Chapter Four

Data Presentation and Discussion

This chapter presents the result of the three research questions. The first research question is about students' personality types at ELED in a private university in Yogyakarta. The second research question is about student academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The third research question is about the correlation between students' personality types and academic achievement at ELED in one of a private university in Yogyakarta batch 2017.

Results

This part describes the results of this research. The results are about students' personality type at ELED at one of a private university in Yogyakarta, student's learning achievement at ELED at one of a private university in Yogyakarta, and the correlation between student's personality types and academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The explanations are presented as follows:

The first research question. The first purpose of this research is to find out about student's personality type at ELED in one of a private university in Yogyakarta batch 2017. After inputting the data to Microsoft excel. The researcher calculated the data. The result show that the maximum value of personality type is 100 and minimum value is 48. According to Supranto's formula (2006), which is written on

chapter three, the researcher categorized the students' personality into two categories

with the range value of 26. The categoryes of students' personality are introvert and

extrovert. When the personality value is 74 – 100 it means that they are extroverted,

and when the personality value is 48-73 it means that they are introverted. After that,

the researcher calculated the number of students who have the introverted and

extroverted personality. The result is as follows:

Table 7. Students' personality types

Personality type	Frequency	Percent
Introvert	40	30.30
Extrovert	92	69.70
Total	132	100.0

The result shows that from 132 students, forty students (30.30%) are

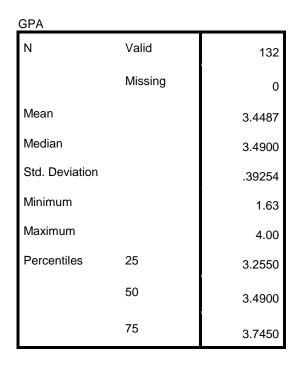introverted and ninety-two students (69.70) are extroverted.

The second research question. The second purpose of this research is to find

out the student's academic achievement at ELED in one of a private university. The

researcher wants to know about the students' academic achievement level. GPA

scores are used on this study. The result shows that the maximum value is 4.00 and

the minimum value is 1.63. According to Supranto's formula (2006) written on

chapter three, the researcher categorized students' academic achievement into three

levels with a range value 0.79. The level of students' academic achievement are namely good, moderate and low. A GPA score of between 3.22 – 4.00 means that it is on the good GPA category. A GPA score of between 2.43 – 3.21 means that it is on the moderate GPA category. A GPA score of between 1.63 – 2.42 means that it is on the low GPA category. The result is presented below:

Table 8. The Students' Achievement Category (CGPA)

Students' CGPA Category	Frequency	Percentage
Good : 3.22 – 4.00	109	82.6
Moderate : 2.43 – 3.21	22	16.7
Low : 1.63 – 2.42	1	0.7
Total	132	100.0

The result showed that there was one hundred and nine (82.6%) students who achieved good academic achievement level. There were twenty-two (16.7%) students who achieved moderate academic achievement level. Then, there were one (0.7%) student who achieved low academic achievement level. The researcher also calculated the average ELED students' academic achievement by using statistical application version 22. The result is shown below:

Table 9. Statistics of Students' GPA

Statistics

GPA

N	Valid	132
	Missing	0
Mean		3.4487
Median		3.4900
Std. Deviation		.39254
Minimum		1.63
Maximum		4.00
Percentiles	25	3.2550
	50	3.4900
	75	3.7450

The result shows that the mean score of academic achievement is 3.44 and the N score is 132. Thus, the students' academic achievement at ELED in one of a private university in Yogyakarta batch 2017 is on the good category.

The correlation between students' personality type and academic achievement at ELED in one of a private university in Yogyakarta batch 2017. Before the researcher is conducted the correlation between student personality type and academic achievement. First, the researcher conducts normality test.

Normality test. The researcher used Kolmogorov-Smirnov on analysis application 22 to find out the normality of the data. The criteria of the normality test are when the significance value is under than 0.05 that means the data is not normal. The distribution is normal if the significance value is higher than 0.05. The result of normality test is presented below:

Table 10. Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		132
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	11.38293926
Most Extreme Differences	Absolute	.085
	Positive	.050
	Negative	-.085
Test Statistic		.085
Asymp. Sig. (2-tailed)		.020[c]

Based on the table, the significance value of this data is 0.20 which means that the significance value is higher than 0.05. Thus, it infers that the data is normally distributed.

The third purpose of this research is to find out about the correlation of students' personality and academic achievement. To find out the correlation, the

researcher used Pearson Product Moment on statistic application version 22. Cohen, et al (2011) said that the coefficient statistical is p value under 0.05, which means that they are correlated. If the significance value is higher than 0.05, Ha is rejected. If the significance value is lower than 0.05, Ha is accepted. The result is presented below:

Table 11. The Hypothesis Test Result

Correlations

		Total	GPA
Total	Pearson Correlation	1	-.067
	Sig. (2-tailed)		.446
	N	132	132
GPA	Pearson Correlation	-.067	1
	Sig. (2-tailed)	.446	
	N	132	132

The result shows that the significance value is 0.446 and the Pearson Correlation is 0.067. It means that the significance value is higher than 0.05. Thus, Ha is rejected and it mean that there is no correlation between students' personality type and academic achievement.

