CHAPTER II
REVIEW OF THE RELATED LITERATURE

In this chapter, there is a discussion of the theoretical description, theoretical framework, and review of the previous study.

A. Theoretical Description

In this section, there is a discussion of some of the variables in this study, namely definition of motivation, types of motivation, motivation, and language learning, definitions of personality, types of personality, personality and language learning.

1. Motivation

a) Definition of Motivation

Motivation is one of the factors that play a role in the process of acquiring a foreign language.[1] Motivation comes from the word motive which means an effort that encourages someone to do something.[2] Thus, motivation can be interpreted as an active driving force. As concluded by Rianto that motivation is something that moves a person/group to do or not do something.[3] When there is a drive within a person, it is motivation. Someone has the motivation to do something that becomes his goal. This does not suddenly appear, but there are Several influencing factors, such as intrinsic value, personal benefit value, social benefit value, and self-perception.[4] So, when a person has motivation, he will push himself to do what he wants to achieve. This motivation arises because of the factors that become the reason and occurs

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[1]Fumie Kato, "Enhancing Integrative Motivation: The Japanese-American Collaborative Learning Project," ed. Yvonne Xian-han Huang, *Cogent Education* 3, no. 1 (December 31, 2016): 1142361, https://doi.org/10.1080/2331186X.2016.1142361.

[2]Beatus Mendelson Laka, Jemmi Burdam, and Elizabet Kafiar, "Role of Parents in Improving Geography Learning Motivation in Immanuel Agung Samofa High School," *Jurnal Inovasi Penelitian* 1, no. 2 (June 30, 2020): 69–74, https://doi.org/10.47492/jip.v1i2.51.

[3] Laka, Burdam, and Kafiar.

[4]Ivana Jugović et al., "Motivation and Personality of Preservice Teachers in Croatia," *Asia-Pacific Journal of Teacher Education* 40, no. 3 (August 2012): 271–87, https://doi.org/10.1080/1359866X.2012.700044.

because it is influenced by the natural personality that exists within each individual. Therefore, each individual has a different level of motivation because human personality is different.

Motivation is influenced by self-desire that is created so that each individual has a different type. To analyze motivation, Paris & Thrner argues that the statement is proven by the existence of an individual's personality influenced by certain conditions because a person's motivational beliefs and behavior come from contextual opinions.[5] Therefore, motivation arises because of the desire to achieve something according to certain conditions. The impetus of that desire can come from within or outside. Therefore, every individual has a level and type of motivation that is different from one another, determined by several internal and external factors. As in the theory said by Edward L Deci & Richard M Ryan that a person acts towards goals with different levels of motivation, from the lowest to the highest, and acts for various reasons. This type of motivation is intrinsic motivation and extrinsic motivation that can affect individual actions, one of which is culture.[6] Judging from the reality around, most students are motivated because of external or environmental factors although there are also students who are motivated purely from within.

b) **Types of Motivation**

Every individual has a different type of motivation. There are two types of motivation, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is a type of motivation that encourages one's actions caused by passion or challenge rather than external

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[5] James S Cole, "'I'm Not Doing as Well in This Class as IJd like to': Exploring Achievement Motivation and Personality," *Journal of College Reading and Learning*, 2004.

[6] Wen Cheng, "How Intrinsic and Extrinsic Motivations Function among College Student Samples in Both Taiwan and the U.S.," *Educational Psychology* 39, no. 4 (April 21, 2019): 430–47, https://doi.org/10.1080/01443410.2018.1510116.

rewards or demands.[7] This is determined by the interaction of personal characteristics and situations, that there is a personality orientation that provides a statement regarding the possibility of someone being intrinsically motivated.[8] So, when a person has the determination to achieve that goal because of his own will and there are no external factors that cause it, then someone who struggles to achieve a goal is said to be someone who is motivated by a type of intrinsic motivation. As Edward L Deci & Richard M Ryan said that intrinsic motivation has a relationship with activities carried out for its own sake and does not depend on outside pressure, for that the results obtained are school achievement, and higher performance in achievement base.[9]

The second type is extrinsic motivation, the type of motivation caused by external factors. Extrinsic motivation is motivation to conclude something other than itself, such as appreciation, recognition, or orders from others.[10] When someone has the desire to achieve something because they want to get good recognition from others, in the case of learning a foreign language, many people want to be recognized as great or because they want to go to the country of origin of the language being studied. This type of motivation has various behavioral characteristics that are driven by an award externally or from the outside, so usually, it is directional and not independent. Individuals with extrinsic motivation are driven to act by external sources, referring

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[7] Cheng.

