

Chapter Two

Literature Reviews

In this chapter, the researcher explains about personality, academic achievement, and grade point average. The researcher also presents reviews of related studies. Conceptual framework is also included in this chapter. Finally, this chapter ends with a hypothesis.

Personality

Every individual has a specific personality, and it is not the same as others. There is a difference between traits in the individual psychic system and others'. Kuntjojo (2009) said that personality is the overall mental and physical aspects owned by an individual where the aspect of interacting with its environment can affect changes and produces unique behavior patterns. According to Prakash (2016), personality associate with the important points which show the stability of human behavior to the environment. Owuh (2011) said that personality is a whole aspect owned by individuals such as attitudes, beliefs, behavior that they show on the surrounding environment. Thus, it can be said that each individual is different. Every mental and physical aspects of behavior, thought, expression, and interaction shown by the individual in the process of adaptation to the environment can be the differentiator between each individual.

In addition, there are some types of individual characters. According to Jung (1989), individual characters are divided into eight types consisting of four contradictory parts. Types of character of Jung theory are extravert vs introvert, sensing vs intuitive, thinking vs feeling, and judging vs perceiving. These eight characters arise from each individual with different level. Each individual has one of two contradictory characters. These eight characters are interacted to create a personality type. This however, this research only focuses on two types of personalities namely extrovert personality and introvert personality. The researcher chose the extrovert personality and introvert personality, because those personalities have different interaction system. Hence, each individual has one from those two personalities. The explanations about extrovert personality and introvert personality are presented below:

Extrovert personality. Extrovert is one of the individual characters. People with this personality type love to do social activities such as hanging out with friends or going to places with crowds. In addition, Ellis (2008) purposed that extrovert is a personality that would improve around the basics of interpersonal in English, because extrovert involves associate and interacted with others. Tarmidzi (2012) said that the extrovert personality is one of the personality types in which all behavior is influenced by the outside world. People with this personality type find it easy to socialize, and be open, aggressive, cheerful, friendly, and spontaneous in terms of the expression of their emotions. Laksana (2011) argued that extrovert is a personality

type that affects all thoughts, feelings, and behavior or actions of the individual, determined by the environment. Laksana also added that people with the extrovert personality type can be identified with certain traits such as easy to get along with, open, active and optimistic, friendly, and easy to adapt to all conditions. Parveen and Ramzan (2012) argued that “the extrovert personality is a personality that prefers the world outside the self, like social interaction, and enjoys the outside activity”. Sharp (1987) proposed that the extrovert personality is a personality type that can be characterized by traits such as liking to travel, meet new people, see new places. They are the typical adventurers, the life of the party, open, and friendly. Eysenck (1967) said that the extrovert is sociable, outgoing, interactive, expressive, and open. Additionally, Eysenck also said that people with an extrovert personality are sensation seeking, acting first, thinking later, and dislike being alone. Based on the explanations of the theories described in this study, it can be concluded that the characteristics of the extrovert personality are easy to get along with, open, active, optimistic, friendly, easy to adapt to all conditions, aggressive, cheerful, sociable, outgoing, interactive, and expressive. Moreover, people with an extroverted personality also tend to be spontaneous in expressing emotions, seek sensation, act first, think later, and dislike being alone.

Introvert personality. The introvert personality is a form of personality that contrasts with extroverts. People with the introvert personality prefer a world of their own, are closed, have difficulty getting along, prefer the silence than crowded places,

