CHAPTER II
THEORITICAL REVIEW

A. Theoritical Review

a. The Student Personality in Learn English

1. Definition of the Student Personality

The term personality, which is a translation of the word "personality" in English, has its origins in the Latin "persona," meaning a mask used by actors in a show or play. The term personality is often used to describe a person's identity or identity. According to Hall & Lindzey, personality includes social skills and the impression one shows of others.[12]

"A relatively stable system of individual characteristics that are internal, contributing to consistent thoughts, feelings, and behaviors" is how Darlega, Winstead, and Jones describe personality. One fundamental characteristic that sets an individual apart from others is their personality, which includes their ideas, actions, emotions, awareness, and unconsciousness. "The total number of actual or potential organisms determined by heredity and environment" is how Eysenck defined personality. It develops as a result of functional interactions between the physical, affective, conative, and cognitive sectors (intelligence, character, and temperament, respectively) (constitution).[13]

Woodworth argues that a person's every action is reflected in his personality. For him, personality is not substance, but rather symptoms and lifestyle. Personality does not indicate the type of

---

[12] Jennifer E Hausen and others, 'Students ' Personality and State Academic Self-Concept : Predicting Differences in Mean Level and Within-Person Variability in Everyday School Life', 114.6 (2022), 1394–1411.

[13] Kepribadian Siswa, Kesehatan Universitas, and Negeri Padang, 'Jurnal Penelitian Psikologi', 3441 (2014).

activity, but individuals can manifest their personality in the way they perform the activity or each activity.

Zuhairini stated that the personality of students is the result of the life process that a person undergoes. Because everyone experiences a different process, the individual's personality becomes unique. The personality of students is a complex unity directed towards a specific goal and contains individual traits that allow them to determine themselves. [14] The student's personality includes various aspects, such as behavior, way of thinking, feelings, motion, heart, effort, action, response to opportunities, pressure, and daily interactions with others. The term personality is often used to describe a person's identity or identity. By referring to the concept above, personality can be interpreted as a collection of assumptions about the quality of human behavior along with empirical definitions. Student personality is a characteristic, characteristic, style, or characteristic of students that comes from environmental influences, such as family in childhood, and innate factors from birth. [15]

Thus, personality is a characteristic of a person that reflects behavior, thoughts, and emotions, distinguishing him from others in facing his world and it can be concluded that the personality of students is a manifestation of traits, characteristics, styles, and attitudes that come from within students, influenced by the surrounding environment.

a) **Personality Shaper**

Sobur, in the journal on the Relationship of Personality Type with Assertive Behavior of Students of the Faculty of Psychology UIN Maulana Malik Ibrahim Malang, stated that

---

[14] F Gull, 'Effects of Cooperative Learning on Students ' Academic Achievement', 9 (2015), 246–55.

[15] Hanieh Alipour Bazkiaei and others, 'Do Entrepreneurial Education and Big-Five Personality Traits Predict Entrepreneurial Intention among Universities Students?', *Cogent Business and Management*, 7.1 (2020) <https://doi.org/10.1080/23311975.2020.1801217>.

personality is a combination of mental and physical aspects that cause unity in one's behavior and actions, known as integration. This integration is formed through personality patterns formed by the individual through interaction with himself and the influence of the external environment.[16]

Murray presents his view that genetics and maturation factors play an important role in personality formation. These factors play a role during the period of human development, which involves childhood, adolescence, and early adulthood as the first period. In this period, new structural compositions are formed and increase in complexity, while conservative compositions undergo recomposition in middle age.[17] In the last period, old age, the ability to form new compositions decreases, and atrophy of existing forms and functions occurs. Each of these phases is genetically controlled, producing various behavioral events and experiences under the guidance of the maturation process.

The process of forming a child's personality is also influenced by the environment. Children's traits tend to be directed towards the environment, and in response, the environment can undergo changes to provide stimulation to the formation of personality. Yusuf and Nurihsan explain that heredity (genetics) and environmental factors are key elements that influence the process of personality formation and development. Genetic factors involve 23 pairs of chromosomes from the mother and father, consisting of thousands of genes

---

[16] Dr. Bhavesh A. Prabhakar," International Journal of Research in Science, Commerce, Arts, Management and Technology 19, no. 1 (2023): 410–21, https://doi.org/10.48175/ijarsct-13062.

[17] Salmiyanti Salmiyanti, Neviyarni S, and Desyandri Desyandri, 'Peran Guru Dalam Perkembangan Moral Dan Kepribadian Siswa Sekolah Dasar', *Dharmas Education Journal (DE_Journal)*, 4.1 (2023), 127–32 <https://doi.org/10.56667/dejournal.v4i1.924>.

that determine the potential for heredity in terms of physical and mental traits. On the other hand, environmental factors include influences from family, culture, and school.[18]

b) Aspects of Student Personality

The personality of students can be observed through a number of aspects, consisting of ten elements, including:

1) Attitude or character of the individual
2) Level of knowledge
3) Openness to insights
4) Motivation to study or read
5) Dissatisfaction with superficial understanding
6) Initiative to find information through libraries
7) Skills, including proper use of words
8) Intelligence, including setting the system of self-study time
9) Health, including diet, adequate sleep, and a calm state of mind
10) Appearance, involving good and clean clothes
11) Attitude toward others, recognizing equality of human dignity, having empathy, respecting others, and being tolerant
12) Self-or emotional control, including resistance to external influences
13) Values or beliefs, such as setting life direction and goals, and having the courage both physically and psychologically to face the future
14) Roles or positions, with the understanding that the more roles one holds, the higher one's position will be, and healthy efforts to obtain those roles and positions.

