

The Effects of Students' Personality and Motivation on English Learning Achievement at SMA Negeri 12 Makassar

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Abstract

This research employs ex post facto design which aimed to find out (1) the students' personality, (2) the students' learning motivation, (3) the students' English achievement, (4) the effect of personality on English learning achievement, (5) the effect of motivation on English learning achievement and (6) the effect of personality and motivation on English learning achievement. The sample of 90 students was selected by using cluster random sampling. The instruments used were questionnaires and tests. The results of the research show (1) There are more introvert personality students than extrovert students (2) Learning motivation of intrinsically motivated students are higher than extrinsically motivated students, (3) There were no marked differences between extrovert and introvert students and also between extrinsically motivated and intrinsically motivated students on English learning achievement (4) There is a statistically significant effect of personality on English learning achievement. (5) Additionally, there is a statistically significant effect of learning motivation on English learning achievement. (6) Finally, there were statistically significant the effects of personality and motivation on English learning achievement.

Keyword: *Personality, Motivation, Reading, Speaking, English Learning Achievement*

Introduction

Globally, English is a language used by people to communicate with others in many countries. It serves as a second or foreign language. English is not only used for communication, but it is also for all aspects of science and technology. In the Indonesian context, English is a foreign language that is taught from elementary school to university.

In Indonesia, English is one of the crucial subjects examined in the Final Examination which students must learn. Therefore, it is necessary for students to have a high achievement in English Language Learning (ELL) to succeed in the final examination. The final examination is one of the main requirements for class promotion and graduation. However, English is not easy for Indonesian students to learn. Some students show low achievement in this subject. Various factors, such as interest, learning models, class size, teacher quality, and family climate, can influence it. (Lastri et al., 2020)

According to Gass and Selinker (2008) the factors that influence second language learning are aptitude, age differences, personality factors, motivation, anxiety, and learning strategies. In line with Gass and Selinker, Ellis (2015) states that internal and external factors influence learning achievement. Internal factor consists of aptitude, age, motivation, and personality. While external factor consists of social factor, input, and interaction.

This research focuses on two internal factors that play a major in influencing students' achievement. One of the internal factors that influences a student's ability to master languages is personality. According to Santrock (2018) personality is the individual's characteristics that cover thought, emotion and behavior. Personality is characteristics that differentiated between one individual with other individuals. Harmer (2007) argued that intellectual abilities depend on an individual's personality. So, in other words, personality is the identity of the individual that is formed by the quality of thinking, emotion, and behavior.

Essentially, there are two main type of personality they are extrovert and introvert. According to Johnson (2008), the characteristics of extrovert are gregarious, talkative, sociable, and appear in public. While the characteristics of introvert are reserved, shy, like to be alone, very careful, often planning ahead and does not appear in public. In line with Johnson, Jung in Siska (2015) states that extrovert are defined as person who enjoy being around people, do not like reading and studying alone. While introvert students are defined as person who prefer to be alone and spend time reading or drawing. It means that extrovert is better in speaking while introvert is better in reading. Ebrahimi and Heidarypur (2016) found that students' motivation and personality influence their English achievement. The extrovert students are better in mastering productive skills than receptive skills, while introvert students are better in mastering receptive skills. Qanwal and Ghanin (2019) also found that language learning is associated with personality traits. The introvert students are better in writing skills as compared to the extroverts. While Khalil (2016) found there is a slight significant relationship between extraversion and reading skills.

Additionally, motivation is also one of the internal factors that influences English learning. Gardner (1985) defines motivation in language learning as "the extent to which a individual strives to learn a language as a result of a desire and satisfaction to do so." It means that motivation is the desire and effort to achieve the goal of learning the language and favorable attitudes in learning the language. Meanwhile, Dörnyei (1998) states that motivation refers to a complex variable, which means motivation is the reason why individuals do something, as well as how hard they are willing to seek or how long they are willing to continue the activity. Thus, the core of motivation is the effort that relates to an individual's desire and goals.

The teachers as educators should understand the relationship between motivation and its effect on language acquisition to teach a language effectively. As supported by Akmal and Susanti (2019) who stated that teachers should know how to give the right rewards that they will give to students. If it is too excessive, it makes students' attention change because of the prizes and decreases their motivation to learn. Therefore, the role of motivation becomes more crucial.

Arniatika (2019) found that personality and learning motivation had a significant effect on students' English learning achievement. Pertiwi and Arifin (2016) also found that motivation can affect the students' language acquisition because the students who have higher motivation have higher achievement than students who have lower motivation. It means that introvert students have good learning achievement compared to extrovert students. Thus, the researcher interested to know how personality and motivation contribute to English learning achievement.

