

# The Correlation Between Personality, Self-Confidence and English Achievement of Year Ten Students MAN 1 Makassar

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## Abstract

This study discussed students' personality, self-confidence, and English achievement. The research was conducted to determine: (1) the students' personality. (2) the students' self-confidence. (3) the students' English achievement. (4) the correlation between personality and English achievement. (5) the correlation between self-confidence and English achievement. There are 405 students in year ten as a population that is divided into 11 classes, the writer took 37 students as samples that are taken from one class. The technique of collecting the data was cluster random sampling. In collecting the data, the researcher used two questionnaires and a test. The first questionnaire was a self-confidence questionnaire, the second was The Myers-Briggs Type Indicator (MBTI) a personality questionnaire that assists a person in identifying some significant personal preferences used to determine the personality type, and the last was the English test which used TOEFL junior test. The data then were analyzed using descriptive statistics and Pearson Product Moment Correlation Coefficient in SPSS version 23. The results showed that: (1) the noticeable majority of first-grade students were introverted, Intuition, Thinking, Judgers and INTJ types showed higher in the class. (2) The self-confidence of the students was categorized into high enough levels. (3) Students' English achievement was categorized into average level. (4) There was no significant correlation between personality and student's English achievement. (5) There was a significant correlation between students' self-confidence and English achievement with  $r = 0.597$  classified into a fair category. The higher the self-confidence, English achievement would be higher.

Keywords: *MBTI, Personality, Self-Confidence, English Achievement.*

## 1. Introduction

Academic achievement or academic performance has been considered one important criteria of educational quality. The ways and efficiency between the teachers and students or institution, will influent the success and failure of academic achievement. (Venkateshwar, 2017) Academic achievement is the final result of education that demonstrates how effectively a student, instructor, or institution has met their educational objectives. Exams or ongoing

evaluations are used to measure academic success, and each person or institution has a different set of objectives.

In high school, Indonesian students still perform poorly in English and have low levels of proficiency in a number of academic topics. Even the school test results indicated that the pupil struggled with open communication and that the outcomes were poor. Teachers are also thought to have adopted a less favorable learning environment and an unattractive approach to teaching English. According to

research findings, student English achievement is still at a low-middle level (Hadriana, Ismail, Mahmudi, 2013).

Several factors can affect whether pupils succeed or fail in their English language learning. (Kaur, 2014, pp. 117–118) asserts that a person's level of success is based on his or her personality, which includes one's attitude, actions, and thinking. A positive view on life is essential for ensuring one's safety, prosperity, and happiness. The writer infers from the comments that personality is one of the elements that must be taken into account and has a positive impact on language learning in general. The Briggs and Myers personality test were developed by Briggs and Myers during World War II, and is one of the many tools available for studying human personality (Wang, C., Carney, S., Parawan, 2012).

A mother and daughter team developed the Myers Briggs Type Indicator from the United States using the ideas of Swiss psychologist Carl Gustav Jung (MBTI). The father of analytical psychology and the inventor of the MBTI is Carl Jung. The MBTI is used to assess people's strengths and shortcomings as well as those of others. The MBTI was developed to make it easier to see and appreciate how different people are from one another. No behavior is superior to another. Understanding student personality types with regard to classroom management allows us to construct a lecture model or a learning environment that can foster more orderly and orderly classroom conditions (Wandrial, 2014).

Another direct component that has an impact on learning is present. One of the entry points to the issue of "Self-Confidence" is personality. Students who are generally self-assured will be able to overcome anxieties or pessimistic attitudes, making them easier to communicate with, particularly in oral activities. Additionally, (Kekepoto, 2012) reaffirmed that confidence is a crucial component of any effective presentation. It gives presenters the motivation they need to express their views clearly. Students need to understand the value of confidence because it greatly affects both

their academic performance in particular and their daily lives in general. Because of this, one of the most important aspects that may have an impact on the learning process in the speaking area is self-confidence. In addition, there are no researchers who has specifically investigated the personality of the MBTI theory, especially in senior high school. So, the researcher conducted research about personality using a different type of measurement that is the MBTI Personality by Briggs and Myers concept to determine the correlation between students' English achievements by adding a positive attitude, namely self-confidence, which can affect student English performance as EFL.

## **2. Literature Review**

### **2.1. English Achievement**

English is a foreign tongue or a second language. Language requires the skills of speaking, listening, reading, and writing in order to be used for communication. Writing and speaking are output skills, whereas reading and listening are input skills (Ali, 2012, p. 1). However, in order to achieve their academic objectives, students are expected to study English. Achievement is frequently used to refer to a successful learning outcome.