---

[18] Asina Christina Rosito, 'Kepribadian Dan Self-Regulated Learning', *Jurnal Psikologi*, 45.3 (2018), 189 <https://doi.org/10.22146/jpsi.28530>.

According to Sukamto M.M, students' personalities can be divided into four systems or aspects, namely:

1) Qalb (wishful thinking)
2) Fuad (feelings/conscience/solar plexus)
3) Ego (me as the executor of personality)
4) Behavior (manifestation of movement)

Although the four aspects have their respective functions, properties, components, working principles, and dynamics, the close relationship between them does not allow them to be separated. M. Ngalim Purwanto explained several important aspects of student personality related to the educational context and personality formation, including:

1) Personality traits, which include individual characteristics such as fear, anger, agility, friendliness, and a preference for socializing or being alone.
2) I2) intelligence intellect, which includes reasoning abilities, learning capacity, and awareness.
3) Self-expression and the way one receives signals (impression and appearance).
4) Well-being.
5) Body shape.
6) Perception of other people.
7) The person's level of knowledge, including its amount and quality.
8) Abilities.
9) Values shaped by ethics, traditions, and upheld beliefs.
10) Control over one's emotions and their strength or weaknes.
11) Roles that include a person's position or position in the society in which they live.

12) The self, i.e. the views and feelings individuals have about themselves, including the understanding of who, what, and where they are.

c) Influencing Factors Shaping the Student's Personality

The personality develops and changes. However, in its development, patterns are increasingly formed that remain distinctive, so that they are unique characteristics for each individual. Such a thing can happen because of the factors that influence it. These factors include the following:

1) Internal Factors

Internal factors refer to influences that come from within the individual himself. Usually, this factor is related to genetic or congenital factors. Genetic factors include traits acquired from birth, which are the result of heredity from one or a combination of both parents.

2) External Factors

External factors refer to influences that come from outside the individual. Generally, this factor is related to the environment around the individual, ranging from the closest environment such as family, friends, and neighbors, to influences derived from audiovisual media such as TV and VCDs, as well as print media such as newspapers and magazines.

According to Purwanto, there are three factors that affect a person's personality including the following:

1) The biological elements that are associated with physical circumstances, sometimes referred to as physiological variables. Every individual has had varying physical conditions since birth. Some are the offspring of their respective children or individuals, while others are

required from their offspring. Hereditary physical disorders that are inherited from birth have a significant impact on an individual's personality.

2) Social aspects The term "social factors" refers to the other people in the individual's immediate environment who have an impact on them, such as the rules, language, and other aspects of that society.

3) Cultural elements Society's culture is always evolving, and each nation or area has its own distinct culture. A person's Muslim personality growth and formation are inextricably linked to the culture of the society in which they were born and nurtured, including their values, traditions, knowledge, abilities, and so on.

According to Husain Mazhahiri, there are four factors that play a role in shaping students' personalities, namely:

1) The Role of Love in Personality Development.
2) No Insult and Prejudice to Children's Rights.
3) Attention to Personality Development.
4) Avoid using profanity.

Personality is influenced by a variety of factors, including physical, intelligence, gender, companions, family, culture, environment, and socio-culture, as well as internal factors from within the individual, such as emotional distress. According to another viewpoint, "factors influence personality, namely: heredity, actual experiences for the individual, and culture" .

The significance of the role of parents, particularly mothers and fathers, in the development of the personalities of children and pupils was emphasized by Ngalim Purwanto for the following reasons:

1) The influence of things as First Experiences.

2) The Limit and Amount of Influence the Child Receives.

3) High Intensity of Influence because it Lasts Continuously Day and Night.

Murphy contends that the intensity of satisfaction, frequency of satisfaction, and strength of requirements are critical factors in the direction of influences on the development of students' personalities. In addition, Murphy posits that the social and cultural environment also has an impact on the development of students' characteristics.

According to the aforementioned opinion, the two primary factors that can influence an individual's personality are internal factors, which are derived from within the individual, such as physical and mental states, and innateness. Second, there are external factors that originate from outside oneself, such as environmental influences.

2. Type of The Students Personality

Decades have passed since a branch of personality psychology successfully developed a widely accepted personality taxonomy approach, known as The Big Five Personalities. In the context of views on the trait approach to personality by figures such as Allport, Eysenck, and Cattel, there are differing views regarding the use of analytical factors, the number, and dimensions of basic traits needed to detail personality. Although this distinction has been the subject of debate for many years, since 1980, there has been consensus, especially in the context of factor analysis.[19]

Today, many researchers agree that individual differences can be organized into five dimensions known as the "Big Five" because

---

[19] Mohammed H. Abood and others, 'The Relationship between Personality Traits, Academic Self-Efficacy and Academic Adaptation among University Students in Jordan', *International Journal of Higher Education*, 9.3 (2020), 120–28 <https://doi.org/10.5430/IJHE.V9N3P120>.

of their breadth and extraordinary level of abstraction.[20] Big Five Personality is a personality concept consisting of five main domains formed through factor analysis. The importance of these five dimensions has a direct link to biological heredity, and these biological factors are recognized to have a significant influence on personality, while the influence of social experience is considered smaller.