and be more isolated from the outside world. Myers (2003) said that introverts are interested in their world, thoughts, feeling, shy, and unwilling to join group or activities with others. According to Tarmidzi (2012), introverts choose to orient themselves, rarely make contact and are less concerned with events in the outside world, plan things carefully, prefer to think before acting, and are not too fond of the crowd. Tarmidzi also added that people with the introvert personality are not so aggressive and reticent. Laksana (2011) argued that introvert personalities are not outgoing, shy and have a soul that is closed. Parveen and Ramzan (2012) stated that introverts choose to focus on their own world. Introverts tend to focus their energy, mind, feeling in the self than in the outside world, and they tend to be shy when interacting on the outside environment or the activities of the outside world. Ellis (2008) proposed that introversion is the personality that can improve on cognitive academic ability in English. Eysenk (1967) said that introvert is private, reclusive, reserved, quiet, inward, sensitive, and exhausted by groups. According to Eysenk, introverted people also tend to think before acting. Based on the explanations above, it can be said that the introvert personality has several characteristics. The characteristic of introverts is that they choose to orient themselves, rarely make contact, are less concerned with events in the outside world, plan things carefully, prefer to think before acting, are not too fond of the crowd, reclusive, reserved, reticent, quiet, and inward.

Academic Achievement

Academic achievement is an award given to students who take part in activities in the field of education, such as schools, colleges, or universities. According to Simukonda (2002), academic achievement is a result of the process of learning in the subjects performed by students. According to Tarmidzi (2012), academic achievement is an effect resulting from the process of learning activities used to measure or to know the students' ability in subjects who have been taught by the teacher. Students can view their progress during the teaching and learning process through academic achievement. There is an indicator to measure students' academic achievement in university level. One of the indicators is GPA. In addition, based on the academic book of ELED at a private university in Yogyakarta, the institution uses GPA to calculate students' academic achievement. The explanation of GPA is presented below:

Grade Point Average (GPA). The results produced by students in the process of learning activities can be seen in the form of numbers or values. Grade Point Average (GPA) is a measuring instrument that is used to know the achievements in learning for students at a university. Luthfi (2017) proposed that Grade Point Average is the result of the activities received in lectures at universities on the countdown multiplied with the subjects that have been taken. Based on the theory, it can be concluded that GPA is a number or value counted by dividing the number of points the subjects with the received credit score.

GPA is a tool used to look at students' success in the activities of learning. Students can see how they have performed in their studies by observing their GPA. The division level of GPA score has different descriptions. At one private university in Yogyakarta, the institution determines the value of the cumulative GPA, and its details have been written in the academic handbook (2014/2015), in accordance with the ministry of education. The cumulative GPA can be seen in the table below:

Table 1. GPA Categories

The GPA categories	
Grade Point Average (GPA)	Description
3.51 - 4.00	With compliment/ <i>Cum laude</i>
3.50 - 2.75	Very satisfying
2.00 - 2.75	Stratified

The GPA categories are presented based on the academic handbook. There are three categories. Based on the table of GPA categories, it can be explained that a GPA of 2.00 until 2.75 is stratified, a GPA of 2.75-3.50 is very satisfying, and a GPA that is higher than 3.51 belongs to the with compliment or *cum laude* category.

The factors affecting student's academic achievement. Academic achievement is affected by two factors. These factors are the internal and external factors. According to Azwar, S (2004), academic achievement is influenced by two

factors, which is the internal and external factors. Internal factors include motivation, intelligence, attitude, character, and personality. External factors are outside the self, such as class environment, teachers, and school facilities. Based on the theory above, personality is classified as an internal factor.

Review of Related Studies

In conducting this research, the researcher also reviewed some prior studies. The first study reviewed by the researcher was done by Tarmidzi (2012). The researcher found out about the correlation between types of personality: extrovert and introvert, with students' academic achievement within the engineering department at Universitas Indonesia undergraduate program. This research used a quantitative research design. The research used a descriptive correlation design to find out about the correlation between introvert and extrovert personality types with academic achievement. This research was conducted at the department of engineering at Universitas Indonesia in Depok during the months of April and May 2012. The sampling technique of this research was the random sampling technique. The population in this research were students of the Faculty of Engineering of Universitas Indonesia in the regular undergraduate program. The instrument of this research was questionnaire. The results of this research were 33 participants (70.2%) had an extrovert personality and a GPA between 2.76 and 3.50 while 14 participants (29.8%) had a GPA between 3.51 and 4.00 GPA. In addition, there were two participants (3.3%) who were introverts with a GPA of between 2.75 and 2.00 while 46

participants (76.7%) had GPA between 2.76 and 3.50, and 12 participants (20.0%) had GPA of between 3.51 and 4.00. Based on the results, it can be concluded that there is no correlation between extrovert and introvert personality types and academic achievement.