The school, which is a formal educational institution, created a teaching learning process to improve student performance in understanding their achievement as highly as possible at the last phase of evaluation. The outcome of English is crucial to the teaching-learning process. Academic accomplishment or achievement has a strong correlation with English achievement. Academic achievement includes achievement in English. Of course, the test results of the students are used to determine their level of proficiency in English. Nevertheless, many students find it difficult to accomplish well in English. They must perform well on the four English proficiency tests and show a favorable attitude toward the language.

## 2. 2. The Self-Confidence Concept

The belief that one is capable of overcoming minor obstacles and enjoying a happy life is known as self-confidence (Rubio, 2007). The belief in one's capacity to resolve straightforward problems and find enjoyment is the definition of self-confidence that is most frequently used. Since early childhood, everyone has had self-confidence. It has two essential components like lovability and competency (Mutluer, 2006, p. 8). These ideas suggest that in order to fulfill fundamental human needs like success and happiness, one must have a positive sense of oneself.

There are ten basic signs of confidence that should be investigated, according to (Burton & Platts, 2006). These ten characteristics are more likely to be present in people who act with confidence:

- a. Direction and values: You are aware of your goals, intended course of action, and most significant values.
- b. Motivation: You are inspired by what you do and find it enjoyable. In fact, you can become so focused on what you're doing that nothing can divert your attention.
- c. Emotional steadiness: As you face problems, you must maintain a composed and laser-like focus in both how you conduct yourself and how you interact with others. You become aware of challenging feelings like anger and worry, but instead of allowing them to control you, you learn to work with them.
- d. A positive outlook: You have the capacity to maintain optimism and see the silver lining despite obstacles. You think highly of both yourself and other people.
- e. Self-awareness: You are aware of your strengths, your level of capability, and how others see you. Additionally, you realize that you are a human being and that you do not strive for perfection.
- f. Adaptability in behavior: You change how you act in response to the situation. You can pay attention to minutiae while also keeping the big picture in mind. You consider the opinions of others when making judgments.

- g. Willingness to grow: You love challenging yourself and viewing every day as an opportunity to learn, as opposed to acting as if you are an accomplished professional with no further to learn. You use your discoveries in brand-new situations.
- h. Health and vitality: You are aware of and respectful of your body, and you feel as though your energy is flowing freely. You deal with tough circumstances without getting sick.
- i. A willingness to take chances: You have the ability to move forward in the face of uncertainty and risk your life, even if you don't have the expertise or skills required to handle the circumstance effectively.
- j. Sense of direction: You are growing as you become more conscious of the connections among the different facets of your life. You've chosen a theme or objective for your life.

## 2. 3. The Concept of Personality

The concept of psychological types was first proposed by (Jung, C. G., 1971) Its concepts were eventually transformed By Katherine Briggs and her daughter Isabel Myers, the Myers-Briggs Type Indicator (MBTI), a helpful self-report instrument, has been developed (Myers, 1987). Four bipolar psychological dimensions—introversion (I), extraversion (E), sensing (S), intuition (N), thinking (T), feeling (F), and judging (J), perceiving (P)—are used by the MBTI to study personality (P). Each person is given a four-letter type according to the MBTI, which describes their preferences for each dimension.

The Myers-Briggs Type Indicator measures a person's preferences are divided into four groups, and different combinations of the personality type key within each category correspond to 16 different personality types. (2012) (Wang, C., Carney, S., Parawan) There are 16 different personality types as a result of interactions between preferences. ESTJ, ESFJ, ISTJ, ISFJ, ESTP, ESFP, ISTP, ISFP, ENTJ, ENTP, INTJ, INTP, ENFJ, ENFP, INFJ, and INFP are among the personality types included

in it. Therefore, a mismatch between personality type and how remote learning is provided can have very serious detrimental effects on pupils.

### **3. Research Methodology**

#### **3. 1. Research Design**

A correlational research design was adopted in this study. Creswell claims that the author used statistical tests to establish and evaluate the level of association (or relationship) between two or more variables or sets of scores in correlational study designs (J. Creswell W., 2005, p. 325). In this study, descriptive data were collected and an examination of the impact of students' Myers-Briggs Type Indicator (MBTI) personality and self-confidence on their English achievement was conducted.