[8] Ellen Weissinger and Seppo E. Iso-Ahola, "Intrinsic Leisure Motivation, Personality and Physical Health," *Loisir et Société / Society and Leisure* 7, no. 1 (January 1984): 217–28, https://doi.org/10.1080/07053436.1984.10715179.

[9] Richard M. Ryan and Edward L. Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective: Definitions, Theory, Practices, and Future Directions," *Contemporary Educational Psychology* 61 (April 2020): 101860, https://doi.org/10.1016/j.cedpsych.2020.101860.

[10] Chaiporn Achakul and Maurice Yolles, "Intrinsic and Extrinsic Motivation in Personality: Assessing Knowledge Profiling and the Work Preference Inventory in a Thai Population," *Journal of Organisational Transformation & Social Change* 10, no. 3 (November 2013): 196–217, https://doi.org/10.1179/1477963312Z.0000000005.

to a wide range of.[11] It is possible that students are motivated by both types of motivation, both motivations can be correlated and influence individual actions, one of which is culture is an important factor that influences individual views about intrinsic and extrinsic learning motivation.[12] Extrinsic motivation is usually driven by a certain way or method to achieve goals and is the most significant determining variable.[13] This method will be a way for people who have an extrinsic motivation to achieve the results of what they aim for because the focus is only on the final result, rewards, and recognition from others. Hart and Stasson et al explained that extrinsic motivation is more susceptible to certain situational influences and less to personality characteristics.[14] Many people want to be fluent in English so that they are seen as great like idol-inspired figures, or so they can continue their studies abroad.

c) Motivation and Language Education

Motivation plays an important role in education, especially in language learning. Three factors that influence language learning, especially in second language learning are age, personality, and motivation. With motivation, the language learning process is more dominant than the others because the learning process only occurs when someone is motivated.[15] Motivated people will have a higher enthusiasm for learning a language. This motivation can be measured by subscales

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[11] Ryan and Deci, "Intrinsic and Extrinsic Motivation from a Self-Determination Theory Perspective."

[12] Cheng, "How Intrinsic and Extrinsic Motivations Function among College Student Samples in Both Taiwan and the U.S."

[13] I-Fan Liu, "The Impact of Extrinsic Motivation, Intrinsic Motivation, and Social Self-Efficacy on English Competition Participation Intentions of Pre-College Learners: Differences between High School and Vocational Students in Taiwan," *Learning and Motivation* 72 (November 2020): 101675, https://doi.org/10.1016/j.lmot.2020.101675.

[14] Jugović et al., "Motivation and Personality of Preservice Teachers in Croatia."

[15] "JURNAL 4-Motiv in Edu.Pdf," n.d.

of intrinsic and extrinsic motivation.[16] That's why motivation is very important in language learning. If you are forced to study or do not have motivation, your ability will definitely not develop in the learning process and will hinder the learning process. Conversely, when there is motivation within oneself, the ability will continue to develop. This motivation arises from two factors, which can be internal or external. As Howard Gardner said that students who have high motivation will enjoy the process of learning a language and trying hard to learn a language because they have determination and interest, can provide benefits to improve critical and creative thinking skills.[17] When many students are motivated to learn a language, they will study harder and even take additional classes outside of school hours or private language lessons.

Motivation is considered to be an important role in learning, so the language teaching and learning process will be better and more effective when good motivation is created by the teacher, this will increase student interest, student energy, and the quality of learning.[18] By giving prizes to students to make them more enthusiastic about learning, the teacher will also know to what extent students accept-language learning and understand the true purpose of teaching.[19] So, outside of someone getting motivated within himself, the teacher actually has an important role in itself. Because the teacher is the pivot that they follow in the learning process, which leads to acceptance of learning, when the teacher sincerely gives directions, gives attention, and gives magic words as

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[16] Anqi Peng and Meagan M. Patterson, "Relations among Cultural Identity, Motivation for Language Learning, and Perceived English Language Proficiency for International Students in the United States," *Language, Culture and Curriculum* 35, no. 1 (January 2, 2022): 67–82, https://doi.org/10.1080/07908318.2021.1938106.

