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The Effect of Personality and Learning Motivation on Students' English Reading Skills

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Abstract. The study aims to explore the influence of personality and learning motivation on students' English reading skills. Individual personality can play an important role in the learning process, while learning motivation is a key factor that affects student skill levels. The study involved the participation of students from a variety of backgrounds, using quantitative methods to collect data through questionnaires and experiments using 2x2 design factorials. Students with more open personalities tend to show improvements in their reading skills. Moreover, learning motivation also has a significant impact on reading skills, with students with high motivation tending to have better reading skill levels. The population in this study was class XI of SMAN 1 Bojonegara with samples selected by random sampling which amounted to 68 students. The instruments used were test and questionnaire with the form of 20 multiple choice questions and 30 questionnaire. For data collection techniques in this study using test and questionnaire. The results showed a significant effect between student personality and learning motivation on students reading skill. The F_0 value is 5.072 and Sig. is $0.028 < 0.05$. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. That is, there is an interaction between student personality and learning motivation on students reading skill.

Keywords: student personality, learning motivation, reading skill.

Introduction

The personalities of students encompass a range of distinct attributes, such as their degree of autonomy, areas of interest, and preferred methods of learning, all of which have a direct impact on their level of involvement in the educational experience. Reading proficiency plays a crucial role in comprehending and excelling in the English language, thereby influencing pupils' motivation and level of interest in studying. The significance of personality in the context of English learning is seen in the degree to which students can adjust to different teaching

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approaches, while also exploring their creative abilities and particular passions. Students with adaptable personalities exhibit higher levels of motivation when confronted with learning hurdles, such as acquiring proficiency in English reading abilities. Proficiency in reading, as a fundamental aptitude for comprehending written material, directly influences pupils' level of enthusiasm to learn. Proficient readers can achieve success in comprehending the content, so motivating them to further enhance their understanding and proficiency in the English language. Conversely, the challenge of reading can lead to feelings of dissatisfaction and diminish one's drive to acquire knowledge. To optimize learning motivation, English learning systems can be customized by comprehending the intricate interplay between students' personalities and their reading abilities. Hence, it is imperative to do additional research and get a deeper comprehension of this correlation in order to formulate educational approaches that can effectively inspire students' enthusiasm, ingenuity, and drive to excel in the acquisition of the English language.

Motivation is an alteration in an individual's energy state marked by an internal impetus to accomplish objectives. The motivation and entrepreneurial responses triggered by the desire for success in life. This pertains to persons who has the determination, aspiration, and motivation to attain exceptional educational achievements (Muhammad 2017). Learning motivation refers to the state of an individual characterized by a strong desire to take action in order to attain a specific objective (Emda 2018). The term "motivation" describes the inner urge that encourages individuals to engage in specific activities in order to accomplish their desired objectives. In educational endeavors, motivation refers to the internal drive within pupils that leads to accountability, persistence, and active engagement in the learning process, ultimately enabling students to attain their objectives. In the process of learning, motivation plays a crucial role since individuals lacking the will to study may encounter lethargy during the learning process. Therefore, students require motivation for effective progress (Muawanah and Muhid 2021).

Motivation is an intrinsic force that might enhance one's inclination towards engaging in a particular activity. With motivation, you will be stimulated to perform a work with excellence. The motivation can be attributed to both internal and external causes. Typically, as an adult, internal motivation tends to have a greater influence than external motivation. In adulthood, one must have the ability to self-regulate and maintain a high level of motivation in order to fully engage in the learning process (Aurora and Effendi 2019). Motivation is a crucial factor in supplying the necessary drive, guiding and sustaining favorable student conduct to consistently engage in the learning process, and also impacting student learning progress in order to enhance their passion for learning (Tanti et al. 2020).