Literature review

Personality

According to Feist and Feist (2009) personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behavior. Traits contribute to individual differences in behavior, consistency of behavior over time, and behavior stability across situations. Eysenck (1998) pointed personality is the actual or potential behavior-patterns of the organism, as determined by heredity and environment. It originates and develops through the four main sectors' functional interaction into which these behavior-patterns are organized: intelligence, character, temperament, and constitution. Eysenck's theory has a more popular concept than other theories about extrovert and introvert personality. According to Eysenck (1998), there are seven aspects of the extrovert-introvert personality such activity, sociability, risk taking, impulsiveness, reflectiveness, expressiveness and responsibility.

Learning Motivation

According to Gardner (1985) there are several factors and elements that must be considered, including the mode's characteristic, mimic, concentration, retention, and motivation. Human action is moved and led by motivation, which is a mental encouragement (Harmer, 2001). Uno (2008) believes that motivation is an internal and external force that pushes students who are learning to change their attitudes. Based on the current definition above, motivation is an individual's feeling that encourages them to do something or achieve certain goals.

Intrinsic and extrinsic motivation are the two most common types of motivation in psychology. Deci and Ryan (2000) explained there are several types of motivation. The first is intrinsic motivation, that refers to behavior done for the purpose of experiencing pleasure and satisfaction, such as the pleasures of completing a certain task or fulfilling one's curiosity. Extrinsic motivation is the second kind. It refers to engaging in a behavior for the purpose of achieving a distinct goal, such as obtaining an extrinsic reward or escaping punishment. Amotivation is the third category. It refers to a lack of intrinsic or extrinsic motivation of some sort.

English Learning Achievement

According to Opit (2014) learning achievement is the result obtained from the learning process, and it is inseparable between learning and achievement. This means that learning achievement is the result of the hard work of the person described in the transcript of the learning process. The Students' learning achievement is divided into three aspects, namely, cognition, emotion and psychomotor aspects. According to (Haryono, 2015) something can objectively determine the cognitive, emotional and psychomotor aspects of students, which can be accomplished through learning and mastering the content of learning. This means that students' academic performance is obtained from cognitive, emotional and psychomotor aspects. Beside that, according to Slameto in Syafi'i et. al., (2018) stated that English learning achievement affected by two factors, internal factor and external factors. Internal factor such as physical, psychological and fatigue factors, while for external factor such as family factors, the factors the school and community factors.

Research method

This research used ex-post facto design. The population of the research were students of SMA Negeri 12 Makassar by using purposive sampling, this research focused on the effect of personality and motivation on English learning achievement. The result of this research was explained in descriptive by using two questionnaire and test with SPSS 2.3 for analyzing the instrument.

Findings

The Students' Personality

From the results of the EPI Questionnaire, this research found that the total of extrovert students were more than total of introvert students. It means that students with the introvert personality are mostly dominant than students with extrovert personality in SMA Negeri 12 Makassar.

The Students' Motivation

From the result of the Questionnaire motivation, the study found that the total of extrinsic students was more than that of intrinsically motivated students. Extrinsic motivation students had higher motivation than intrinsically motivated students. It can be seen by the mean score both of them. This means that students who had intrinsic motivation were dominant than students with extrinsic motivation.

The Students' English Learning Achievement

The findings showed that the comparison of students score between extrovert and introvert personality and also the comparison between extrinsic and intrinsic motivation in English learning achievement. The mean score of extroverts in English learning achievement was higher than introvert. While the mean of extrinsic in English learning achievement was higher than intrinsic. However, independent T-test showed that there were no marked differences between extrovert and introvert personality in English learning

achievement. The given data was similarly so with extrovert and introvert, between extrinsic and intrinsic also there was no difference.

This finding is further supported by Arniatika (2019). The research found that there is no statistically significant difference between the extrovert and introvert students with their English competence. Additionally, Chirica (2015) found that there is no significant difference between extrinsic and intrinsic students in academic performance. The insignificant result may imply that the success of the students' English learning achievement is not mainly regarded to their personality or motivation, but another factor such as their own learning strategy, life style, group peer and so on.

Some theories above show extroverts are better in speaking while introverts were better in reading. However, this research found that the extroverts were not better than introverts in terms of speaking. Their ability in speaking had no marked differences between them. Chastain (1975) has proved that students who have extrovert personality are aware of some students who are not too active speaking than introverts. They are also actively participating within the classroom activities.