[17] Kamo Chilingaryan, Rimma Gorbatenko,"Motivation in Language Learning, SGEM 2015 International Multidiciplinary Scientific Conferences on Social Science and Arts

[18] Gopal Shrestha, "Importance of Motivation in Education" 9, no. 3 (2018).

[19] Diana Stirling,"Motivation in Education", Learning Development Institute,(2014)

motivation to their students, these students will be more enthusiastic and get high motivation which they are like finding a candle on the way through the darkness. Therefore, Charles R Greer argues that motivation is a useful tool in the development of educational curricula.[20] When students like their teacher first, they will definitely indirectly like or enjoy the learning process but vice versa, if students don't like their teacher it will make them lazy to learn.

2. Personality
a) Definition of Personality

Personality is formed from the natural character of humans. These individual characteristics have a level of stability and lead to behaving, feeling, thinking, and interacting in a certain way. This relates to affective, cognitive, and behavioral functions.[21] Therefore, every movement of a person's behavior is included in personality, meaning whatever influences it, what causes the behavior to occur is the form of each individual's personality such as what thoughts, feelings, and emotions are experienced. Although personality has a stable level, most individuals express the desire that they want to change personality traits, by having more independent motivations such as assessing participants' interests, and exposure to values and interests to achieve goals in changing personality.[22] The desire to change begins with a goal to be achieved because the individual feels that when he has the initial personality it is not right or becomes an obstacle to achieving his dreams or goals. As revealed by Holt Winter that personality can be changed

[20] Masyhur, "Influence of Motivation and Language Learning Environment on the Successful EFL Learning," *US-China Education Review A* 7, no. 5 (May 28, 2017), https://doi.org/10.17265/2161-623X/2017.05.001.

[21] Radhika Krishnamurthy et al., "Professional Practice Guidelines for Personality Assessment," *Journal of Personality Assessment* 104, no. 1 (January 2, 2022): 1–16, https://doi.org/10.1080/00223891.2021.1942020.

[22] Travis J. Miller, "Assessing the Desire to Change Personality across Methods," *Journal of Personality Assessment* 104, no. 4 (July 4, 2022): 447–57, https://doi.org/10.1080/00223891.2021.1955695.

with four components, namely motivation, cognition, nature or temperament and social context. Motivation includes the subconscious to act and can change. Cognition includes more stable values and beliefs. Traits or temperament related to extraversion, agreeableness, awareness, emotional stability, and openness to experience. Finally, the social context includes situations or circumstances.[23] Many students who want to change their personality from being very lazy to studying become diligent because there is something they want to achieve, namely getting a good test score.

Each individual has a different character in forming a personality. The character includes behavior, whole thoughts, feelings, consciousness, and unconsciousness. With differences, every person's feelings and behavior will be different. When faced with something, the reaction will be different. It is not based on absolute frequency but on measured frequency.[24] Thus, personality is largely domain driven. Insofar as behavior, thought, and feeling unite into what appears to attribute because the behavior, thoughts, and feelings that arise are independent of cause and effect and do not conform to any one trait.[25] Out of the various behaviors and emotions the psyche will become a personality of a person. Gordon Allport has suggested starting and guiding fixed flexible and extreme personality forms. Thus, a trait has more than face value and it exists within the individual.[26]

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[23] Amy Palmer, "The 'Mad Hatter's' Adventures in Education: Joseph King (1860–1943) and the Impact of Personality," *Paedagogica Historica* 53, no. 6 (November 2, 2017): 783–98, https://doi.org/10.1080/00309230.2017.1296473.

[24] Raymond M. Bergner, "What Is Personality? Two Myths and a Definition," *New Ideas in Psychology* 57 (April 2020): 100759, https://doi.org/10.1016/j.newideapsych.2019.100759.

[25] Anne Seeboth and René Mõttus, "Successful Explanations Start with Accurate Descriptions: Questionnaire Items as Personality Markers for More Accurate Predictions," *European Journal of Personality* 32, no. 3 (May 2018): 186–201, https://doi.org/10.1002/per.2147.