Another research was done by Mularsih (2010), and it aims to find out about the learning strategies, personality types, and the results of learning the Indonesian language on junior high school pupils. The researcher used an experimental research method and multi stage random sampling. The instrument of this research were learning outcomes test and personality test. The population of this research was seventh grade students in SMP Negeri 7 Tangerang. The sample of this research was 48 students of SMP Negeri 7 Tangerang. The results of the research found that students who use cooperative learning strategies (33.42) got a higher score in their learning outcomes compared to students who use the strategy of individual learning (30.46). It can be deduced that the pupils using cooperative learning strategies achieved higher scores compared to students learning individually. Extroverted students (32.96) score higher on study results compared introverted students (30.92), but those results did not produce a significant difference. Extroverted students who use cooperative learning strategies attained higher scores compared to introverted students using cooperative learning strategies. Students who are introverted and used individual learning strategies gained better scores compared to extroverted students using individual learning strategies.

Another research done by Ulya (2016). This research is find out about Effect of Learning Methods and Personality Types against the Results of Learning Arabic. This research used the experimental method. The researcher used random sampling techniques to find the sample for this research. The population on the research was all of the classes at MAN 1 Semarang. The sample in this study is 6 classes at MAN 1 Semarang from class X, namely 3 classes as control classes (XIPA5, XIPA6, XIPA7) and 3 classes as experimental classes (XIPS1, XIPS2, XIPA8). The results of the research showed that (1) there is significant difference in students' achievement between students studying at the cooperative learning class and those studying at conventional learning class. (2) There is no significant difference in students' achievement between the introvert and the extrovert. (3) There is significant interactive influence between cooperative learning method and students' personality type toward students' achievement in Arabic language.

The Researcher	Research Title	Problem	Result
Tarmidzi (2012)	The correlation between extrovert and introvert type of personality with students' academic achievement at the engineering major of Universitas Indonesia	What is the correlation between students' personality type (extrovert and introvert) with student academic achievements at the engineering department of Universitas Indonesia	There is no correlation between personality type and students' academic achievement.
Mularsih (2010)	Learning Strategy, Personality type and	The purpose of the study is to find out	1) Students' learning

	<p>Indonesia Language Learning Outcome for Junior High School Students</p>	<p>about the influence of learning strategies (cooperative and individual) and personality type (extrovert and introvert) towards Bahasa Learning outcome</p>	<p>outcome who follow cooperative learning are higher than student who follow individual learning</p> <p>2) There is no significant differences between students' learning outcome who are introverted and extroverted</p> <p>3) There is a positive interaction between learning strategies and personality type towards Bahasa learning outcomes.</p> <p>4) The extrovert students have higher achievement in following cooperative learning strategies than</p>
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			<p>individual strategies</p> <p>5) The introvert students have higher achievement when following individual learning than cooperative learning.</p>
Ulya (2016)	The influence of learning method and type of personality toward Arabic learning outcomes (experiment study in MAN 1 Semarang)	<p>The purpose of those study is to find out about (1) the difference between students' achievement between students who studied in cooperative learning classes and students who studied in conventional classes</p> <p>(2) The differences between students' achievements between introverts and extroverts</p> <p>(3) The influence between learning method and personality type towards student's achievement in Arabic.</p>	<p>1) There are significant differences of students' achievement between students who studied in cooperative and students who studied in individual environments</p> <p>2) There is no significant differences between introverts and extroverts.</p> <p>3) There is a significant interactive influence between cooperative learning method and personality</p>

			towards students' achievement in Arabic.
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Based on the description above the three researchers have the same sampling technique, but their samples are different. The three researchers found that there was no relationship between introverted and extroverted personality types with student academic achievement.