#### **3. 2. Population and Sample**

The participants in this study were MAN 1 Makassar students in year ten. Population, as defined by (Creswell, 2012, p. 142), is a collection of people who share a particular trait. There are 405 pupils in the tenth grade overall at MAN 1 Makassar, coming from the eleventh classes. 37 pupils make up the study's sample.

Cluster random sampling was utilized by the researcher in this study to select the population sample. The cluster sampling technique involves selecting entire groups rather than individuals from a specific population who have a common trait at random (Sugiyono, 2012, p. 65). The researcher chose one class at MAN 1 Makassar based on the researcher's recommendation and agreement with the English teacher to obtain the sample using cluster random sampling.

#### **3. 3. Research Instrument**

Two instruments were employed by the researcher in this investigation. They were tests and questions. The author used a pre-made questionnaire from Darf (Wandrial, 2014) to assess the personality of the students. The

questionnaire had 32 items and employed multiple-choice questions for which there were options. There are four types of the 32 items: both extroverted and introverted, intuitive and sensing, thinking and feeling, and evaluating and perceiving are all aspects of a person.

The self-confidence was ready-made questionnaires from (Rischi, 2020). The questionnaire consisted of 30 items on Likert scale. The self-report questionnaire has become the dominant method for assessing self-confidence.

Another instrument is the test. The English achievement of the students was assessed using the TOEFL Junior. There were three portions on the TOEFL Junior: listening, structure, and reading. There are 126 questions in all. The Educational Testing Service was used to obtain the TOEFL Junior (2012).

#### **3. 4. Technique of Data Analysis**

To determine the students' personalities, levels of self-confidence, and proficiency in English, data from the questionnaire and test were analyzed. The median score on the questionnaire was compared to the researcher's calculations of the students' scores. Students have high characteristics if their trait scores are higher or equal to the median, and vice versa. The outcome was then categorized using frequency and percentage analysis for each case.

To determine whether there was a connection between students' personalities and their scores on the English accomplishment test and their levels of self-confidence. The researcher employed SPSS (Statistical Product and Service Solution) version 23's-person correlation product moment analysis.

### **4. Findings**

#### **4. 1. The Students' Personality**

Student personality types as determined through an examination of the distribution of

student personality types by MBTI type, as shown in table 1.

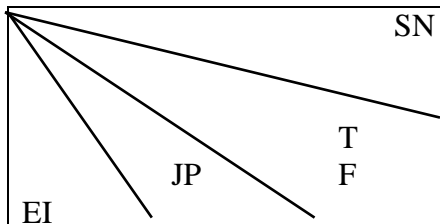
Table 1. Frequency of Personality Types

Personality types	Frequency %
Introverted	25 (67.5)
Extroverted	12 (32.5)
Sensing	18 (46.6)
Intuition	19 (51.4)
Thinking	27 (73)
Feeling	10 (27)
Judging	24 (64.8)
Perceiving	13 (35.2)

First, looking at the preference trends for each indicator, introverted (I) was found in the attitude indicator (I/E). 67.5% showed a higher distribution than the introversion (E), and in the recognition process (S/N), the intuition type showed a higher distribution than the

sensory type (S) at 51.4%. For the judgment process (T/F), the thinking type (T) showed the largest difference compared to the emotion type (F) at 73%, and in the coping style (J/P), the judgment type (J) was recognized at 64.8%. It showed a higher distribution than type (P).

Table 2. 16 Personality Types of Students Frequency (%)

				Sensing (S)			Intuition (N)		
				Thinking (T)		Feeling (F)	Thinking (T)		Feeling (F)
Introvert (I)	Judging (J)			ISTJ 4 (10.8)		ISFJ 4 (10.2)	INTJ 7 (18.9)		INFJ 2 (5.4)
	Perceiving (P)			ISTP 2 (5.4)		ISFP -	INTP 5 (13.5)		INFP 2 (5.4)
Extrovert (E)	Judging (J)			ESTJ 4 (10.8)		ESFJ 2 (5.4)	ENTJ 2 (5.4)		ENFJ -
	Perceiving (P)			ESTP 2 (5.4)		ESFP -	ENTP 2 (5.4)		ENFP -

The distribution of the 16 personality types combining the preference trends for each of the four indicators of the MBTI, the INTJ type, who is accurate, systematic and cautious about facts and facts, was the highest at 18.9%, and the other 10% the type showing the above distribution was ISTJ (10.8%), ISFJ (10.2%), INTP (13.5%) and ESTJ (10.8%). with the

lowest distribution INFJ, ISTP, INFP, ESFJ, ESTP, ENTP and ENTJ accounting for 2.7%.