[26] J.Petter Gustavsson et al., "The HP5 Inventory: Definition and Assessment of Five Health-Relevant Personality Traits from a Five-Factor Model

b) **Types of Personality**

Reporting from a book entitled Myers Briggs Type Indicator Manual by Carol Wang, Sean Carney, and Jenny Parawan, there are 16 types of personality[27], there are:

The first is ESTJ (Extroverted Sensing Thinking Judging) Is a responsible, realistic, and conventional personality. They are more focused on connecting the past and the present by using logic, have confidence, are assertive, and like to plan ahead. The weakness, they are less able to adapt to new environments, can't recognize the opinions and feelings of others, and like to command. ESFJ (Extroverted Sensing Feeling Judging) has a friendly, practical, and orderly personality. They easily express their emotions but are very guarded and protect the feelings of others. When making decisions, always consider all parties, extraordinary leaders, hard workers, and high-tolerance souls. The weakness is fast emotional. ISTJ (Introverted Sensing Thinking Judging) is a loyal, logical, and responsible personality. They like things that are measured and speak only when necessary. They would rather be honest than wise and devoted. Weaknesses are selfish and rigid.

The second is ISFJ (Introverted Sensing Feeling Judging) is a personality that is traditional, supportive, and obedient. They easily remember detail with good analytical skills, adapting their needs to those of others. Hard worker because obedient but often taken advantage of and taken for granted. They are patient individuals, have few friends, are loyal, hate conflict, and are humble about achievement. The weakness is that it's sensitive. ESTP (Extraverted Sensing Thinking Perceiving) is a pragmatic and spontaneous personality. They have high enthusiasm and can motivate the people around them, like to have discussions, are active, are not afraid of risks, and have a good tolerance spirit. They view rules as

Perspective," *Personality and Individual Differences* 35, no. 1 (July 2003): 69–89, https://doi.org/10.1016/S0191-8869(02)00142-3.

[27] "Myers-Briggs Type Indicator Manual," n.d.

guidelines. The weakness is that it's not easy to understand other people's feelings and it's difficult to express themselves. ESFP (Extraverted Sensing Feeling Perceiving) is a very friendly, harmonious, and spontaneous personality. They are able to respect others and enjoy making new friends and experiences. They love to be in the spotlight, are good at working with people, observant, generous, caring, and not picky about making friends. The weakness is too materialistic.

The third is ISTP (Introverted Sensing Thinking Perceiving) is an independent, adaptable, and objective personality. They like to work with their own hands, don't stick to plans, and work best in a free environment. The weaknesses are a lack of respect for rules, stubborn, and don't care about other people's boundaries. ISFP (Introverted Sensing Feeling Perceiving) is an artistic, loyal, and harmonious personality. They value, are unpretentious, and love aesthetic beauty. Likes freedom in expressing personal goals, prefers subjectivity, music, and art. The weakness is sometimes cynical and has no criticism. ENTJ (Extroverted Intuitive Thinking Judging) is a strategic, natural, and decisive leadership personality. They have a keen ability to act according to plan, are responsible, organized, and don't like mistakes, have bright ideas, and are passionate. Weaknesses are considered rude, stubborn, argumentative, aggressive, and not in tune with the feelings of others.

The fourth is ENTP (Extraverted Intuitive Thinking Perceiving) is a personality that is curious, innovative, and friendly. They are careful in making decisions, problem solvers and enjoy new challenges. They like to create changes and new ideas, care about the future, and are very local and self-sacrificing. The weakness is that they often ignore the rules and like to argue. INTJ (Introverted Intuitive Thinking Judging) is an analytical personality and very individualistic. They enjoy introspection, are highly inspired by inspiration, love ideas, and are willing to take risks but have high standards for themselves. They are perfectionists, sharp-witted, pragmatic, and value intelligence, knowledge, and

competence. Weaknesses are difficulty memorizing routes, difficulty adapting to new environments, ignoring other people's points of view, and very quiet. INTP (Introverted Intuitive Thinking Perceiving) is a personality that is logical, abstract, and individual who is protected by law. They like to seek knowledge and understanding, are objective, are good problem solvers, are independent, and like to learn an area of expertise. Weaknesses are not willing to try new things, being emotional, appearing spicy, and being indifferent to the opinions of others.

