



## **Correlation among Openness Personality, Motivation and Reading Comprehension Achievement**

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### **Abstrak**

Penelitian ini bertujuan untuk mengetahui hubungan antara sifat keterbukaan kepribadian dan kemampuan membaca pada siswa kelas 11 di SMA Negeri 13 Palembang. Terdapat 114 siswa yang menjadi sampel pada penelitian ini. Teknik pengambilan data menggunakan kuisioner sifat keterbukaan, kuisioner motivasi dan soal pilihan ganda untuk mengetahui kemampuan membaca siswa. Dalam menganalisis data pada penelitian ini menggunakan uji korelasi dan uji regresi berganda. Temuan pada penelitian ini yang di uji dengan menggunakan uji regresi berganda menunjukkan nilai signifikansi 0.01 lebih kecil dari 0.05. Artinya, ada hubungan yang signifikan antara sifat keterbukaan, motivasi dan kemampuan membaca pada siswa kelas 11 di SMA Negeri 13 Palembang Hasil correlation coefficient menunjukkan bahwa  $r = 0,285$  menunjukkan hubungan ke tiga variable tersebut dalam katagori korelasi rendah.

**Kata Kunci:** *Sifat Keterbukaan, Motivasi dan Kemampuan Membaca.*

### **Abstract**

This study was aim to find out the correlation among openness personality, motivation and reading comprehension achievement of the eleventh grade students of SMA Negeri 13 Palembang. The problem of the study is to investigate the correlation among openness, personality, motivation and reading comprehension achievement. There were 114 students who were purposively taken as sample in this research. In collecting the data, reading comprehension achievement test, openness questionnaire and motivation questionnaire were distributed to students and analyzed statistically used correlational analysis and multiple regression. The findings show that there was a significant correlation among openness, personality, motivation and reading comprehension achievement. The data analysis shows that p value 0.01 was lower than 0.05 and Coefficient Correlation  $R = 0,285$  it pointed the correlation was in a slight category. So,  $H_a$  is accepted while  $H_o$  is rejected. Therefore, there was a significant correlation among Openness Personality, Motivation, and Reading Comprehension Achievement.

**Keywords:** *Openness personality, Motivation, Reading comprehension Achievement.*

## **INTRODUCTION**

English is regarded as a crucial topic that must be mastered. English is taught as a subject in Indonesian school from junior high school through university level and known as as a foreign language. English is a way to keep in touch foreign people and also understand English lessons but sometimes they must take a great deal to master it. Rahmi and Diem (2014) argue English as a subject that is taught

in Indonesia from junior high school until university level but sometimes English is also taught to the elementary and early childhood education. It proves from the curricula that have been applied in Indonesia. One of the aims is to find the problem that faced by the students in learning English. The result of study show that the students have the difficulty in answering the long passage of national examination test. Reading included as the one of English aspect that must be comprehend by the students. According to Clarke (2014) reading is the process to understands a written piece of language correctly, reading may be incredibly inspiring, pleasurable, and even transformative. Poulkalhor and Kohan (2013) argue Reading is a process that involves many different abilities and processes as readers interact with printed words and texts to find meaning and enjoyment.

The students at SMA Negeri 13 Palembang struggled with their English, it was found through an interview with one of the English Teacher. They lack vocabulary. When individuals read the text without understanding much of it. Second, the students' lack of interest in learning English makes them reluctant to practice speaking it while they are in class. Third, their poor grammar makes it difficult for them to comprehend the content. Fourth, they lack of prior knowledge of reading comprehension skills, which forces the teacher to their interest in reading and teach them how to do so. Fifth, the students' characteristics that make some of them interested in reading an English text and some students' not. Similarly, the preliminary investigation done by the researcher at SMA Negeri 13 Palembang, pointed out several facts related to the students' English reading skills. The Jennings Informal Reading Assessment test Jennings given to the eleventh grade students revealed that most of students' reading level was in level 2 meaning that the students' level in reading are still low although they are in the eleventh grade. In addition, the reading achievements of the students was at Poor level.

