

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher would like to present the background of the study, formulation of the research, objectives of the research, significance of the research, scope and limitation of the research, and definition of the key terms

### A. Background of the Research

In the current era of globalization, English language skills have become a crucial requirement for students, especially at the Madrasah Aliyah (Islamic Senior High School) level. Mastery of English is a fundamental prerequisite for various aspects of life, from global communication and access to scientific information to competitiveness in the workplace. In Indonesia, English is taught as a foreign language, and in education, English serves not only as a compulsory subject but also as a means of international communication that supports academic success and future careers<sup>1</sup>. English is a well-known foreign language throughout the world. In education, student success in mastering English is measured not only by the quality of teaching and curriculum, but also by complex internal factors within the students themselves. Various internal factors that can influence students when learning English include personality types (Extrovert & Introvert) and motivational orientations towards learning (Intrinsic & Extrinsic).

---

<sup>1</sup> Nia Noviana and Lulud Oktaviani, "The Correlation Between College Student Personality Types and English Proficiency Ability At Universitas Teknokrat Indonesia," *Journal of English Language Teaching and Learning* 3, no. 1 (2022): 54–60, <https://doi.org/10.33365/jeltl.v3i1.1709>.

One psychological factor that plays a significant role in the foreign language learning process is personality type. According to Eysenck Arniatika<sup>2</sup>, a person's personality can be grouped into two types: extrovert and introvert. Extroverts tend to be more sociable, more active, confident, and less afraid to take risks. Extroverts tend to adapt easily to group environments, seek social stimulation, and are active in verbal communication. Introverts tend to be more withdrawn and tend to think before speaking. Differences in extrovert and introvert personality types are believed to influence classroom engagement, learning style preferences, and language achievement<sup>3</sup>. Personality type has long been proven to be a strong predictor of how students interact with the learning environment and choose their strategies.

According to a study by Noviana and Oktaviani<sup>4</sup>, there is a relationship between personality type and English learning ability. Although it doesn't always significantly determine learning outcomes, personality type can influence how students interact and understand course material. Another study by Arniatika<sup>5</sup> revealed that extroverted students tend to combine extrinsic and intrinsic motivational orientations when learning EFL.

Besides personality factors, motivation is a crucial factor in the English learning process. Various studies have discussed the aspects that influence a person's success

---

<sup>2</sup> Salma Maulani Ista Maharsi, Muhammad Izam Ghali, "International Journal of Indonesian Education and Teaching," *International Journal of Indonesian Education and Teaching* 3, no. 1 (2019): 128–36.

<sup>3</sup> Noviana and Oktaviani, "The Correlation Between College Student Personality Types and English Proficiency Ability At Universitas Teknokrat Indonesia."

<sup>4</sup> Noviana and Oktaviani.

<sup>5</sup> Ista Maharsi, Muhammad Izam Ghali, "Int. J. Indones. Educ. Teach."

in mastering a second language. Among the various internal factors, motivation is recognized as the "primary fuel that can drive and sustain the learning process." According to Kashefian-Naeeni and Pakdel <sup>6</sup>, motivation is the driving force behind learning.

Motivation is divided into two orientations: intrinsic and extrinsic. Intrinsic motivation stems from interest and enjoyment in the activity itself. Extrinsic motivation, on the other hand, stems from the desire to receive rewards or avoid punishment. Motivation has been shown to play a significant role in student success in language learning. Research Kashesfian-Naeenini,<sup>7</sup> shows a significant positive relationship between intrinsic and extrinsic motivation and student motivation.

However, there are still varying findings regarding personality types related to motivational orientation in students. Several studies have shown that students with extroverted personalities tend to have greater intrinsic motivation, which is because they are oriented towards social recognition. Meanwhile, students with introverted personality types tend to be intrinsically motivated because introverted students are more focused on personal satisfaction in learning. However, according to Arniatika<sup>8</sup>, it shows that extroverted and introverted student personality types can have various orientations according to their learning context and individual experiences.

---

<sup>6</sup> Sara Kashefian-Naeeni, Nasrin Shokrpour, and Farhad Pakdel, "Optimizing EFL Learning: Exploring the Role of Learner Background Factors and the Nuances of Their Effects on Intrinsic and Extrinsic Motivation among University Students in a Mixed-Methods Study," *BMC Psychology* 12, no. 1 (2024), <https://doi.org/10.1186/s40359-024-02034-8>.