The fifth is ENFJ (Extraverted Intuitive Feeling Judging) is an altruistic, introspective, friendly, and idealistic personality. They are more reserved than other types of extroverts, respect others, prefer to support others and work more like a chameleon and a mirror. They like things well organized and they like ideas. Weaknesses are not being able to be yourself, difficulty making decisions and assessing things without being analyzed objectively. ENFP (Extraverted Intuitive Feeling Perceiving) is a personality that is passionate, inspiring, and innovative. They easily understand other people's feelings, and express themselves with speech and behavior. They are charming, friendly, and down-to-earth, eager to be the center of attention, intellectual and serious but very playful, humorous, and can turn people away. The weakness is a dislike of conflict and emotions. INFJ (Introverted Intuitive Feeling Judging) is a creative, compassionate, gentle, and complex personality. They care deeply, feel useful in helping others, value solitude and opportunities to concentrate, enjoy writing, enjoy pondering interesting things, have high expectations, and are perfectionists. The weakness is sensitive, don't like criticism and conflict, and not being confident.

The last is INFP (Introverted Intuitive Feeling Perceiving) is an introspective, creative, and idealistic personality. They can see a different way of doing things, are strong minds, are great listeners, and love helping others. Although quiet, quite warm with people they know, are very flexible, enjoy learning, and are creative.

The weakness is aggressive with their goals, overly sensitive to criticism, and vindictive.

Table 2.1 Types of 16 Personalities

Feelers	Thinkers	Sensors	Intuitives
ESFJ	ESTJ	ESFP	ENFP
ENFJ	ENTJ	ESTP	ENTP
ISFP	ISTP	ISFJ	INFJ
INFP	INTP	ISTJ	INTJ

c) **Personality and Language Education**

Personality affects motivation and vice versa, so personality plays an important role in education, especially language learning. This happens because there are rules consisting of skills, strategies, and styles of behavior. Likewise, intelligence and morals are closely related to personality because they affect temperament in the learning process.[28] So, the learning process, especially in language learning, does not only focus on the course of learning and material because personality which includes strategies, skills, behavioral styles, and temperament greatly influences the extent to which students are able to master learning. Mary A. Silles states that social adjustment and economic involvement affect the cognitive or non-cognitive development of students.[29] There are many people whose way of thinking is influenced by their surroundings because of habit. If someone is capable in the economy, then they will have many ways to develop by going to a psychologist and so on.

Reasoning ability and intelligence are needed to form personality in language learning. Because personality is related to various forms of processing

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[28] Hüseyin ÿz, "The Importance of Personality Traits in Students□ Perceptions of Metacognitive Awareness," *Procedia - Social and Behavioral Sciences* 232 (October 2016): 655–67, https://doi.org/10.1016/j.sbspro.2016.10.090.

[29] Mary A. Silles, "Personality, Education and Earnings," *Education Economics* 18, no. 2 (June 2010): 131–51, https://doi.org/10.1080/09645290903021433.

styles of learning styles. Therefore, personality is considered very important in learning.[30] To get maximum learning results, knowledge about the personality that is in oneself is needed so that learning styles can also be known which are suitable for an application so that they can participate in learning comfortably and develop knowledge. Juanito P Tandoc Jr. explained his opinion that in order to know students' personality traits, an important strategy to do because language learning is the basis for delivering receptive and responsive instructions. For this reason, it is recommended that teachers be given training to increase their knowledge about personality and language learning strategies.[31] Teachers who understand personality knowledge will understand what learning styles are suitable for their students and it will be easier in the teaching process.

3. Narrative Inquiry
a) Definition of Narrative Inquiry

Narrative Inquiry is an interesting approach to research. Not only telling stories, but how the role of perception of experience is formed in narratives with living arrangements through the interaction of human thought with the individual, social, and material environment.[32] So, this approach is not just retelling experiences in writing, but developing them into detailed insights to explain the findings obtained from the final results without changing the reality and remaining visible as they are. This approach has a layered focus, namely on the form of how the story is told through the content of the story and the position of the story, both of which must

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[30] Alastair Sharp, "Personality and Second Language Learning," *Asian Social Science* 4, no. 11 (February 9, 2009): p17, https://doi.org/10.5539/ass.v4n11p17.

[31] Juanito P Tandoc Jr, "Language Learning Strategies Enhancement Training through Personality Development: A Training Designed for ESL Learners," n.d.