J.Feist and G.J. Feist stated that the Big Five Personalities are able to predict and explain behavior well. This approach allows psychologists to understand human personality through five personality domains involving traits such as extraversion, kindness, order, neuroticism, and openness to experience. Although all people can be explained through all five dimensions of the Big Five, some individuals can be characterized by extreme values on one particular dimension, indicating the presence of a dominant factor in their personality.[21] This five-factor theory is designed to capture personality traits that humans consider to be the most important things in personality. Goldberg explains the rational side of this approach as a fundamental lexical hypothesis, i.e. the most significant individual differences would be reflected in single terms in some or all of the world's languages.

a) Traits In Big Five Personality

The dimensions of personality in the Big Five Personalities by Costa & McCrae can be described as follows:[22]

1) Extraversion

[20] Briony D. Pulford and Harjit Sohal, 'The Influence of Personality on HE Students' Confidence in Their Academic Abilities', *Personality and Individual Differences*, 41.8 (2006), 1409–19 <https://doi.org/10.1016/j.paid.2006.05.010>.

[21] Elisa G. Lewis and Jacqueline M. Cardwell, 'The Big Five Personality Traits, Perfectionism and Their Association with Mental Health among UK Students on Professional Degree Programmes', *BMC Psychology*, 8.1 (2020), 1–10 <https://doi.org/10.1186/s40359-020-00423-3>.

[22] Ibid hal 29

Extraversion reflects individuals who have an affectionate, cheerful, talkative, enthusiastic, dominant, friendly, and communicative nature. In contrast, individuals with low extraversion scores tend to be quiet, aloof, passive, introverted, and have difficulty expressing emotions strongly.

2) Agreeableness

Agreement describes individuals who are friendly, trusting, cooperative, warm, generous, appalling, acceptable, and well-behaved. In contrast, individuals with low agreement scores tend to be cold, confrontational, cruel, suspicious, stingy, unfriendly, irritable, and critical of others.

3) Conscientiousness

Persistence describes individuals who tend to be organized, careful, reliable, responsible, hardworking, punctual, and able to persevere. Conversely, individuals with low scores on this dimension tend to be careless, unreliable, messy, lazy, and aimless.

4) Neuroticism

Neuroticism reflects individuals who are nervous, sensitive to pressure, easily anxious, temperamental, self-loving, highly self-aware, emotional, and prone to stress. In contrast, individuals with low scores in this dimension tend to be relaxed, calm, not temperamental, content with themselves, and less emotional.

5) Openness to Experience

Openness to experience is indicative of individuals who are intrigued, open, creative, entertaining, artistic, and more interested in new experiences. In contrast, individuals who score poorly on this dimension are

typically regarded as superficial, conventional, dull, dull, conservative, and uninterested in novel or innovative pursuits.

John, Nauman, and Soto stated that the 50-item version of Goldberg's IPIP (International Personality Item Pool) test is excellent for instructional purposes. This test explicates and defines the OCEAN of personality, which refers to the Big Five domains. These domains are Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each domain compares individuals on specific characteristics, representing a bipolar trait, meaning that the traits are on a continuum where a person can score either high or low.

High Pole	Traits Scales	Low Pole
Completion of years of education, superior performance on creativity assessments, success in artistic careers, ability to construct unique homes and work environments.	**Openness to Experience** **Conceptual Definition:** Expresses the breadth, depth, originality, and complexity of an individual's mental and experiential life. **Behavioral Examples:** Invest time in acquiring knowledge solely for the pleasure of it (+); View educational television or documentaries (+); Devise innovative arrangements for the living areas (+); Additionally, seek out stimulants. activities that break up my routine (+).	Political party preferences and conservative attitudes.

	Conscientiousness	ADHD,
Improved job performance, extended lives, adherence to treatment regimens, and higher academic grade point averages.	**Conscientiousness** **Conceptual definition:** Defines socially prescribed implicit control that facilitates tasks and goal-directed behavior, including the following of norms and conventions, the deferring of gratification, the planning, organization, and prioritization of tasks, and the act of considering before acting. **Behavioral examples:** On time for appointments (+); arrive early. Make an effort to study diligently in order to achieve the maximum possible grade in the class (+); Double-check a term paper for spelling and typing errors (+); Allow soiled dishes to accumulate for an extended period of time. than one day (-).	ADHD, smoking, substance addiction, and inadequate diet and exercise behaviors.
Selection as jury foreperson, positive emotion expression, number of acquaintances and sexual companions, social status in groups and leadership positions.	**Extraversion** **Conceptual definition:** Contains characteristics such as assertiveness, sociability, activity, and positive emotionality; implies an energetic approach to the social and material world. **Behavioral examples:** Contains characteristics such as assertiveness, sociability, activity, and positive emotionality; implies an energetic approach to the social and material world.	Negative relationships with parents and shunning by peers.

Better performance in work groups.	Agreeableness **Conceptual definition:**	Risk for cardiovascular
	Contains characteristics such as altruism, tender-mindedness, trust, and modesty, and contrasts a prosocial and communal attitude toward others with antagonism. **Behavioral examples:** When discussing others, I should emphasize their positive attributes (+). Lend items to individuals with whom I am acquainted (+); Provides emotional support to a companion who is experiencing distress (+).	disease, juvenile delinque ncy, and interpers onal problems .
Poorer coping and reactions to illness, experience of burnout and job changes.	**Neuroticism** **Conceptual definition;** Emotional stability and even-temperedness are contrasted with negative emotions. emotionality, including feelings of anxiety, nervousness, sadness, and tension. **Behavior examples;** Acknowledge both the positive and negative aspects of my existence (-); become agitated when someone offends me	Feeling committed to work organizations, and greater relationship satisfaction.