To effectively learn a lesson, one must possess motivation to cultivate a sense of passion for the learning process. This is particularly important while acquiring a foreign language, such as English. English is an extraneous language that necessitates acquisition by pupils in high school (SMA) or an equivalent level of education. Acquiring proficiency in a foreign language demands greater exertion due to its infrequent usage in daily interactions (Mubarok 2019). The demand for English language proficiency in the contemporary day is not a novel phenomenon. Rapid advancements in technology and global communication have created chances for individuals to engage in diverse industries. The field of education plays

a crucial role in fostering the development of proficient and competitive students. In order to adapt to the era of globalization, it is imperative for individuals to acquire proficiency in a foreign language, particularly English. This is crucial for effectively utilizing communication technology, facilitating direct interaction, and enhancing proficiency in other foreign languages (Mandasari et al. 2022). Proficiency in the English language facilitates communication with individuals from diverse global regions (Agung, Skolastika, and Widianlara 2022).

Currently, there is a prevalent issue regarding student learning motivation, specifically the tendency for students to become preoccupied with their own activities during the learning process. Based on the signs of motivation to study in students given above, with this problem it can be said that motivation to learn among students is now still weak.

This can be noticed from the low motivation of some students to achieve in the learning process they are now participating in (Savitri 2019). Personality competency has a tremendous influence on the personal growth and development of students. This personality competency has a very crucial role and function in forming students' personalities (Wulandari 2022). Personality is the behavior presented in the social environment, the image about oneself that one desires to be caught by the social environment (Ansori 2020). Personality is the complete capacity for individual behavior which is determined by inherited and environmental influences, these two components are associated with each other. Apart from these two characteristics, personality can also predict whether a student will be a good student or vice versa (R. Hidayat, Sarbini, and Maulida 2022). Personality is tremendously influential in his learning activities and how he digests and captures the material supplied by the teacher. For this reason, it is vital to know the student's personality type, so that the instructor or student themselves can easily optimize personal transformation in a better and positive direction (Nuraini et al. 2021). This student's personality must nurture a sense of self-confidence so that they become humans who are able to know themselves, specifically persons who have a stable and independent personality (Rumondor and Nailil 2019). Personality is produced, maintained and modified if a person encounters a powerful socialization process (experience) (F. Hidayat, Hernisawati, and Maba 2021).

Apart from personality that effects students' learning, there are also other elements, notably students' talents in learning. The capacity to read is a talent that plays a significant role and may be mastered by someone, because through the ability to read they can improve and understand what they have read. Apart from that, reading is also part of the educational process to improve one's potential so that one has the ability to think effectively in academic performance. But fundamentally reading is also a really boring thing for people who dislike reading and lack enthusiasm for reading. Because reading is not just about reading, you also need abilities to be able to absorb the explanation of something you read (Sulastri, Saleh, and Sunanih 2020). Reading is a priority component because it is the gateway to acquiring numerous scientific concepts at school (Kurniawati 2020). If a person conducts a lot of reading activities, he will naturally grow his vocabulary, increase his knowledge, train his speaking apparatus, train his thinking power, and will also be able to react to what he has read in terms of content (Ambarita, Wulan, and Wahyudin 2022). Another definition of reading is the practice of interacting with language that has been encoded in writing. This

contact must yield understanding (of the meaning contained in the target text). The reader is met with words, phrases, sentences, and visual media that complement them, and make a whole book with a coherent writing structure. Therefore, there should be support from teachers and parents to encourage children to learn to read and turn students into children who love to read (Fauziah 2018).

Based on the context of the topic stated by the researcher, the researcher wishes to know the impact of personality and learning motivation on students' English reading abilities. Several research have been undertaken to determine motivation for learning English. For example, study Munthe and Panjaitan (2016) done in junior high schools in Labura district in 2016 discovered that the various learning strategies interacted with one another and Achievement Motivation on English learning outcomes. There was a difference in points for kids who had high Achievement Motivation who were taught with the Quantum Learning Strategy got superior English learning results than students who had Low Achievement Motivation who studied using the Expositor Strategy. This research is distinct from earlier research.