[32] Helena Dayal, George Buck, and D. Jean Clandinin, "A Narrative Inquiry into Counsellor Trainees' Experiences of Working with Trauma," *Reflective Practice* 22, no. 4 (July 4, 2021): 474–87, https://doi.org/10.1080/14623943.2021.1915268.

be balanced and complement each other.[33] This focus will make the experience narrated chronologically more detailed. Social and cultural influences are also important because they are useful for improving an experience.[34] So, this role with the results of research from an experience can predict that something that is the theme of this research in the future will be better than now. As revealed by Clandinin and Rosiek that the focus of research is not only on individual experiences but also on the social, cultural, and institutional narratives that shape that experience.[35] The role of companions and the environment is very important.

The narrative approach is also said to be a storytelling methodology because it investigates narratives and stories of life experiences.[36] Even so, it cannot be made easy by simply telling stories because building attachment and trust between researchers and research subjects is not easy. Based on a reference states that life is multilevel. Thus, with this approach, the collection of stories takes place through conversation and the meaningful use of art, artifacts, and memories. This method does not only carry out its duties by telling the story and rewriting the story but is done by going through the stages to make it meaningful. Therefore, Miller said that narrative inquiry forms a triangular structure, namely respondents, researchers, and responses to questions from

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[33] Jacqueline O' Toole, "Institutional Storytelling and Personal Narratives: Reflecting on the 'Value' of Narrative Inquiry," *Irish Educational Studies* 37, no. 2 (April 3, 2018): 175–89, https://doi.org/10.1080/03323315.2018.1465839.

[34] Lee Schaefer, "Narrative Inquiry for Physical Education Pedagogy," *International Journal of Pedagogies and Learning* 8, no. 1 (April 2013): 18–26, https://doi.org/10.5172/ijpl.2013.8.1.18.

[35] Sean Lessard, Vera Caine, and D. Jean Clandinin, "Exploring Neglected Narratives: Understanding Vulnerability in Narrative Inquiry," *Irish Educational Studies* 37, no. 2 (April 3, 2018): 191–204, https://doi.org/10.1080/03323315.2018.1465835.

[36] Keondria McClish-Boyd and Kakali Bhattacharya, "Endarkened Narrative Inquiry: A Methodological Framework Constructed through Improvisations," *International Journal of Qualitative Studies in Education* 34, no. 6 (July 3, 2021): 534–48, https://doi.org/10.1080/09518398.2021.1871981.

researchers.[37] Which triangle can be implemented by recognizing, understanding, and adapting between the researcher and the research subject because it has an impact on the discussion. This is bridged by communicative interactions with mutual respect through truth and sincerity socially and introspectively. For example, researchers must be able to keep the data obtained confidential.

b) Narrative Inquiry in Language Education

Narrative Inquiry is very influential in the world of education. This approach helps the learning process through life experience and imagination.[38] Individuals who are in the learning process will get the experience of how the knowledge being studied is conveyed into knowledge, for example, learning a language. In language learning, this approach is a suitable tool for obtaining data from teachers and students because knowledge in language learning can be examined by a structured process of collecting, analyzing, and interpreting data.[39] In this way, when someone wants to examine the extent to which learning is understood by students and what their motivation is in obtaining learning, it can be done with narrative inquiry. Lyons explained that narration is a means of reflection and understanding by examining experience, therefore it is very useful for teachers.[40] The teacher builds his

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[37] Wendy Bignold, Feng Su, "The Role of The Narrator in Narrative Inquiry in Education:Construction and Co-construction in Two Case Studies, International Journal of Research&Method in Education, (2013), https://doi.org/10.1080/174372X.2013.773508

[38] Gary Patrick Barkhuizen, Phil Benson, and Alice Chik, eds., *Narrative Inquiry in Language Teaching and Learning Research*, Second Language Acquisition Research Series: Theoretical and Methodological Issues (New York ; London: Routledge, Taylor & Francis Group, 2014).

[39] Nugrahenny T. Zacharias, "Narrative Data and Analysis in Second Language Teaching and Learning," *Indonesian JELT: Indonesian Journal of English Language Teaching* 11, no. 2 (October 31, 2016): 101–16, https://doi.org/10.25170/ijelt.v11i2.1492.

[40] The Education University of Hong Kong and Esther Chan, "Narrative Inquiry: A Dynamic Relationship between Culture, Language and Education,"

knowledge first through reflection on stories and personal narratives, which will later share experiences with students.