The research assumed that the factors influencing the use of learning English were due to family reason and learning facilities. Furthermore, During COVID-19, the government established internet-based learning or study from home. This rule causes the role of the family to increase in size. Basically, the role of the family in giving attention both physically and mentally can create comfort that would encourage students to learn. During their study from home, parents were more active in helping children in the learning process so as to provide encouragement to students. This, however, is usually the reason why extrinsic achievement was shown more than intrinsic. This is supported by Cahyati and Kusumah (2020) who stated that the role of parents is bigger than that of teachers during a pandemic because they help provide motivation during and can directly control their children's activities.

The Effect of Personality on English Learning Achievement

The data showed that the sig. value of partial test was 0.032. It was higher than the level of significance (0.05). This means the first hypothesis is accepted. Thus, there was an effect of personality in English learning achievement. This also showed that there is a positive influence on the achievement of English learning with a regression coefficient of 0.416 which means that the relationship between motivation and the results of the English test was very strong. The calculation result of R Square was 0.173 which means that the influence of personality on the English learning achievement was 17.3%. Meanwhile, 82.7% was influenced by other variables.

This finding is similar to the research conducted by Faisal (2019). He found that personality to English language achievement is statistically significant. Kawkatorn and Lynch (2013) stated that many studies have identified there is a significant relationship between personality and their English achievement especially in speaking skill.

Based on to the explanation, students' personalities have an effect on their English learning achievement. Age or maturational limitations, aural medium, sociocultural factors, and affective factors are some potential factors that can affect students' English learning achievement.

The Effect of Motivation on English Learning Achievement

The result of the Partial test was the Sig value. of 0.032, while the level of sig value is $\alpha = 0.05$. It meant the second hypothesis was accepted. Thus, there was the effect of motivation in English learning achievement for high school students based on the findings of the research. This showed that there was a positive influence on the achievement of English learning with a regression coefficient of 0.361 which meant that the relationship between motivation and the results of the English test was very strong. the calculation result of R Square is 0.130, which meant that the influence of motivation on the results of the English test was 13%.

Tokan and Imakulata (2019) found that intrinsic and extrinsic motivation and learning behavior jointly affect the students' learning achievement. Suroso (2019) also found there is the correlation between motivation and English learning achievement. He also found significant effects towards students' learning achievement in English

Based on the research data discussed in the previous section and supported by the statistical analysis, it can be assumed that learning motivation has a significant effect on English learning achievement. The

students' English learning achievement has been supported by their motivation to learn. Aside from confirmed learning motivation, there were a variety of other variables that have a significant effect on students' English learning achievement, such as age, peer group, and so on.

The Effects of Personality and Motivation on English Learning Achievement

The result of the simultaneous test analysis was $0.013 < 0.05$. This means that there was an effect of personality and motivation on students' learning achievement. This shows that there was a positive influence on the achievement of English learning with a regression coefficient of 0.531 which means that the relationship between motivation and the results of the English test is moderate. The calculation result of R Square is 0.282, which means that personality and motivation effect on English learning Achievement of 28.2%. Meanwhile, 71.8% effected by other variables.

According to Hazrati et al (2012) personality and motivation effects learning achievement. Moreover, as expected, academic motivation mediated the relationship between personality with academic performance. The present research results was similar with Arniatika (2019) where she found that personality and learning motivation had a significant effect on students' English learning achievement. It is further supported by Ellis (2015), stating that personality and motivation have a very close relationship. Pertiwi et al (2015) also found that the students who have high achievement had more positive internal factors than students who achieve low levels of achievement. The students with more positive or less negative internal factors may become high achievers while the students with more negative or less positive internal factors may become lower achievers.

Conclusion

In the second language field study, there are many factors that influence the success of learning second language. Personality and motivation are the two important factors among all of these. Extroversion and introversion are the most important traits in personality that is related with second language acquisition or language learning achievement. the first finding of the study revealed that there were more introvert students than extrovert students in SMA 12 Makassar. Extroverts in language study, are very easier to distract from the study because they are lack of concentration for a long period of time on study. In contrast, introverts are much patient, they mostly can concentrate in studying than extroverts, they are good at grammar and academic skills, such as reading and writing which are not required too much interaction with people.

The second finding deals with motivation. Based on the research results, learning motivation of intrinsically motivated students were shown higher in number than extrinsically motivated students. Motivation has been found to correlate with SLA by many researches (Lightbown & Spada, Engin, Gardner and Lambert). According to Gardner and Lambert (1972) that motivation is defined as "the willingness to learn" in language learning. Yet, there were no marked differences between extrovert and introvert student on English learning achievement and between extrinsically motivated student and intrinsically motivated student on English learning achievement. Furthermore, there was a statistically significant effect of personality on English learning achievement. Furthermore, there was a statistically significant effect of learning motivation on English learning achievement and there was also a significant effect of personality and motivation simultaneously on English learning achievement statistically.

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