#### 4. 2. The Student' Self-Confidence

This subsection presents the result of Self-Confidence questionnaire.

Table 3. Frequency of Self-Confidence Types

Score Interval	N	% of total N	Self-Confidence Category
91-100	-	-	Very High
78-90	16	43.2%	High

65-77	20	54.1%	High enough
52-64	1	2.7%	Middle
39-51	-	-	Low Enough
26-38	-	-	Low
14-25	-	-	Very Low
<b>Total</b>	<b>37</b>	<b>100%</b>	

Twenty out of 37 students (54.1%) were on high enough of self-confidence. Meanwhile, there are 16 students (43.2%) were on high category level of self-confidence. Besides, only 1 student (2.7%) were on middle category level of self-confidence.

#### 4. 3. The Students' English Achievement

The table 4 displays the descriptive statistical analysis of the students' English achievement.

Table 4. Student English Achievement Distribution

Score Interval	Frequency	Percentage	Category
89-100	-	-	Very Good
77-88	12	33%	Good
66-76	14	38%	Average
0-65	11	29%	Poor

There are three English achievement categories of students. 14 students get average English achievement, 11 Students' English achievement was average, and 12 pupils achieved well in English. According to the aforementioned distribution, "average" was the

most prevalent degree of students' English proficiency (38%).

#### 4. 4. The Correlation between Personality and English Achievement of Students

Table 5. Personality and English Achievement Correlation  
Correlations

		MBTI- Personality	English Achievement
MBTI-Personality	Pearson Correlation	1	-.035
	Sig. (2-tailed)		.837
	N	37	37
English Achievement	Pearson Correlation	-.035	1
	Sig. (2-tailed)	.837	
	N	37	37

According to the Person Product Moment Correlation Coefficients, the results indicated that there is no significant relationship between personality traits and English proficiency, with the  $r$  attaining  $-0.035$ . When  $p$  was calculated for the sig 2 tile, it was  $0.837$ , which was more than  $0.05$  ( $p > 0.05$ ). As a result, there was no

significant link between personality traits and their proficiency in English.  $H_0$  was also accepted, although  $H_a$  is rejected.

#### 4. 5. The Correlation between Self-Confidence and English Achievement of Students

Table 6. Self-confidence and English Achievement Correlation

Correlations		SELF-CONFIDENCE	ENGLISH ACHIEVEMENT
SELF-CONFIDENCE	Pearson Correlation	1	.597**
	Sig. (2-tailed)		.000
	N	37	37
ENGLISH ACHIEVEMENT	Pearson Correlation	.597**	1
	Sig. (2-tailed)	.000	
	N	37	37

\*\*, Correlation is significant at the 0.01 level (2-tailed).

The results of the Pearson product moment correlation coefficient test showed that the  $r$  value was 0.597 and that the resulting  $-value$  was 0.01. The fact that the  $-value$  (0.01) was less than 0.05 made it clear that there was a substantial relationship between students' self-confidence and their proficiency in English.

## 5. Discussions

Based on the findings of this inquiry, several conclusions were made. One of the outcomes of using the MBTI to examine the personality types of the students who were the focus of this study was, when looking at the preference trends for each indicator, introverted were more likely than extroverted, intuition types were more likely than sensing, thinking types were more likely than feelings. Judgement types than perception types appeared high. According (Condon & Ruth-Sahd, 2013) Educator with classroom experience are familiar with the kind of shy or introverted pupils who tend to be conspicuously quiet in class and avoid the spotlight in general. Because they rarely participate in class discussion or raise their hands, these pupils frustrate and perplex many teachers. It may be difficult for teachers to determine whether these children are being reached, whether they are interested, or whether they are bored. More introverted students behave differently in class, digest information differently than their more extroverted colleagues, and have distinct preferences for projects and activities. It is such as a challenge by the teacher to covered

students who has introverted type to active in learning. Moreover, according to (Wandrial, 2014) the Students with the Intuition type are also the majority, this means that they are students who like instruction that emphasizes conceptual understanding. Additionally, shown that certain pupils were superior at thinking and judging. Huitt noted the following connections between personality types and problem-solving in (Okike & Amoo, 2014). Problems are approached by thinkers using logic and analysis. They place a high value on objectivity and are impersonal because they desire answers that make sense in terms of the facts and models when forming judgments. Judges like order and structure, and they want to see finality in the problem-solving process. When examining the distribution of 16 personality types combining the preference trends for each of the four indicators of MBTI, the INTJ (Introverted Intuition Thinking Judging) type showed the highest ratio among students it was. (Wang, C., Carney, S., Parawan. J, 2012) stated that who students had INTJ type more Independent Thinkers are analytical and witty. They are usually self-assured and don't allow themselves to be distracted by conflict and criticism. They are acutely aware of their own strengths and have no doubts about their abilities. People with this personality type are usually very successful in their careers because they have both competence and determination. This type cannot stand the routine. Have original thoughts. If committed, he will do a good job.

