranti', written in a cursive style.

Tiara Febranti

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**STUDENTS' PERSONALITIES AND THEIR LEARNING
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ABSTRACT

The objective of this study was to investigate whether or not there was a significant correlation between the fifth semester of the English Education Study Program students' personalities and their learning achievement at Sriwijaya University. The sample of this study was 74 students of fifth semester of English Education Study Program of Sriwijaya University. The instruments of this study were the questionnaires of the Eysenck Personality Questionnaire (EPQ), and documentation of Grade Average Point (GPA), analyzed by using Pearson Product-Moment Correlation in SPSS 25. The findings showed that there was no significant correlation between extrovert students' personalities and their learning achievement (p-value: 0.725 and r-obtained: 0.047), and no significant correlation between introvert students' personalities and their learning achievement (p-value: 0.905, and r-obtained: -0.033).

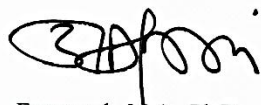
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CHAPTER I

INTRODUCTION

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

1.1 The Background of the Study

One of the key elements that influences a person's ability to learn while in a classroom is their personality. Azwar (2008) claims that both internal and external elements, including internal aspects such as physical and psychological problems, have an impact on students' performance. physical characteristics like hearing and sight, as well as ambition and interest in learning, aptitude, intelligence, and attitude; and psychological characteristics like mental health. Physical and social elements are examples of external variables. Social elements include social support and cultural influences, whereas physical factors include the workplace, amenities, infrastructure, curriculum, and learning environment. Since psychological elements are a part of personality, personality factors affect learning outcomes. Bimo and Nilawati (2010) The psychological component, which is a significant determinant of cognitive capacity and plays a significant influence in academic performance, is one of the most crucial elements utilized to assure learning success. According to Lusiana et al. (2009), a student's IQ, personality, motivation, physical health, hobbies, and learning style are all significant factors that affect how well they complete their education. Another key element is the caliber of the student's acceptance. The teaching and learning process is another factor, which is supported by educators, physical infrastructure, financial resources, academic content, and students' social environments.

According to Feist & Feist (2010), personality qualities are crucial for long-term success and academic performance. Additionally, personality might influence how a man perceives his own mind. When implementing methods, tactics, and approaches for classroom learning, teachers should take their students' personality types into account, Ulya (2016). This is due to the fact that each person has a unique personality type. The student's personality is a consideration when assessing their learning success. Student achievement and graduation are influenced by both their personality and their academic performance. Although personality testing is intended to generate graduates who are intellectually and spiritually astute, future generations should possess high moral principles, exemplary behavior, and leadership skills in addition to abstaining from bad behavior (Wijaya and Indriana, 2013).

According to Hawari (2008), personality is a characteristic of people that results in a chain reaction of feelings, ideas, and deeds. A person's personality may be roughly defined as a pattern of perception, a style of responding to and thinking about their surroundings and themselves that remains and is manifested in the context of their social life and personal interactions. Burger (2014) defines personality as a consistent representation of a person's interpersonal and behavioral processes. According to Jannah (2020), there are two different personality kinds, including extrovert and introvert. The two personas are at odds with one another. Extroverts are those who care about certain circumstances, attract more coworkers, and adapt to particular conditions more readily. They are also capable of working both independently and in teams. People who are introverts, on the other hand, tend to spend more time alone, have fewer friends, and dislike crowds.

Individuals with introverted personalities are more likely to be internal than those with extroverted dispositions, claim B Husain et al. (2018). Introverts tend to give greater attention to the things that are inside them, such as their thoughts, feelings, and emotions. This increases the likelihood that introverts will be timid, have good self-control, pay more attention to what goes on inside of them, appear silent and unpleasant, prefer to be alone, and encounter challenges to the quality of behavior shown.

Students in the fifth semester of the English Education Study Program at Sriwijaya University were selected for this study because they were easier to reach and had taken more courses than other students, making them an excellent choice if used as a sample because researchers needed to know the relationship between their personalities and academic success.

In order to perform an analysis that aims to evaluate the association between the personality of extrovert-introvert students and their learning achievement, the researcher picked two personalities between extroverts and introverts. The researcher is interested in conducting a study titled "Students' Personalities and Their Learning Achievement at Sriwijaya University" for the reasons already stated.

1.2 The Problems of the Study

The problems of the study are formulated in the following questions:

- 1) what are the fifth semester English Education Study Program students' personalities at Sriwijaya University?

- 2) is there any significant correlation between the fifth semester of the English Education Study Program students' personalities and their learning achievement at Sriwijaya University?

1.3 The Objectives of the Study

Based on the problems of the study, the objectives of the study are:

- 1) to identify the fifth semester English Education Study Program students' personalities at Sriwijaya University, and
- 2) whether or not there is any significant correlation between the fifth semester of the English Education Study Program students' personalities and their learning achievement at Sriwijaya University.

1.4 The Significance of the Study

It is believed that the findings of this study would assist lecturers, students, researchers, and others in providing insightful data regarding personality and academic success. It is hoped that the instructors would learn something valuable and reliable from this study regarding the outcome and significance of the correlation between extrovert-introvert personality and students' learning achievement. The researcher also expects that further information may be discovered by other researchers for their future studies including these factors or other variables, so that they can build upon this study and other studies from other researchers.

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