Chapter Five

Conclusion and Recommendations

This part talks about conclusion and recommendations of this research. This part consists of two parts. The first part is presents the conclusion of this research. The second part is the recommendation for students, lecturers, and next researchers.

Conclusion

This research was conducted to find out the correlation between students' personality type and academic achievement. This research used quantitative research and adopted the correlation design. This research was conducted at ELED in one of a private university in Yogyakarta. The total population of this research were two hundred and eight from students' batch 2017. This research used questionnaire as the instrument of this research. The questionnaire consisted of thirty items that was distributed to one hundred and thirty two respondents as the samples. The researcher used document to gain students' GPA from the administration office. The GPA document was the second instrument. Students at ELED in one of a private university in Yogyakarta batch 2017 with both introvert and extrovert personality can get high or low GPA score.

To find out about the students' personality type, the researcher used Supranto's formula (2006) to categorize students' personality types. The result shows that the maximum value of students' personality is 100 and the minimum value is 48.

According to Supranto's formula (2006) written on chapter three, the researcher categorized students' personality into two categories with the range value of twenty – six. The result shows that forty students (30.30%) are introverted and ninety-two students (69.70) are extroverted.

The second research question is about students' academic achievement. There are one hundred and nine (82.6%) students who achieved good academic achievement level. There are twenty-two (16.7%) students who achieved moderate academic achievement level. Then, there was one (0.7%) student who achieved low academic achievement level. The result shows that the average academic achievement of ELED students at 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.

The third research question is about the correlation between students' personality type and academic achievement. 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 the total sample (N) are 132 samples. The results of this study showed that there is no correlation between student's personality type and academic achievement. Thus, the hypothesis was rejected.

Recommendations

Based on the result of this research, the researcher proposed some recommendations for some parties. The recommendations are presented below:

Students. The researcher is suggested that student is kept trying better and keep a spirit whatever the student's personality, they have the same opportunity to get maximum academic achievement.

Teachers. The teacher is advised to use English learning methods that are in accordance with the students' personality so that it allows the teacher to release the best potential of students in the field of academic achievement.

Next researcher. Next researchers who wants to examine personality and academic achievement is recommended to involve more specific academic achievements. Besides, the next researcher is advised to add other factors that exist in the internal or external factors to explore the factors that influence academic achievement.