Discussion

This part describes the discussion of the results of this research. There are three discussions in this part. The discussion is presented below:

Students' personality type in at ELED in one of a private university in Yogyakarta batch 2017. The first research question of this research is about student's personality types at ELED in one of a private university in Yogyakarta batch 2017. There are two personality types used in this research which are introvert and extrovert. The result shows that the maximum value of students' personality is 100 and the minimum value is 48. In categorizing the students, the researcher used Suprantos' formula (2006). According to Supranto's formula (2006) written on chapter three, the researcher categorized students' personalities into two categories with the range value of 26. The result show that forty students (30.30%) are introvert personality and ninety-two students (69.70) are extrovert personality.

Every student has a different personality and uniqueness. Personality is the way someone performs actions, thinks, feels, and interacts with others. Each individual has a specific personality and it is not the same as others. Hence, there is a difference between traits in the individual psychic system with others. According to Owuh (2011), personality is a whole aspect that is owned by individuals, such as attitudes, beliefs, and behavior that they show to the surrounding environment.

The personality of every student can be seen from how they interact with others. The difference on how to they interact and express their emotions can be seen

through personality type. Basically, extrovert and introvert personality types have their own ways of interacting and expressing with others.

People with an extroverted personality prefer to interact and speak directly even with people they have not known or already known. They are more comfortable and enjoy doing it. The type of extroverted personality likes to hang out or socialize with others. This personality type is more comfortable to use verbal communication, because the extrovert personality type prefers to talk to a listener. In addition, people with the extrovert personality type are more expressive and tend to be open. The conclusion is that the extrovert personality type has the characteristics of socializing, preferring to talk than listen, and liking to interact directly, as stated by Eysenck (1967). Eysenck claimed that the extrovert is sociable, outgoing, interactive, expressive, open, sensation seeking, and they also tend to act first, think later, and has a dislike of being alone.

In contrast, introvert personality types are less interacted and socialize with other people less. This personality type is less comfortable in doing it. People with an introverted personality type is quiet and they are not good enough in associating with others. Introverted personality types are more comfortable being listeners than speakers. Introverted people are less expressive because they tend to be closed. In the case of carrying out activities, introvert people tend to do activities individually. In addition, they choose a quiet atmosphere than the crowd. Based on Eysenck (1967), people with an introverted personality have some characteristics such as quiet, closed, lack cleverness in socializing, an individualizing. Eysenck also claimed that introvert

is private, reclusive, reserved, quiet, inward, sensitive, thinking before acting, and exhausted by groups.

The students' academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The second research question of this research is about students' academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The results of this research indicate that ELED students at one of a private university in Yogyakarta batch 2017 have different academic achievements. There is one hundred and nine (82.6%) students who attained good academic achievement level. There is twenty-two (16.7%) students who attained moderate academic achievement level. Then, there were one (0.7%) student who attained low academic achievement level. The result shows that the average academic achievement of ELED students in one of a private university in Yogyakarta is 3.44. Then the average value of ELED students' academic achievement at one of a private university in Yogyakarta batch 2017 is in the 'good' category.

Academic achievement is the result obtained by students after learning activities at school, or university. Benazir and Fauzia (2013) said that achievement is something students want to achieve in educational institutions, namely schools, colleges or universities. Academic achievement is the benchmark to determine the level of student ability in learning activities. According to Tarmidzi (2012), academic achievement is an effect resulting from the process of learning activities used to measure or know the students' ability in subjects taught by the teacher.

According to Kumaravadivelu (as cited Ulya, 2016) academic achievement is influenced by internal and external factors. Internal factors include anxiety, empathy, introversion, extroversion, risk taking, attitude, and motivation. External factors include learning strategies, teachers, social environment and learning environment. GPA score is not only influenced by internal factors but also external factors that external factor might be influenced more the results of student academic achievement. In the classroom environment, the student is required to be active in learning. Therefore, any student personality must be able to adapt to the classroom environment so that students get the maximum academic achievement. Theoretically, personality factors can affect academic achievement, but in this case, personality factors do not seem to affect academic achievement because in the classroom environment they are required to adapt to the classroom environment.

The correlation between students' personality type and academic achievement at ELED in one of a private university in Yogyakarta batch 2017. The result shows that the significance value is 0.446 and the Pearson Correlation is 0.067, meaning that the significance value is higher than 0.05. The correlation result between the two variables with total sample (N) are 132 samples. The results of this study is showed that there is no correlation between students' personality type and academic achievement. It can be concluded that the results of research and theory are not in line. Extrovert or introvert are personality types that have different attitudes in adapting to the environment. It means that every personality has an equal opportunity to achieve good academic achievement. Therefore, it is agreed with what Ulya (2016)

said that extroverts or introverts have different ways of adapting to the environment and the different ways in which they are viewed through activities, ways of getting along, daring to take risks, and responsibility and it is not with cognitive abilities.

There are several factors that it is influenced by the results of this study. Classroom environment factor might be the main factors that can affect academic achievement because the classroom environment of ELED student batch 2017 is required to be active in learning. Therefore, student with both introvert and extrovert must be able to adapt to the classroom environment so that they can get maximum academic achievement. As revealed by Greenberg (as cited Putri, 2017) as said that Class environment is a place that has a big influence in interacting with others and there is a relationship between the classroom environment and student academic achievement. The result of this study is in line with Tarmidzis' research (2012), Mularsihs' research (2010), and Ulyas' research (2016).