The current study focuses at how successful the influence of students' personality and reading ability is to increase English learning, as well as the problems in learning English. This study also looks at the influence of personality and reading to boost kids' motivation to learn English at school. Researchers seek to find out influence personality with motivation to learn English and students' reading skills in learning English to go through this study. This research can be defined as the following statement: 1) How does the personality affect students' reading skills 2) How does the learning motivation affect students' reading skills 3) How interaction between the personality and learning motivation on pupils English reading skill

Method

This research employed the method of experiment method. The study was carried out at SMAN 1 Bojonegara. The target population in this study were class XI students, with a research sample of 68 students in the 2023/2024 school year, which was divided into two groups, namely 34 students who have personality divided into two groups, namely 34 students who have introverted personality and 34 students who have introverted personality. Researchers picked XI MIPA 2, XI IPS 3 classes as sample groups. This research uses an experimental method with a 2x2 factorial design as follows:

Table 1. Factorial Design 2x2

Personality (B)	Motivation (A)		Total
	High (A1)	Low (A2)	
Ekstrovert (B1)	A1B1	A2B1	$\sum B1$
Introvert (B2)	A1B2	A2B2	$\sum B2$
TOTAL	$\sum A1$	$\sum A2$	$\sum Total$

The study utilized data analysis to ascertain the effects of learning methods and personality traits on students' English reading proficiency. The data that was

examined consisted of the test scores from each group, which were analyzed using a two-way ANOVA.

Findings and Discussion

This part will present the findings of the study, encompassing data description, requirements analysis, and hypothesis testing.

Data Description

Table 4. Description Statistics

Dependent Variable: Reading Skill				
Personality	Motivation	Mean	Std. Deviation	N
Ekstrovert	High	76.15	4.966	20
	Low	59.64	6.259	14
	Total	69.35	9.881	34
Introvert	High	82.57	6.653	23
	Low	59.73	6.498	11
	Total	75.18	12.645	34
Total	High	79.58	6.695	43
	Low	59.68	6.230	25
	Total	72.26	11.638	68

The descriptive statistical data provided indicates that there are 20 individuals with extroverted personalities that exhibit high motivation. The mean value for this group is 76.15, with a standard deviation of 4.966. Meanwhile, there are 14 students with extroverted personalities who have low motivation. The mean value of their motivation is 59.64, with a standard deviation of 6.259. The mean value is 69.35 with a standard deviation of 9.881. There are a total of 34 pupils.

The descriptive statistical data provided indicates that there are 23 students with an introverted personality and high motivation. The mean value for this group is 82.57, with a standard deviation of 6.653. There are 11 students that have an introverted personality and poor learning motivation. The mean score for these students is 59.73, with a standard deviation of 6.498. The mean score is 75.18 with a standard deviation of 12.645. There are a total of 34 pupils.

Normality Test

The purpose of the data normality test is to ascertain whether the obtained data follows a normal distribution or not. Data normality testing was conducted using SPSS in this study.

Table 5. Normality Test

	Kolmogorov-Smirnov^a		
	Statistic	df	Sig.
Posttest Experiment	.114	34	.200*
Posttest Control	.141	34	.082
*. This is a lower bound of the true significance.			
a. Lilliefors Significance Correction			

Referring to the provided table, if the threshold is greater than 0.05, it is possible to accept the hypothesis that the dependent variable follows a normal distribution. According to Kolmogorov Smirnov, the significance value of the

posttest experiment is $0.200 > 0.05$. Then, the significance value of the posttest control is $0.082 > 0.05$. Based on this, all data are declared to be normally distributed.

Homogeneity Test

A homogeneity test is a necessary criterion for evaluating data using ANOVA. The homogeneity test aims to ascertain the presence of homogeneity in the population variance.

Table 6. Homogeneity Test

Levene's Test of Equality of Error Variances ^{a,b}			
Dependent Variable: Reading Skill			
F	df1	df2	Sig.
.612	3	64	.610
Tests the null hypothesis that the error variance of the dependent variable is equal across groups			
a. Dependent variable: Reading Skill			
b. Design: Intercept + A + B + A * B			

The Sig value is generated from the computation of the data using SPSS 26. Since the value of 0.610 is greater than 0.05, we can conclude that the null hypothesis (H₀) is accepted and the alternative hypothesis (H_a) is rejected. This indicates that the data is derived from a homogeneous population.

Hypothesis Test

Two-way ANOVA was used to examine research hypothesis testing in order to ascertain the impact and intergroup interactions.