<sup>7</sup> Kashefian-Naeeni, Shokrpour, and Pakdel.

<sup>8</sup> Ista Maharsi, Muhammad Izam Ghali, "Int. J. Indones. Educ. Teach."

In the context of education in Indonesia, particularly in Islamic schools like MAN 1 Tulungagung, differences in student personality and learning motivation are very likely to occur. The English language learning process in Islamic schools is influenced not only by the methods applied to learning and the curriculum taught, but also by the psychological conditions of each student. The important role of psychological factors in the process of learning English lies in their function as a determinant of how well students can receive and process foreign language learning. Budianto<sup>9</sup> emphasized that external factors such as teacher characteristics, teaching methods, and school conditions do not always correlate with language achievement, whereas internal factors—including students' psychological aspects—have a significant potential influence on second language acquisition. Similarly, Sari<sup>10</sup> explained that several psychological factors affecting students' English proficiency include shyness, anxiety, lack of self-confidence, and low motivation. Therefore, during the learning process, teachers need to pay attention to students' psychological conditions to make the learning process more effective and enjoyable.

Initial observations during English learning showed varying levels of participation from each student. Students with extroverted personality types were more active in discussions and speaking practice, compared to students with introverted personalities, who tended to be passive but may have good comprehension. In addition, there were students whose learning motivation

---

<sup>9</sup> Lenggeng Budianto, "Students' Psychological Factors in SLA: A Dilemma for Teachers of English," no. 1983 (1992).

<sup>10</sup> Nur Nilam Sari, "THE PSYCHOLOGICAL FACTORS IN LEARNING SPEAKING" 7, no. 1 (2022): 25–43.

increased due to exam scores or academic demands (extrinsic motivation), and there were students whose interest in learning was driven by their own personal interest in English (intrinsic motivation).

In this study, the researcher conducted research on 10th-grade students of MAN 1 Tulungagung. An interesting thing to examine in this study is whether there is a correlation between personality types and students' motivational orientation in the context of English learning at MAN 1 Tulungagung. Research on this correlation has never been done before. Therefore, this study was conducted to determine whether there is a relationship between students' personality types and student motivation in learning English. This study is expected to help teachers in designing learning strategies that are appropriate to students' characters to improve their abilities in learning English.

Based on previous research findings, the relationship between personality types and students' motivational orientation has been a frequently explored topic within the context of English language learning. However, several differences can be identified between prior studies and the current research, which may include variations in context, research focus, and research subjects.

A study conducted by Mursidi and Ni Made Diana Efriani,<sup>11</sup> which focused on the relationship between personality types and students' English learning achievement, revealed a significant correlation between the two variables. This study was carried out at SMA Negeri 1 Denpasar. The main focus of that study was

---

<sup>11</sup> Literature Study Program et al., "Santhet: Jurnal Sejarah, Pendidikan Dan Humaniora" 8, no. 2 (2024): 2504–9, <https://doi.org/10.36526/js.v3i2>.

on students' English learning outcomes rather than their motivational orientation. Moreover, the research subjects were from a public high school environment, not from an Islamic school setting, thus reflecting a different educational atmosphere.

Meanwhile, in an article published in *Frontiers in Psychology*, Zhou et al.<sup>12</sup> examined the relationship between the Big Five Personality Traits and second language learning motivation among university students in China. The results of this study indicated a positive relationship between extroversion and intrinsic motivation. The study focused on university-level participants in higher education, rather than on high school or Islamic school students.

Another study by Kashefian-Naeeni and Pakdel<sup>13</sup> in Iran, as well as an international study published in *IJERPH*<sup>14</sup>, investigated the influence of motivation on English language learning performance among EFL learners. In both studies, personality types were not linked as variables influencing students' motivation. Therefore, the direct relationship between personality types and motivational orientation in English learning has rarely been examined simultaneously, especially within the context of education in Indonesia.

Most previous studies were also less specific in describing the research location, generally mentioning only the country or region, such as China, Iran, or Canada.