Source: John, Nauman, and Soto[23]

To assess the big 5 traits students personality, indicator criteria that are based on certain percentage intervals are used. In this study, there are percentage indicators used, namely:

The percentage interval of 81.25% to 100% indicate the "Strongly Agree" category, reflecting a very high level of scale. Furthermore, the percentage interval of 62.50% to 81.25% falls into the "Agree" category, which indicates a high but not extreme level of scale. Then, the interval of 43.75% to

[23] Oliver P. John, Laura P. Naumann, and Cristopher J. Soto, 'Paradigm Shift to the Integrative Big Five Trait Taxonomy', *Handbook of Personality: Theory and Research*, 2008, pp. 114–58 <https://doi.org/10.1016/S0191-8869(97)81000-8>.

62.5% was in the "Disagree" category, indicating that students had a low trait category scale (5 personality traits). Lastly, the interval of 25% to 43.75% falls into the "Strongly Disagree" category, which indicates a very low level (5 personality traits). In other words, the lower the percentage at this interval, indicating the lower the scale the student has against the 5 personality traits to be measured.[24]

b) Learning Achievement

Learning achievement reflects the extent to which students can master material that has been assigned to a particular subject. Every effort made during the learning process, both by teachers as teachers and by students as students, has the aim of achieving achievements as optimally as possible.[25]

Sugihartono in Rahmad posits that learning achievement can be interpreted as an assessment of the changes in student behavior that occur as a result of the learning process. This assessment can be conveyed in the form of numbers or statements that accurately reflect the level of comprehension of the learning material. The extent of his learning achievement at school is evident in his knowledge of the material. It is possible to observe the mastery of learning achievement through its behavior, which can take the form of a mastery of knowledge, reasoning skills, or both. Letters or numerals are used to indicate learning achievement in certain subjects at school.[26]

---

[24] Ibid hal 41

[25] Sidiq Ashari, 'Self Esteem, Self Efficacy Dan Prestasi Akademik Mahasiswa Akuntansi: Studi Pada Kelas Pengauditan Sidiq Ashari 1 , Eka Noor Asmara 2 , Supardi 3', *Akuntansi*, 5.1 (2019), 23–40.

[26] Auwalu Shuaibu Muhammad, "Impact Of Motivation On Students ' Academic Performance A Case Impact Of Motivation On Students ' Academic Performance : A Case Study Of University Sultan Zainal," no. December (2021).

According to Femi Olivia, learning achievement can be explained as the highest achievement of learning outcomes that reflect student success in achieving predetermined learning goals. [2] Learning achievement can include aspects of knowledge (cognitive), attitude (affective), and behavior (psychomotor). [27] Learning achievement tests carried out by students have an important role for teachers and students. For teachers, learning achievement tests can reflect the extent to which subject matter in the learning process can be followed and absorbed by students as an instructional goal. For students, the learning achievement test is useful to find out which weaknesses are in following the lesson.

It is possible to infer that learning achievement is the outcome that students achieve in the form of numbers or statements that reflect the level of knowledge, skills, attitudes, and behaviors that have been acquired through mental activity, learning experiences, adaptation efforts, and interaction with their environment in order to achieve predetermined learning objectives, as indicated by some of the opinions mentioned above.

1) **Factors Affecting Learning Achievement**

There are two factors that affect learning achievement, namely external factors and internal factors. [28]

a) External Factors

External factors are factors that come from outside a person, be it the social or physical environment.

1) Family Environment

The family environment is a component that plays a very important role in determining a person's success

---

[27] Adiputra and Mujiyati.

[28] Ma'ruf Abdullah, Metodologi Penelitian Kuantitatif, Aswaja Pressindo, 2015.

because the family becomes the first place to learn every child born, the family becomes the first place in the formation of attitudes, traits and personal and also in the family that someone will get motivation and encouragement from parents. The nature of attitudes and ways of behavior and manners from parents will be imitated by children since infancy. Everything that happens in the family have a good and bad impact on children's academic performance.

2) Social Environment of the Community

People who are in the community can also affect someone's learning outcomes, with whom someone hangs out will greatly affect learning outcomes. If you hang out with people who are lazy to study and their time is only spent playing gadgets for things that are not important it will be easily influenced so as to make learning results that are not optimal. Likewise when a child is not in a slum environment where many unemployed children do not go to school so that children It is difficult to get study buddies and not having the motivation to study then it will also affect one's academic performance.

3) School Environment

School is a formal educational institution is the second place after the family in the formation of individual character and as a place to change individuals for the better, have character, have skills and make individuals better. School environment is needed to improve student academic achievement by providing proper facilities and infrastructure such as clear curriculum, good teaching methods, As well as learning support tools in the form of supporting books, computer

places and sports support tools and so on will be very influential to improve academic achievement.

b) Internal Factors

Is a factor from within a person which includes motivation, attitude, skills, intelligence (level of intelligence) and interest.