B. Theoretical Framework

English plays an important role in the world, considering that English is an international language. Especially in Indonesia, the field of education has the main task of teaching this international language. Media in the application of English through subjects that are served in schools for the future of the nation. Learning and mastering English is a necessity, but in Indonesia, most people still have trouble and are afraid of learning it. With methods that are closely related, namely pedagogic, psychological, and linguistics.[41]

In this research, the main focus is to explore students' motivation and personality in learning English as a second language.

To obtain results, an approach called narrative inquiry is used. Narrative inquiry works by narrating from the experiences and stories of students when interviewed. Narrative inquiry has the task of analyzing students' motivation in learning English as a second language, namely how an experience from a student's story is narrated by the research to observe what type of motivation the student has by analyzing the narrative that the researcher has created. Likewise with efforts to find out how students' personalities in learning English as a second language, with narrative inquiry it will be found the results of analyzing a student's personality through experiences and student stories. The two variables, namely motivation, and personality, have a very harmonious and continuous relationship. Where there is motivation that is driven and created from a personality if it is known how a person's personality is. Each student has their own personality, and therefore different motivations are owned in these students. Riessman states that in a narrative, a storyteller connects events into sequences that are consequential

    [41] Byslina Maduwu and S Pd, "Pentingnya Pembelajaran Bahasa Inggris di Sekolah," 2016.

for subsequent actions and for the meaning the speaker wants the listener to take on the story.

C. Review of Previous Study

The following are some previous studies that are almost the same as this research:

First, research from a journal entitled *Apathy and Attitude : A Study of Motivation in Japanese High School Students of English* written by Steve Powell. This previous research had the aim of knowing why these students chose a school specialist English course and what the reasons were. The method used is a mixed method between qualitative and quantitative. With an approach in the form of a questionnaire as data collection. 49 participants were divided into two groups, namely students who took specialist school English courses and students who did not take school specialist English courses. The results obtained from the study show a blend of integrative, instrumental, and personal motives and contradict the common belief that young Japanese students are apathetic and unmotivated, whereas the opposite is true.

The similarity between Steve Powell's research and this research is to examine students' motivation in learning English as a second language with the same participants, namely high school students learning English. In the research process, both factors are taken from intrinsic motivation and extrinsic motivation. The difference between previous research and this research is the place, method, and research focus. In the previous study, the focus was to find out and compare how self-motivated students took a specialist school English course class with students who did not take a school specialist English course with a mixed method of qualitative and quantitative, while this research focused on wanting to know the types of what types of motivation and personality do EFL students have, as well as how motivation and personality influence desires with qualitative methods.

Second, research from a journal entitled *Role of Self-Identity and Self-Determination in English Learning Among High School Students* written by Wanying Zhou and Mingming Zhou. This study has the objective of assessing the role of cognitive motivational processes by exploring the relationship

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between motivation, identity processing styles, and learning English among high school students. The method used is quantitative using academic regulation questionnaires and external introjection questionnaires as tools in research. Participants were 215 students from ten to twelfth grade from 4 different schools. The results obtained are that at the level of student self-determination, there tends to be a positive relationship between in-depth exploration and English performance, and shows that younger female students do better in English exams.

Wanying and Mingming's research in common with this research is to examine a high school student's motivation in learning English as a second language by taking factors from intrinsic motivation and extrinsic motivation. The difference between previous research and this research is place, method, and research focus. In previous studies, the focus was on student motivation using the self-determination method and English performance using quantitative research methods, while this study focused on wanting to know what types of motivation and personality are possessed by EFL students, as well as how motivation and personality affect desires by the qualitative method.

Third, research from a journal entitled *EFL Learning Motivation Differences of Chinese Junior Secondary School Students : A Mixed-Methods Study* written by Ye Xuejun. This previous study had the aim of knowing whether there were differences in EFL learning motivation among high, average, and low-achieving students. The method used is a mixture of quantitative and qualitative with questionnaires, written tests, and interviews. The participants were junior high school students. The results obtained are that most of the high achieving students are more proficient and feel more confident in speaking and listening compared to the average and low achieving students because the average and low achieving students have a lower level of confidence and feel they have to do more training.