---

<sup>12</sup> Faramarz Asanjarani et al., "A Structural Equation Modeling of the Relationships Between Parenting Styles, Students' Personality Traits, and Students' Achievement Goal Orientation," *Frontiers in Psychology* 12, no. January (2022): 1–10, <https://doi.org/10.3389/fpsyg.2021.805308>.

<sup>13</sup> Kashefian-Naeeni, Shokrpour, and Pakdel, "Optimizing EFL Learning: Exploring the Role of Learner Background Factors and the Nuances of Their Effects on Intrinsic and Extrinsic Motivation among University Students in a Mixed-Methods Study."

<sup>14</sup> Lorena Mihaela Muntean et al., "The Relationship between Personality, Motivation and Academic Performance at Medical Students from Romania," *International Journal of Environmental Research and Public Health* 19, no. 15 (2022), <https://doi.org/10.3390/ijerph19158993>.

Among these studies, the research conducted by Mursidi and Ni Made Diana Efriani<sup>15</sup> was the only one that clearly specified its research site, namely at SMA Negeri 1 Denpasar. This indicates that studies within the Islamic school context, particularly in MAN 1 Tulungagung, remain limited. The Islamic school learning environment differs from that of public schools in several aspects, as students' learning processes are influenced not only by social and academic factors but also by religious values and the spiritual environment of the institution.

Although the relationship between students' personality types and their motivational orientations has been widely studied, there are still gaps in terms of focus, research scope, subjects, and context—especially in specific environments such as Islamic-based schools. Many previous studies provided limited descriptions of the research setting or focused more on students' English learning outcomes rather than their motivational orientations.

This research was therefore conducted to fill the existing research gap by investigating the relationship between personality types and students' motivational orientation among tenth-grade students at MAN 1 Tulungagung. The study employs a quantitative correlational approach using the Eysenck Personality Inventory (EPI) and the Students' Motivational Orientation Questionnaire, adapted from Noels et al<sup>16</sup>.

---

<sup>15</sup> Pogram et al., "Santhet: Jurnal Sejarah, Pendidikan Dan Humaniora."

<sup>16</sup> Paul Leeming and Justin Harris, "Measuring Foreign Language Students' Self-Determination: A Rasch Validation Study," *Language Learning* 72, no. 3 (2022): 646–94, <https://doi.org/10.1111/lang.12496>.

The results of this study are expected to serve as a reference for English teachers in designing more effective learning strategies that align with students' psychological characteristics.

The novelty of this research lies in its context, variable combination, and measurement instruments. While the study by Mursidi and Ni Made Diana Efriani<sup>17</sup> focused solely on the relationship between personality types and English learning achievement, the present research includes students' motivational orientation as a variable correlated with personality types. This provides a new perspective in understanding how students' personality differences may influence their motivation direction in English language learning.

Furthermore, in previous studies conducted by Zhou et al.<sup>18</sup>, Kashefin-Naeeni and Pakdel<sup>19</sup>, and IJERPH<sup>20</sup> Most research was carried out in international contexts involving university students or general EFL learners. In contrast, this study focuses on the Islamic school context and Islamic senior high school students. Such studies are still limited in Indonesia, particularly in Islamic school environments where academic education is integrated with religious values potentially leading to different outcomes compared to general school settings.

---

<sup>17</sup> Porgram et al., "Santhet: Jurnal Sejarah, Pendidikan Dan Humaniora."

<sup>18</sup> Asanjarani et al., "A Structural Equation Modeling of the Relationships Between Parenting Styles, Students' Personality Traits, and Students' Achievement Goal Orientation."

<sup>19</sup> Kashefian-Naeeni, Shokrpour, and Pakdel, "Optimizing EFL Learning: Exploring the Role of Learner Background Factors and the Nuances of Their Effects on Intrinsic and Extrinsic Motivation among University Students in a Mixed-Methods Study."

<sup>20</sup> Muntean et al., "The Relationship between Personality, Motivation and Academic Performance at Medical Students from Romania."

This research adopts a quantitative correlational design. To measure the variables, it employs the Eysenck Personality Inventory (EPI)<sup>21</sup>, which has been internationally validated, and the Students' Motivational Orientation Questionnaire, adapted from Noels et al<sup>22</sup>. The combination of these two instruments has rarely been applied together in previous studies, especially within the Islamic school context in Indonesia.