1) Motivation

Motivation is a driver to move someone to do something so that motivation will make someone enthusiastic about learning and vice versa if there is no internal and external motivation then less enthusiasm to achieve academic achievement. Motivation becomes energy that changes individual oibadi marked the emergence of feelings and reactions for a desired goal. In learning activities activation becomes important because if someone does not have motivation then In the learning process, motivation is like a captain who controls and maintains a safe ship despite a storm. The higher the motivation possessed, the greater a person will be to achieve success.

2) Attitude

Attitude is a symptom that comes from within a person in the form of feelings and tends to respond to objects such as goods, humans, animals and so on, be it in a positive or negative way. Attitude comes from psychological factors that are very influential for learning.attitude will be a support for learning, namely a positive attitude to lessons, educators, the classroom environment, friends, and teaching materials and all components involved.

3) Skills

Skills or commonly referred to as talents are advantages possessed by certain individuals to achieve success in the future. However, actually each individual has their own skills or talents which means that each individual has the potential to succeed based on their respective abilities. The talents of each individual must be developed well in order to realize desires in the future and to support the success of learning achievements.

4) Intelligence / intelligence level

Intelligence is an ability that exists from birth, which encourages a person to do something. Biased intelligence is defined as a physical-psychological ability that reacts and adjusts to its environment quickly. A person will easily learn and understand if someone has a high level of intelligence and tends to get optimal results. While people with low intelligence levels will have learning difficulties, slow in learning so that academic achievement is also low. Intelligence will greatly affect the success of one's academic achievement, the higher the level of intelligence, the greater the chance of success and vice versa.

5) Interests

According to Mahfudz Saladin, interest is attention that contains elements of feeling, then according to Soeganda Purbakawatja and Harahap, interest means the willingness of the soul that is active to receive something from outside. Then it can be concluded that interest is something that focuses attention that contains elements of feelings, desires, heart tendencies, active pleasures to

receive something from outside that is accidental [29]. Interest is something that is very important to do something in order to be a driver to always try to arrive at the desired goal. Mint has two aspects namely cognitive and affective.

Cognitive aspects are always preceded by understanding, knowledge and concepts obtained and developed based on the results of environmental interactions. Affective aspects are emotional levels expressed in the process of assessing activities that are liked. So if an activity if accompanied by high interest, it will fully try to do something that is being done and achieve optimal results [30]. Therefore, in terms of education, an interest in subjects is very necessary in order to obtain optimal academic performance.

There are two primary factors that influence academic achievement: internal factors and external factors. Internal factors are the characteristics and abilities of an individual that affect the learning process and its results. Factors that are external, on the other hand, include conditions and environments around individuals that can affect their learning, explaining both factors as follows: [31]

One factor that comes from the self in internal brackets, among them include:

a) Interests

A consistent inclination to observe and reflect on specific activities is known as interest. Activities that maintain an individual's interest and are consistently accompanied by a sense of enjoyment

---

[29] A D E Payosi, *Pengaruh Model Pembelajaran Discovery Learning Terhadap Hasil Belajar Pendidikan Kewarganegaraan Siswa Kelas IV Sekolah Fakultas Tarbiyah Dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu*, 2020.

[30] Sugiyono. Educational Research Methods (quantitative, qualitative, combination, R&D and Educational Research), (Bandung: ALFABETA, 2019).

[31] Rizky Kurnia Sari, Prestasi Akademik Mahasiswa, Fakultas Ilmu Tarbiyah Dan Keguruan, vol. 147, 2016. hal. 18.

b) Intelligence

Cleverness or often also called proficiency, is divided into two parts. The first is the real thing that can be seen from the value of learning achievement. The second is potential intelligence, there are also those who call it intelligence talent is a learning ability accompanied by the ability to adapt to the circumstances it faces.

c) Talent

A consistent inclination to observe and reflect on specific activities is known as interest. Activities that maintain an individual's interest and are consistently accompanied by a sense of enjoyment.

d) Motivation

Motivation in the learning process is a critical factor, as it is a condition that motivates students to strive for knowledge. A desire that activates, motivates, and directs individual attitudes and behaviors to learn is referred to as motivation.

Achievement motivation is one of the factors that determine success in learning. Learning motivation is important for students, including :[32]

1) Understanding of the initial learning position, the learning process, and the ultimate outcome.

2) Informing about the effectiveness of learning efforts in comparison to that of peers

3) Supervising educational activities

4) Promote the acquisition of knowledge

5) Realizing that there is a learning journey and then working on the sidelines is a continuous break or play

Factors that come from outside the external self, including :[33]

---

[32] Ibid. Hal 19

[33] Rizky Kurnia Sari, Prestasi Akademik Mahasiswa, Fakultas Ilmu Tarbiyah Dan Keguruan, vol. 147, 2016. hal. 19.