Ye Xuejun's research in common with this research is to examine a student's motivation in learning English as a second language, namely extrinsic and intrinsic motivation. The difference is that in the previous study, junior high school

students participated, while this study involved high school students. As for the place, method, and focus of research. In previous research, the focus was on the differences in the EFL learning motivation of high achieving students, average levels, and low levels and comparing what level of achieving students had higher and lower levels of motivation with the mixed methods, namely quantitative and qualitative, while this study focused on wanting to find out what types of motivation and personality possessed by EFL students, also how motivation and personality affect desire with qualitative methods.

Fourth, research from a journal entitled "English is not easy, but I like it!" : An Exploratory Study of English Learning Attitudes Amongst Elementary School Students in Taiwan written by I-Fang Chung and Yi-Cheng Huang. This previous research has the aim of developing a clear understanding of the attitudes of elementary school students to learn English as well as knowing the differences between students' motivation in rural elementary schools and students in urban elementary schools. The method used is a quantitative research method with focus group interviews and questionnaire surveys.

The similarity between previous research and this research is to examine students' motivation in learning English as a second language. The difference is that in the previous study, elementary school students participated, while this study involved high school students. As for the place, method, and focus of research. In previous research, the focus was on knowing the difference between the motivation of students in rural elementary schools and students in urban elementary schools using quantitative methods, while this study focused on wanting to know what types of motivation and personality possessed by EFL students, as well as how motivation and personality affect desires by the qualitative method.

Fifth, research from a journal entitled *Elderly Korean Learners' Participation in English Learning Through Lifelong Education : Focusing on Motivation and Demotivation* written by Tae-Young Kim and Yoon-Kyoung Kim. This previous research has the aim of investigating the learner motivation of elderly English learners in South Korea and also investigating the relationship between motivation and demotivation. The method used is a mixed method of quantitative and qualitative

research using questionnaires, semi-structured interviews, data collection, and data analysis. Participants were 420 participants (aged 43-78 years old with an average age of 60 years old). The results obtained are when motivation in elderly EFL students increases in certain aspects, demotivation can also increase in other aspects and vice versa.

The similarities between Chung and Huang's research and this research are examining a student's motivation in learning English as a second language with extrinsic and intrinsic motivation factors. The difference is that in previous studies, senior students from Lifelong Education Institutions participated, while this study involved senior high school students. As for the place, method, and focus of research. In previous studies, the focus was on what factors encourage and prevent older learners from participating in their English learning, whether and how self-functioning might function in student motivation among elderly English learners in South Korea, and also investigating the relationship between motivation and demotivation using mixed methods, namely quantitative and qualitative, while this study focused on wanting to know what types of motivation and personality possessed by EFL students, as well as how motivation and personality affect desires by the qualitative method.

Sixth, research from a journal entitled *Shanghai Pupils' Motivation Toward Learning English and Perceived Influence of Important Others* written by Chris Kyriacou and Die Zhu. The aim of this previous study was to explore the strength and nature of motivation to learn in Shanghai Middle School EFL and to find out whether other people have a significant influence on their motivation. The participants were 64 students from 7 high schools in Shanghai (17/18 years old). The method in this research is a quantitative method using questionnaire data and semi-structured interviews. The results obtained are that their EFL motivation is not as high as in some other school subjects. Students tend to be dominated by extrinsic reasons for learning English, especially regarding future careers, international languages, and the positive influence of other important people on motivation to learn EFL.

The similarity between Chris Kyriacou and Die Zhu's research and this research is to examine the motivation of high

school students in learning English as a second language by taking factors from intrinsic and extrinsic motivation. The difference between previous research and this research is the place, method, and research focus. In the previous research, the focus was on how the motivation of other people plays a role in EFL learning using quantitative methods, while this study focused on wanting to know what types of motivation and personality possessed by EFL students, as well as how motivation and personality affect desires by the qualitative method.

Some of the previous studies mentioned above became a reference for a researcher to conduct this research was the same as the previous research above, namely directing the research focus on motivation followed by student personality in learning English as a second language. As for the development of this study, the researcher uses a method or approach, namely the narrative inquiry in which the herself from the results of interviews with participants based on the experiences that have been told. This research is important to do because the teacher is like a candle for students to be able to carry out their role well, as a motivator, knowledge of the character/personality of each student is needed in order to be able to provide appropriate learning methods, so also from a personality that motivation will be formed, to that in every human being has a different personality, therefore the motivation of each student is also different. Likewise for other reasons, by knowing the different personalities and motivations of students, teachers can become more understanding and understanding of various kinds of students.