Based on the problem above, lack of motivation is included as one of the factors that make the students not interested in reading an English text. Openness, Consciousness, Extraversion, Agreeableness, and Neuroticism, or (OCEAN), are the Big Five Personalities. In this study, the researcher focuses on the personality feature known as openness, as previously discussed in relation to personality traits. According to Gocłowska (2019) Openness is generally associated with creativity, curiosity, and intelligence. An Open personality is the ability to accept and learn new experiences or ideas. It means the openness of people does not depend on one idea but they could learn new experiences, ideas and create the creativity. It will help them to be able to engage with the various characteristics of people to get the new experience and also the can express their idea or do the action in order to develop their ability to be active and creative and have a high curiosity toward the new experience. Hence, based on some problems that faced by the students in SMA Negeri 13 Palembang the researchers aim to investigate related to their motivation in learning English and also to investigate their openness personality which will influence their success in Reading Comprehension Achievement at school. Therefore, based on the problem above, the researcher will conduct a research entitled "Correlation among Openness Personality, Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of SMA Negeri 13 Palembang.

## METHOD

A quantitative study was used to conduct this research. A correlational study seeks to identify and quantify the connection between two or more phenomena. According to Fraenkel, Wallen and Hyun (2012) purposive sampling strategy in which the researchers utilize their judgment to choose a specific sample that will be representative. 114 students were chosen as the sample. Only the three classes (XI IPA1, XI IPA3, and XI IPA 3) taught by the same English teacher and used as the sample of the study. There were 3 instruments used in this research, Openness questionnaire, Motivation questionnaire and Reading Comprehension test. The writer used ready-made questionnaire for Openness questionnaire consists of 12 statements and motivation questionnaire consists of 20 statements. Meanwhile, the writer conduct an English test which consist of 50 valid questions. In analyzing the data, correlational analysis was used to find out the correlation between (1) Openness and Reading Comprehension, (2) Motivation and Reading Comprehension, (3) Openness and Motivation. Meanwhile, Multiple regression was used to find out the correlation among (4) Openness, Motivation and Reading Comprehension Achievement.

## RESULTS AND DISCUSSION

There were several results of the study that need to be discussed. The result of students' openness personality pointed out 10 students were in low category (8.9%), 55 students were in moderate category (48.25) and 49 students were in high category (42.9%). Then, the result of students' motivation pointed out there were 22 students in low category (19.3), 52 students were in moderate category (45.7%), and 40 students were in high category (35%). Therefore, the result of the students' reading comprehension pointed out 37 were in poor category (32,5%), 45 students were in moderate category (39.5%), 20 students were in good category (17.5%), and 12 students were in very good category (10.5%). It means the result of the students' openness personality, students' motivation and their reading comprehension achievement were in moderate category.

According to statistical analysis known as correlational analysis if the significance value p value (0.05) it means the data is significant. Then, multiple regression if the sig F Change was lower than (0.05) it means there were significant correlation among three variables. The result of the statistical analysis of correlation between X1 and Y, X2 and Y, X1 and X2 will be distributed in table 1 below :

Table 1. The Result of Hypothesis Testing Using Correlational Analysis

Hypotheses	Sig. (2-tailed)	Decisions
1	0.040	Ha accepted
2	0.004	Ha accepted
3	0.000	Ha accepted

The result of the multiple regression of correlation among openness personality, motivation and reading comprehension achievement will be distributed in table 2 :

Table 2. The result of hypothesis Testing using Multiple Regression

Hypotheses	Sig. F Change	Decisions
4	0.010	Ha accepted

The table 1 pointed out that the sig. (2-tailed) was lower than (0.05) it means, (1) there was significant correlation between openness personality and reading comprehension achievement, (2) there was significant correlation between motivation and reading comprehension achievement, (3) there was significant correlation between openness and motivation. Then, the result of the table 2 pointed out the significant F Change (0.010) was lower than 0.05 and Coefficient Correlation  $R = 0,285$  it means there was significant correlation among three variables and the correlation was in slight category.