1) Social environment

Social environment such as educators, education staff and friends. In addition, the surrounding community also influences

2) Non-social environment

It consists of buildings or physical classroom facilities, teaching facilities or tools and teaching and learning strategies used will affect student learning processes and outcomes

3) Factors of organizational activities

If students are very potential, many organizational activities in addition to supporting learning outcomes can also be learning outcomes if students do not manage time well

According to Slamet's research, which was cited by Supriyatin, the learning process is influenced by two factors. First, the internal factor, which encompasses fatigue, psychological, and physical factors. There are several factors that can influence an individual's learning capacity, including their physical and mental health. 2. External factors, which encompass the family, school, and community environments, are the second factor. A person's learning process can be influenced by the context and influences provided by this environment.[34]

1) Internal Factors Internal factors are conditions in which students can understand lessons consisting of:

a) Intelligence is a capacity that is characterized by the acquisition of three distinct skills. Initially, the capacity to efficiently and effectively confront and adapt to novel circumstances. These abilities maintain an individual's capacity to effectively manage new challenges and adjust to change. Second, the capacity to understand or employ abstract concepts in an effective manner. It encompasses an individual's capacity to comprehend, implement, and employ intricate and indirect concepts in their

[34] Supriyatin, "Pengaruh Prestasi Akademik Dan Keaktifan Organisasi Intra Kampus Terhadap Kesiapan Menjadi Guru Akuntansi Dengan Soft Skills Dan Ppl Sebagai Variabel Intervening." 2019. hal 30.

thought processes and behaviors. Third, the capacity to rapidly identify and acquire relationships. Individuals who possess this proficiency are capable of rapidly recognizing and comprehending the connections between a variety of concepts or information, which enables them to acquire knowledge more effectively.

b) Interest is a natural inclination that develops independently of external influences or pressure. A fixed tendency to pay attention and remember certain activities is a component of interest, as per Hilgard. An individual who is enthusiastic about a particular activity will consistently observe it, experience pleasure, and derive gratification from the interaction. Interest, according to Slameto, can be characterized as a significant inclination toward something. Interest is a strong inclination toward something, as stated by Tu'u (as cited by Elsyinta). Interest is not imposed by anyone else; Rather, it is the outcome of an individual's internal impulses. Interest is frequently accompanied by emotions of personal gratification or delight. Thus, it is possible to deduce that interest is a disposition that develops as a result of the individual's own desires, without the influence of others. It is typically associated with feelings of delight or gratification that are derived from engaging in an interest and entails a strong inclination toward that interest.

c) Talent is a natural ability that is inherited from one's parents and is present in all individuals from birth. Consequently, talent is a potential that is inherent in an individual and is the outcome of genetic factors that are passed down from one's ancestors. These talents can be enhanced through the process of learning and experience. Talent is regarded as an inherent talent that has existed in the individual from the outlet. Nevertheless, it is crucial to recognize that the talent is not completely developed

and capable from the moment of birth. In numerous instances, talent necessitates an ongoing process of learning, development, and practice to mature to its maximum potential. Consequently, it is possible to deduce that aptitude is a genetic trait that is transmitted to individuals from their parents at birth. Learning and experience are crucial in the development and optimization of these talents, despite their status as early assets.

d) According to Mc. Donald, motivation is a transformation in energy that transpires within an individual, characterized by the emergence of affective reactions and emotions in order to accomplish tasks. In this context, motivation is derived from the individual's desire and effort to accomplish the desired objective. A person's internal drive to conduct specific actions in order to accomplish a predetermined objective can be conceptualized as motivation. In other words, motivation can be defined as the drive that propels an individual to engage in an activity with the intention of achieving a specific outcome. Motivation serves as a catalyst or impetus that motivates individuals to accomplish their objectives. In this scenario, motivation can be regarded as the impetus that motivates an individual to take action in order to achieve the desired outcome.

2) External Factors External factors are conditions where students can understand lessons consisting of:

a) The family environment has an important role in a person's growth and development. Family becomes the first and foremost influence because they are the closest people to a child. In the context of learning, students will receive influences from the family environment which includes the way parents educate, the household atmosphere, and the family's economic situation.

b) The school environment has a significant role as the second environment that has a major influence on student academic achievement. Factors within the school that affect the learning process include the role of teachers, the availability of learning tools and media, the condition of the school building, and the curriculum applied.

c) The community environment is an external factor that has an influence on the learning process of students. This influence occurs because students interact with the surrounding social environment. In this context, the community environment can have an impact that affects children's learning progress. According to Slamet, there are several factors in the community that can hinder children's learning progress.

(1) Mass media, including newspapers, periodicals, television, cinema, and radio. Good mass media will have a positive impact on students and their learning. On the other hand, pupils are also adversely affected by poor mass media.

(2) When peers are associated, the impact on the child's soul is significant and rapid. Good companions will have a positive impact on students. On the other hand, pupils will be negatively impacted by unsavory peers. To ensure that students learn effectively, it is imperative to prioritize the development of positive relationships with their peers.

(3) The learning of students is also influenced by the neighborhood. Life patterns such as wagering, drunkenness, unemployment, and neglecting education will have a detrimental impact on children who attend school. However, when the children's environment is characterized by well-educated individuals, they are more likely to educate and send their children to school, as they are enthusiastic about their aspirations and the future of their

children. This effect will serve to fuel children's motivation to study more diligently.

(4) The personal development of students can be facilitated by their involvement in community activities. However, students' learning may be disrupted if they engage in an excessive number of community activities, including social, religious, and organizing activities, particularly if they are poor at time management.

There are many factors that affect student academic performance, both internally and externally. Therefore, it is important for students and lecturers to understand these factors in order to optimally utilize their potential and resources in order to achieve good academic performance. In addition, preventive measures also need to be taken early to avoid obstacles that can interfere with academic achievement.