Table 7. Two-Way ANOVA

Tests of Between-Subjects Effects					
Dependent Variable: Reading Skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6701.637 ^a	3	2233.879	60.233	.000
Intercept	302293.381	1	302293.381	8150.822	.000
A	165.139	1	165.139	4.453	.039
B	6051.367	1	6051.367	163.165	.000
A*B	156.671	1	156.671	4.224	.044
Error	2372.598	64	37.087		
Total	364184.000	68			
Corrected Total	9075.235	67			
a. R Squared = .738 (Adjusted R Squared = .726)					

Tukey Test

Table 7. Tukey Test

Multiple Comparisons					
Dependent Variable: Reading Skill					
Tukey HSD					
(I) Post Hoc	(J) Post Hoc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval

					Lower Bound	Upper Bound
A1B1	A1B2	5.65	3.844	.462	-4.49	15.79
	A2B1	-5.35	3.844	.509	-15.49	4.79
	A2B2	-.65	3.844	.998	-10.79	9.49
A1B2	A1B1	-5.65	3.844	.462	-15.79	4.49
	A2B1	-11.00*	3.844	.028	-21.14	-.86
	A2B2	-6.29	3.844	.365	-16.43	3.85
A2B1	A1B1	5.35	3.844	.509	-4.79	15.49
	A1B2	11.00*	3.844	.028	.86	21.14
	A2B2	4.71	3.844	.614	-5.43	14.85
A2B2	A1B1	.65	3.844	.998	-9.49	10.79
	A1B2	6.29	3.844	.365	-3.85	16.43
	A2B1	-4.71	3.844	.614	-14.85	5.43

Based on observed means.

The error term is Mean Square (Error) = 125.616.

*. The mean difference is significant at the 0.05 level.

The purpose of this Tukey test function is to determine the comparability between the four groups. In comparing group A1B1 with group A1B2 in terms of student motivation (A1), it is observed that there are no students with an extroverted personality (B1) in group A1B1, while group A1B2 consists of students with introverted personalities (B2). This is demonstrated by the significant score of 0.462. 0.05. When comparing group A1B1 with group A2B1 among students with strong extroverted personality (B1), there are variations in the outcomes of students with high motivation (A1) and low motivation (A2). This is evidenced by the significance score of 0.509, which is less than the threshold of 0.05. When comparing group A1B2 with A2B2 in a group of students with introverted personalities (B2), there are notable disparities in the outcomes of strong motivation (A1) compared to those with low motivation (A2). This is evidenced by the significance score of 0.365, which is lower than the threshold of 0.05.

Conclusion

Based on the outcomes of hypothesis testing and data analysis, the following conclusions can be drawn: First, the reading proficiency of English learners is impacted by their individual personalities. The ANOVA result summary table indicates that the F-value is 185.888 and the significance level (Sig.) is 0.000, which is below the threshold of 0.05. Consequently, we invalidate the null hypothesis (H0) and endorse the alternative hypothesis (H1). This indicates that there is a statistically significant difference in the average discrepancy in English reading skills among learners based on their personality traits. Second, motivation significantly influences students' English reading skills. The ANOVA results table clearly indicates that the value of F0 is 4.877 and the significance level (Sig.) is 0.031, which is less than 0.05. Thus, the null hypothesis (H0) is refuted, and the alternative hypothesis (H1) is affirmed. This indicates that there is a statistically significant difference in the average gap in English reading abilities across learners, depending on their level of enthusiasm. Third, the English-speaking skills of the learners are influenced by the interaction effect of their personality and motivation.

Examining the table summarizing the ANOVA findings, it is clear that the value of F_0 is 5.072 and the significance level is 0.028. Thus, the null hypothesis (H_0) is refuted, and the alternative hypothesis (H_1) is affirmed. This exemplifies the significant influence of the interaction between personality and motivation on students' reading ability. The modified R-squared value of 0.741 suggests that 74.10% of the variability in learners' English reading skills can be explained by the components of personality, motivation, and the interaction between personality and motivation. The ANOVA results indicate a significant interaction between personality and motivation in the session. Hence, further research is carried out to investigate the specific impact of the sub-factors involved in this interaction.

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