Conceptual Framework

Personality is a way someone performs actions, think, feel, interact and react with others. According to Jung (1989), individual characters are divided into eight types consisting of four contradictory parts. The types of character in Jung's theory are extravert vs introvert, sensing vs intuitive, thinking vs feeling, and judging vs perceiving. These eight characters arise from each individual with different levels. Each individual has one of two contradictory characters. These eight characters are interacted to create a personality type. This research only focuses on two types of personalities namely extroverted personality and introverted personalities. Parveen and Ramzan (2012) argued that people with an extroverted personality are more focused on the world outside the self, such as social interaction, and they enjoy outside activities. However, people with an introverted personality prefer a world of their own, are not easy to get along, prefer silence than crowded places, and tend to

be more isolated from the outside world. According to Tarmidzi (2012), introverted personalities choose to orient themselves, rarely make contact, are less concerned with events in the outside world, plan things carefully, prefer to think before acting, and not too fond of the crowd. Tarmidzi also added that introverted people are not so aggressive and reticent.

In addition, academic achievement is also studied in this research. Academic achievement is the results obtained by a student in the academic field. Simukonda (2002) stated that academic achievement is a result of the process of learning in the subjects performed by students. There are two factors that can affect academic achievements. The factors are internal factor and external factor. Azwar, S (2004) believed that internal factor and external factor can affect academic achievement. Internal factors are motivation, intelligence, attitude, character, and personality. External factors are the factors come from outside the students such as class environment, teachers, and school facilities. According to Mularsih (2010), pupils who are extroverts use cooperative learning strategies, and they are superior compared to introverted students using cooperative learning strategies. Introverted students who use individual learning strategies are superior compared to extroverted students who use individual learning strategies.

Every individual has their own personality. Every individual has their own way to achieve a good academic achievement. Hence, the researcher was curious and interested in conducting a research on the correlation between students' personality

type and their academic achievement. Finally, the conceptual framework of this research is presented below:

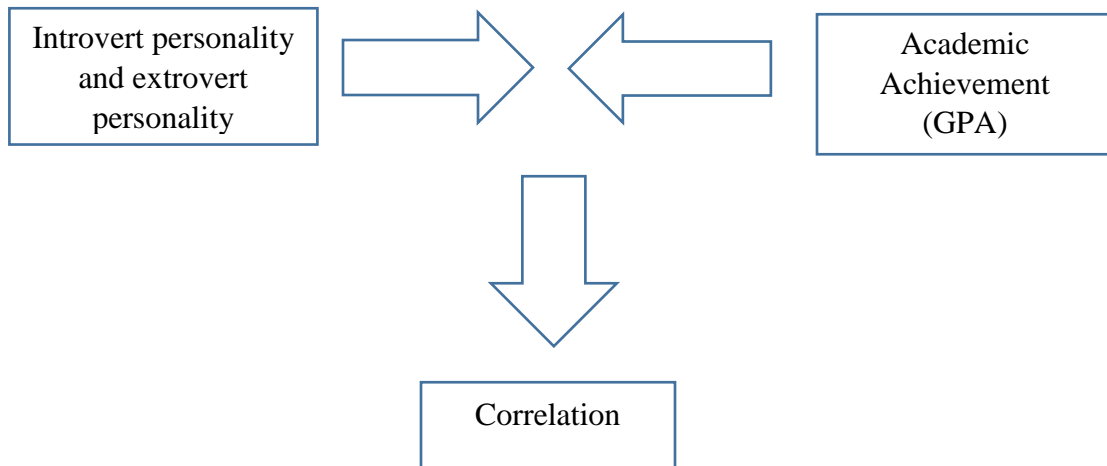


Figure 1. Conceptual Framework

Hypothesis

The hypothesis of this research is presented below:

(Ha) There is a correlation between the student's personality type and academic achievement at ELED in one of a private university in Yogyakarta batch 2017.