Therefore, this research offers a novel contribution by integrating two psychological aspects personality types and learning motivation within the context of Islamic senior high school students. This study not only contributes to the development of educational psychology and English language learning theories, but also provides practical implications for teachers and schools in understanding students' characteristics and in adapting learning strategies to be more effective and responsive to individual learners' needs. This research is conducted with the expectation that it can serve as a valuable reference for English teachers in designing more effective learning strategies.

## **B. Formulation of the Research**

Based on the background explained previously, the research questions can be formulated as:

"Is there a significant correlation between students' personality types and their motivational orientations in learning English at MAN 1 Tulungagung?"

---

<sup>21</sup> Ista Maharsi, Muhammad Izam Ghali, "Int. J. Indones. Educ. Teach."

<sup>22</sup> Leeming and Harris, "Measuring Foreign Language Students' Self-Determination: A Rasch Validation Study."

### **C. Objective of the study:**

This study aims to determine whether there is a significant correlation between Students' Personality Types and Their Motivational Orientation in English Learning.

### **D. Significance of the study**

#### **1. Students**

The results of the research for students are expected to help students understand their personality types and motivational orientation in learning English, so that they can increase their learning motivation effectively.

#### **2. Teacher**

For teachers, this research is expected to help provide additional information about the influence of student personality on student learning motivation so that teachers can design learning strategies that can be adapted to the character of each student.

#### **3. Other researchers**

For other researchers, this research aims to serve as a reference and reference for conducting further research with a similar topic but from a different perspective or with other additional variables.

### **E. Scope and Limitations**

#### **1. Scope**

This research is focused on determining the correlation between Personality Types (Extrovert & Introvert) and Students' Motivational

Orientation (Intrinsic & Extrinsic) in English Learning and will be conducted on 10th-grade students at MAN Tulungagung in 2025/2026.

## **2. Limitation**

In this study, the researcher limits his study only to the correlation between students' personality types (Extrovert & Introvert), as will be measured through a personality questionnaire and students' motivational orientation (Intrinsic & Extrinsic) which will be shown by the results of the motivation questionnaire in learning English.

## **F. Definition of key terms**

### **1. Personality Types (Extrovert & Introvert)**

The term personality types in this study refers to students' personality categories, which are classified into two main types: extrovert and introvert. This classification is based on the results of the students' responses to a modified version of the Eysenck Personality Inventory (EPI) questionnaire, which will be administered to tenth-grade students at MAN 1 Tulungagung in the academic year 2025/2026.

The instrument given to the students consists of 10 items with a 4-point Likert scale (1–4). The scores obtained from the questionnaire indicate the students' personality tendencies. Students who obtain high scores ( $\geq$  median) are categorized as having an extrovert personality type, characterized by confidence, activeness, and ease of social interaction. Conversely, students who obtain low scores ( $\leq$  median) are categorized as

having an introvert personality type, characterized by calmness, carefulness, and a preference for working individually.

The variable limitation in this study only covers these two major personality types—extrovert and introvert—and does not discuss other personality types, such as ambivert or other traits.

## **2. Students' Motivational Orientation (Intrinsic & Extrinsic)**

The term students' motivational orientation refers to the motivational drives that influence students' learning of English. In this study, students' motivation is categorized into two types: intrinsic motivation, which arises from internal drives, and extrinsic motivation, which originates from external factors. These will be measured through scores obtained from a questionnaire on students' motivation in English learning.

Intrinsic and extrinsic motivation will be measured using the Student's Motivational Orientation Questionnaire, adapted from Noels et al. The instrument consists of 20 items with a 4-point Likert scale (1–4). A higher score indicates a dominant level of motivation in a particular category.

In this study, intrinsic motivation refers to the internal drive to learn that stems from personal interest and internal needs—such as the desire to understand English out of curiosity. In contrast, extrinsic motivation refers to the drive to learn that arises from external factors, such as social recognition or academic achievement.

This study focuses solely on these two types of motivational orientation intrinsic and extrinsic within the context of English learning among tenth-grade students at MAN 1 Tulungagung in the academic year 2025/2026.

### **3. English learning**

What is meant by English learning in the context of this research is English language learning, which refers to the student learning process in the English subject, which takes place in the MAN 1 Tulungagung school environment.