2) Definition of English Learning

Language learning has been a part of human life since birth. Initially, individuals learn language from their mothers, a process that is considered natural and natural. However, the experience of learning a language becomes different when trying to understand and master a second or foreign language.[35]

According to Littlewood "second languages have a social function in the community in which they are studied (for example, as a lingua franca or the language of another social group), while foreign languages are studied primarily to communicate outside one's own community." As a result, whereas the foreign language concentrates on interactions

---

[35] Suwarsito Suwarsito, "Analisis Pengaruh Minat Dan Motivasi Belajar Terhadap Prestasi Belajar," Wanastra: Jurnal Bahasa Dan Sastra 9, no. 2 (2017): 89–98, https://doi.org/10.31294/w.v9i2.2094.

outside of the community of origin, the second language serves a purpose in the culture in which it is learned.[36]

On the over-the-counter hand, Quirk, determines a secondment communication as "a communication all-important for official, social, commercial, or instructional movements inside their have country," patch a strange communication is "a communication euphemistic pre-owned to convey transversely jurisdictional trimmings or with general public who are not from their country. " In over-the-counter brief conversation a secondment communication is far-reaching for intragroup movements in its down home sovereign state patch a strange communication is euphemistic pre-owned to convey with those from abroad. Nunan (2014) highlights that "the qualification to application a secondment communication (knowing the 'how'). [37] testament recrudesce mechanically if apprentices are directed to center signification in the cognitive semantics of victimisationing communication to communicate. " In this context, a secondment communication refers to allude to to a strange communication that is customarily well-educated in an instructional surrounding much as a schoolhous.[38]

English is the first foreign language taught in Indonesia as a required course in secondary and higher education. Its primary goal is to enable students to study English-language textbooks in relevant subjects. Despite attempts to enhance instruction, particularly in secondary schools, the outcomes have not been adequate so far. The caliber of their pupils' skills worries a lot of English instructors. They are perplexed when determining the average grade point or KKM since their pupils' English living skills still fall far short of expectations. As a

---

[36] Gusmaizal Syandri, 'Pembelajaran Bahasa Inggris Dalam Konteks English for Spesific Purpose (Esp) Di Universitas Muhammadiyah Sumatera Barat', *Inovasi Pendidikan*, 10.1 (2023), 19–28 <https://doi.org/10.31869/ip.v10i1.4458>.
[37] Ibid hal 26
[38] Nasution and Sarah, 'Pentingnya Pendidikan Bahasa Inggris Pada Anak Usia Dini', *Warta*, 50.1 (2016), 15–19.

result, they often suggest that their kids enroll in extracurricular English classes or even attempt to falsify grades. This is due to the fact that outcomes from the classroom learning process are deemed ineffective or fall short of the desired outcome criteria if it is not carried out. Furthermore, these accomplishments must be supported by reports, records, and statistics in order to meet graduation and quality criteria.[39]

People in the United States, Canada, Australia, New Zealand, South Africa, the United Kingdom, and many other nations use English as their primary language of communication. English is widely spoken and understood and has official status as a language in several Commonwealth nations. With the exception of Chinese, it is the most widely spoken language in the world. Furthermore, English is spoken by a greater number of people in more nations, (Masbadar, 2012).[40]

As a global language, English has a huge role and function. The visible impact of this is the increasing efforts of people to learn and master English well. In the education sector, for example, to face the challenges of global competition, the introduction of English begins as early as possible to students. Many students at the elementary school level (SD) and even kindergarten (TK) have started learning English. In addition to education, the use of English is also increasingly common in non-educational sectors, such as in economics and business.

The number of persons studying English as a second language (ESL) has grown dramatically during the last ten years (Philipson in Liyanage, 2003). English is regarded as a foreign language in Indonesia, which is not an English-speaking nation. Even yet, it's possible that many schoolteachers lack the necessary skills to effectively teach English. The development of teacher teaching abilities and English language proficiency is one of the concerns of concern. Some studies concentrate on the English proficiency of instructors,

---

[39] 'Dafi Firmansyah_K1216019_a_1'.

[40] Ibid hal 30

which is seen as a critical need for success as an English teacher. One of the issues with Indonesia's Vision 2020 for the education sector is the teachers' proficiency in studying and instructing English.

The goal of Indonesian education is to provide students with the information and abilities necessary for the globalized world. By 2020, Indonesia wants to be a developed nation. Teachers and other educational personnel must be ready to adjust to a variety of changes in order to meet the task of creating pupils who are proficient in English as an international language. Educators must get high-quality professional development to enhance their knowledge, attitudes, abilities, goals, and conduct. It is anticipated that it will be used to enhance instructional strategies in order to enhance student learning (Guskey).[41]

Teachers are more likely to be more successful in implementing new practices if they get support when trying to implement them in the classroom. In designing a professional development program, critical factors to consider involve the duration and intensity of the program. Although there have been efforts to improve teaching, especially at the secondary school level, the results, to date, have not reached the expected level of satisfaction (Sadtono, Djiwandono, dan Danifil).[42]

In some student learning programs, English proves to be an obstacle for students to complete their studies on time (Kasbolah and Sukarnyana). This condition may be corrected through the application of learning autonomy, which refers to learning situations that involve students' ability to control their own learning (Nunan, 2014).[43]

[41] Ema Dauyah and Yulinar Yulinar, 'Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris', *Jurnal Serambi Ilmu*, 30.2 (2018), 196 <https://doi.org/10.32672/si.v30i2.761>.

[42] Dadan Suryana and others, 'English Learning Interactive Media for Early Childhood Through the Total Physical Response Method', *JPUD - Jurnal Pendidikan Usia Dini*, 15.1 (2021), 60–80 <https://doi.org/10.21009/jpud.151.04>.