Students of the first-grade students at MAN 1 Makassar had high self-confidence (43.2%) with the population 16 students, the middle level is only one student (2.7%) and the majority are high enough level of the students (54.1%) with the total frequency is 20 students. According to Pradita (2014), someone who lacks self-confidence confronts numerous difficulties because self-confidence is a personality trait that helps people realize their full potential. Because of this, people with poor self-confidence are unable to enhance their skills, as seen by their negative behavior. The self-confidence of students must be preserved while that of those who still lack it must be boosted. Teachers, friends, parents, and the entire environment community can all have an impact on this.

The test of English achievement, 14 out of 37 students (38%) had an average predicate, according to the results. There were 12 students (33%) in the good group and 0 (%) in the very good category. 11 students (or 29%) fell into the bad category. Numerous reasons contribute to the situation that most pupils fell into the average category. Several factors, such as IQ, self-concept, gender, study habits, maturation, family environment, and others, have been thoroughly researched as being connected to the success of English, according to (Eyong, I. E., David, B. E., Umoh, A. J., 2014). The writer deduced from those comments that the students lacked proficiency or recall for what they had learned, were not particularly eager to improve their English, and felt confined while taking the test.

Based on questionnaire and test results analyses, table 15 of the tenth-grade students at MAN 1 Makassar showed no significant link between personality factors and English achievement ( $0.837 > 0.05$ ). Shahab (2016) found that the personalities, reading preferences, and cross-cultural competencies knowledge did not significantly correlate. According to Shahab, the pupils merely began learning in order to comply with their academic rules. Additionally, Ghazi, Shahzada, and Ullah (2013) discovered no link between the students' personality characteristics and

their academic success. English proficiency and personality did not significantly correlate.

The researcher of this study concentrated on the students' personality attributes and found no connection between such factors and their proficiency in English. Some elements on each side of the variables caused it to happen. When taking the test, the students seemed more determined to succeed, kept their emotions under control, and concentrated on the task at hand. The majority of pupils had more social than academic achievement in English, demonstrating a willingness to engage in conversation. Some students, however, had multiple types of learning styles that they were unaware of and were unable to adapt to in order to attain success.

The result of Self-Confidence and English achievement had a significant correlation ( $0.01 < 0.05$ ) which the level of correlation was fair (0.597). It implies that a student's level of confidence may have an impact on how well they learn English. Similar to this, (Al-Hebaish, 2012) found that general self-confidence and academic success showed a positive, significant link. Those who performed well on the oral achievement exam also performed well on the General Self-Confidence Questionnaire (GSCQ). It was suggested that language teachers should emphasize boosting their pupils' self-confidence in order to improve oral performance achievement. It was also backed by (Akbari & Sahibzada, 2020) only a small percentage of the pupils had poor self-confidence, according to the results, and the majority had high levels of confidence. Additionally, students' self-confidence affected their learning in terms of engagement, goal-setting, developing an interest in the subject, lowering anxiety, feeling comfortable among professors and peers, as well as in terms of giving their opinions on the subject in class.

## **6. Conclusions**

- a. The personality of year ten students MAN 1 Makassar looking for the four preferences namely Introverted (I), Intuition (N), Thinking (T), and Judging (J) personality

was as majority. The most common personality type of students in this study was INTJ, which is Introverted-Intuition-Thinking-Judging.

- b. The Self-Confidence was high enough level for the majority of year ten students at MAN 1 Makassar.
- c. The English achievement of year ten students MAN 1 Makassar showed that their English achievement score was within the range of the average.
- d. Personality and English achievement did not correlate. of year ten students MAN 1 Makassar, it classified the correlation as insignificant correlation ( $0.837 > 0.05$ ).
- e. There was a significant correlation between self-confidence and students' English Achievement ( $0.01 < 0.05$ ) of year ten students MAN 1 Makassar with a correlation coefficient is 0.597. This showed that the level of significance is fair. The higher the self-confidence, English achievement would be.

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