First, In line with the finding of Ali and Bano (2012) found out the relationship between personality types (openness, conscientiousness, extroversion, agreeableness, and neuroticism) and reading comprehension, and as a consequence discovered a positive correlation with one of the personality types "Openness". It implies that openness include as become a crucial factor of successful reading comprehension. According to the openness questionnaire results, the majority of students fall into the moderate category, which indicates that they are generally on the moderate level. The importance of openness personality as a characteristic of the students is when the students do the activity in learning English especially in reading activity. The students who have high openness personality are easily to get new information and accept new ide. It means the students who have high openness personality tend to like reading a text book or reading a passage because they want to get a new information or idea from the reading text. In the other word the students who have high openness personality is good also good in comprehending the reading text.

Second, The result of the study showed that there was significant correlation between motivation and reading comprehension achievement of the eleventh grade students of SMA Negeri 13 Palembang. The correlation was positive and categorized as slight correlation. Then, the result of the motivation questionnaire shows that most of the students of SMA Negeri 13 were in the moderate category. Rahmi and Karkami (2015) also discovered that reading achievement and motivation were positively correlated and motivation have direct and significant impact on students' reading. Al-Khasawneh and Al-Omari (2015) argue the important factors that determine the success of learning a second or a foreign language is the motivation factor. It means the students who are highly motivated to learn English will be interested in what they are learning and want to learn more. It means, motivation as the key component to success of reading comprehension achievement.

Third, There was a significant correlation between openness and Motivation. The result of table of the Strength of Correlation Coefficient pointed out there was moderate category. Openness known as the personality that accept a new information or idea. Meanwhile, Motivation known as the willingness or desire in learning process. Openness personality and Motivation are two aspect that have the important role to influence the successful in reading comprehension. Based on this study, Openness personality and motivation of the students in SMA N 13

Palembang were in moderate category. It means the students already have a good in openness personality and motivation. These two aspect are important to help them during learning English especially comprehending the long passage of reading text. In line with this finding, according to Watjatraktul, (2016) individuals with openness are have good adaptability and creativity, as the result their capability to understand the new information and knowledge. According to Dell'erba (2016) high level of motivation becomes people's potential to perform better in doing everything. It means if the students have high openness personality it will make it easier for them to accept and get new information and with good and high motivation the students are interest to do the learning English activity especially in comprehending the reading text.

Fourth, There was a significant correlation among Openness personality, Motivation and Reading Comprehension Achievement of the Eleventh Grade Students of SMA Negeri 13 Palembang. It entails from the result of the openness personality questionnaire, motivation and reading test were the eleventh grade students in SMA Negeri 13 moderate category. These results of the questionnaire and the test influenced that there were significant correlation among the three variables. The students' openness personality of SMA Negeri 13 Palembang were of moderate level; it means they had the ability to accept and learn new experiences. They were also to learn new things and experience in their lives and they tend to be excited in learning English especially in reading. Then, The students' motivation of the eleventh grade students of SMA Negeri 13 Palembang were in the moderate category. It means most of them have a good motivation and interested in learning English skills such as reading. The students who have high motivation will be good also in comprehending the long passage of reading text.

## **CONCLUSION**

In conclusion, there was significant correlation among openness personality, motivation and reading comprehension achievement of the eleventh grade students of SMA Negeri 13 Palembang. Openness and Motivation are the two key factors that have the impact on students' success in reading comprehension. Openness is a personality trait that is recognized to accept the new ideas or information. Meanwhile, motivation is defined as the willingness in learning process. In short, motivation and an open personality are two factors that have a significant impact on reading comprehension achievement.

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