[43] Luh Sri Damayanti,Bali Selama Pandemi Covid-, 'Implementasi E-Learning Dalam Pembelajaran Bahasa Inggris Di Pendidikan Tinggi Pariwisata Di Bali Selama Pandemi Covid-19', *Journey : Journal of Tourismpreneurship, Culinary, Hospitality, Convention and Event Management*, 2.2 (2020), 63–82 <https://doi.org/10.46837/journey.v2i2.48>.

Teaching and learning are the two primary components of learning. The job of the instructor is related to teaching activities, while learning activities are related to students. According to Munib Chatib, learning is the two-way process of knowledge transmission between instructors and students, in which the professors act as informers and the students as information receivers. According to another definition, learning is the process of interaction in a learning environment involving students, teachers, and learning materials (Achjar Chalil in Zulvina Trinova: 2012). Learning is the process of conveying information from the source to the receiver via certain media or channels, according to Arief S. Sadiman.

Learning materials, the process that teachers organize, and the students themselves are the three main components of learning, according to the many definitions given above. The purpose of the learning process is to accomplish learning objectives via reciprocal communication and interaction between educators and students in educational settings (Rustaman).[44] Educators and undergraduates are cardinal components that are reticulated and cannot be distributed in the eruditeness process. reciprocally understanding interplay between these cardinal components is anticipated to constitute best undergraduate eruditeness achievement. The eruditeness cognitive semantics with reefer exertions between educators and students, directs to participation and cognitive semantics data file so that the consciousness if buoy accommodate advantages for undergraduates and be remodelled the justification of uninterrupted learning. This eruditeness cognitive semantics is anticipated to constitute cocksureness substitutions in students' behavior, fault-finding ratiocinative skills, intelligence, and creativity, by utilizing trustworthy acquaintances and conventions they go through. in consequence the combination of constitution instruction in humanities eruditeness is not by oneself aimed at rising the potency

---

[44] Ibid hal 56

of apprentices in humanities subjects, on the other hand furthermore directs to tincture and attribute the constitution / temperament of apprentices in progression to constitute them more appropriate and utilitarian for the looked toward.

B. Relevan Research

Studies of relevant previous research are used to produce better research, therefore researchers take references from thesis and journals of other authors.

1. "The Correlation Between Students' Personality and Reading Comprehension Learning at SMPN 20 Kota Bengkulu" is the thesis of Siti Nur Aidah. The impact of student personality on reading comprehension learning was investigated in this study. This research is correlational and quantitative. The study's participants were the eighth students at SMPN 20 Kota Bengkulu in 2018–2019. Using basic random sampling, the sample size is 25% of each class. Data is gathered via documentation, pre-made Big Five IPIP surveys, and reading comprehension assessments that undergo validity and reliability testing. Sixty-two percent (30%) were conscientious, nine percent were receptive to new experiences, zero percent were extraverted, seventeen percent were amiable, and two percent were emotionally stable (neuroticism) (1). There were 18 "below" KKM scores, 8 "medium" scores, and 14 "high" scores on the reading comprehension test. The research found no correlation between learning performance and student personality. The correlation value is 0.267, which is lower than the r table of 0.312. The p-value for the 2-tailed sig is 0.095, which is more than 0.05. Both this research and the one before looked at learning achievement and student personality. Difference: While the study above utilizes daily repetition evaluations to evaluate learning outcomes, the research above uses student reading comprehension examinations.

2. Tanjungpura University's Faculty of Medicine published an essay by Yosi Yuhana entitled "The Relationship between Introvert and Extrovert Personality Types on the Academic Achievement of Medical Study Program Students Year of Force 2016." A person's personality is influenced by both their environment and genes. In academic settings, introverted and extroverted individuals respond to this behavior in various ways. Students' cumulative learning is measured by their GPA. This study looks at how academic success in the 2016 Medical Research Program at Tanjungpura University's Faculty of Medicine is impacted by introverted and extroverted personalities. methodology. It makes use of cross-sectional analysis. Fifty students from the 2016 Medical Study Program were selected as a non-probability sample. Data was gathered using GPA scores, the L-MMPI, the EPI-A, and personal information. The outcome. 64% of respondents were extroverted, and the majority (76%) had GPAs between 2.75 and 3.50. There was no significant correlation between them (Kendall's Tau-b = 0.172 > 0.05). In conclusion. There was no relationship between academic achievement and personality. Determining whether personality influences learning is the goal of both this research and the one mentioned above. While random sampling is used in the aforementioned research, non-probability procedures are used in this investigation.

C. Frame of Mind

Based on real conditions that occur in the field, grade IX students of SMPN 7 in Bengkulu city have relatively low enthusiasm and interest in learning. In the teaching and learning process, every teacher hopes that their students get grades that reach KKM with maximum learning results. Therefore, teachers must be able to determine the right learning model in delivering material. So that the material presented is in accordance with the expected learning objectives.

D. Research Hyphothesis

on the authority of Gregory, a possibility is an conjectures or prognoses that are considerably circumstantial for its validness so to be well-tried nailed down the application of well-controlled method. possibility in this evaluation were:

Ho = "thither is no substantial coefficient of expansion between students' temperament and students' eruditeness achievement at SMPN 7 kotars Bengkulu."

Ha = "thither is a substantial coefficient of expansion between students' temperament and students' eruditeness accomplishment at SMPN 7 kotars Bengkulu."