Teachers Personality on Students' Motivation in Learning English

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Abstract

This study aims to determine the effects of a teacher's personality on third-grade pupils at SMPN 3 Pallangga's motivation to learn English. There were 127 students in the third grade and 25 were chosen as sample. The research method used was random sampling. The researcher employed a questionnaire to obtain the data using a non-test technique. Linear regression was the method of data analysis employed in this study, which was conducted using SPSS Version 23. The study's findings showed that the third grade pupils' motivation to learn English was fair (0.637), depending on the teacher's personality. It showed that the motivation of the pupils increased with the personality of the teacher. The likelihood is 0.004. This indicates that the hypothesis is plausible. As a result, it can be said that the personality of the teacher has a considerable impact on how motivated the third-grade pupils at SMPN 3 Pallangga are to learn English.

Keywords: *Learning English, Teacher's personality, students' motivation*.

Introduction

The most crucial activities in education are teaching and learning. The process that can alter students' behavior, especially while learning English for a skill like speaking, can help educators reach their educational objectives, (Saiful, 2022). English as one of

introduction language that needed by the people widely around the world as at the classroom activities used among teacher and student, (Ismail, Saiful et al., 2022). It is also the same with the other skill like Listening, the teacher should improve their media to facilitate students learning to attract their motivation (Ananda, Saiful, Muhsin, 2022)

Teachers play an important role in teaching and learning, one of which is to motivate students. Students ability mostly influenced by the teachers' motivation that design the appropriate material to learn (Saiful, 2017). (Scarcella, 1992) highlight one of the most essential role of English teachers in general is a motivator, where the teachers motivate students to acquire English, in order to arouse and maintain students' interest. They offer stimulating, engaging lessons that address learners' emotional, cognitive and linguistic needs. As a motivator, they must have a good personality. As a teacher, they must demonstrate good personality to their students.

In psychology, personality refers to a person's unique set of behaviors, thoughts, and emotions, and how they interact with each other to help or impede adjustment to different people and contexts. Even though it may appear as the personality, the motivation should be continuously engaged in classroom interactions. (Ismail & Saiful, 2022)

For years, the question of what determines a person's personality has been debated, and continues to be debated. While some continue to hold extremist views on the subject, there are fewer and fewer people who claim that our human nature is restricted only by our genes, or only by our environment, Tanaka,2005. The personality is an important characteristic in its own right. It's based on what people are saying and how they behave in some situations, (Dörnyei, n.d.). As Additional by (Ebata, 2008) She said it was important to ensure that organisations got a clear understanding of the personality profiles of their candidates, as not everyone would behave exactly in all situations. This also stated by (Guilloteaux, 2008) There is usually a wide range of behaviour in the population, yet identifiable patterns which are known as personality characteristics appear among this group. These characteristics can be used to identify and understand individual differences, although they are not only broad concepts that make it easier to generalize people. Teacher is not only as "the teacher" who just perform transfer of knowledge to the students, but he/she has to stimulate the students' ability, develop alternative, and to motivate the students to study. As the teacher he/she should have good personality and as a motivator to their students, because teacher's personality can influence toward students' behavior immediately (Hamalik, 2000)

(Zafarghandi et al., 2016)   suggests that teacher's personality can affect student learning outcomes via the psychological environment of the classroom. Research indicates that the teacher motivation style plays a major role in education. (E. L. , and R. R. M. Deci, 1987) because it influence the students' ability and academic achievement (Deci and Ryan, 1987; (E. L. , V. R. J. P. L. G. , and R. R. M. Deci, 1996) Yet how is it that teachers are encouraging students in their studies? A number of researchers (e.g., Deci et al., 1981a; (Ryan, 1986) The teachers' recommendation is that they use a variety ofInterpersonal Styles to motivate the students, which may be extremely controlling or very independent and supportive. To control student learning outcomes, highly controlled teachers use rewards, threats, deadlines, etc. Teacher's behavior can give influence toward students'

motivation in learning directly and indirectly, either positive or negative effect (Muhammad Surya, 2003). In line with the statement (Kikuchi K, 2009) stated that teacher's behavior means teacher's personality which includes teacher' style, capable to present material and explain clearly and accurately, always on time, familiar, polite, honest, etc. (Wigfield, 2004) stated that It should be pointed out that teachers can help to develop a personality trait of self motivation, which is useful both in academic and other activities, by allowing pupils to use effective motivational strategies while at the same time giving attention to these principles. (Csizer, 2005) stated the personality of the teacher does not often provide motivation to students in their teaching and learning, particularly when they learn English. Sometimes a student doesn't like studying English and thinks that studying English just makes him confused or complicated, so he's lazy to study English. All of it are caused by the teacher that shows bad personality to the students, such as the teacher always come late, explain material unclearly and inaccurately, unfamiliar, wants his/her students to be polite and honest (whereas himself/herself is impolite or dishonest), or does not involve the students in the teaching and learning process, etc.

In this case, motivation is some kind of inner drive that's driving somebody to do something. There are many theories of motivation which stress the fact that we have conscious motivations as well as subconscious ones. In evolutionary psychology, the "ultimate", unconscious motivation may be a cold evolutionary calculation, the conscious motivation could be more benign or even positive emotions. For example, while it may be in the best interest of a male's genes to have multiple partners and thus break up with or divorce one before moving onto the next, the conscious rationalization could be, "I loved her at the time". Another example of motivation is when we see what we want to do and if the goal seems particularly promising, then we are motivated more than ever to make it happen. The motivation cycle can be viewed as a phenomenon whereby thoughts influence actions and behaviors, which is to say that they drive performance. The performance has an impact on the thinking, and cycles are cyclical. Each aspect has a number of divergent dimensions in which attitudes, beliefs, intentions, effort and withdrawal have an impact on the extent to which one is motivated.

Language We could use a distinction between shortterm and long term goals for motivated learners, the ones who see different kinds of objectives. Something to do with the idea of getting a better job at some point in the future, or wanting to talk to members of your target language community might be what leads to longer term goals. Short term goals could be something like, 'I want to pass the semester end exam or finish a unit in my book, (Lightbown, 2003).

Further, According to the assumption that motivation for performance stems from a way in which broad elements of personality are directed towards achieving success, achievement motivation is an integrative perspective. Consequently, it includes a wide range of dimensions that are relevant to an individual's success in employment but which do not normally form part of performance motivation. In particular, emphasis on performance aims at incorporating previously disparate approaches that are necessary in order to achieve a desired result, for example through societal reasons such as dominance. The personalities are intimately associated with motivation for performance and

achievement, including such features as the ability to tolerate risk, fear of failure, etc. On the basis of this description, a research question has been developed for how teachers personality affects students' motivation to learn English in third level SMPN 3 Pallangga?

Method

This research was conducted using the descriptive method. The data were processed, interpreted, and concluded. Third grade students of SMPN 3 Pallangga were part of the research population. The class consisted of 25 students, with seven classes. 'Cause there was only one class of 20 students recommended by the teacher. This means that in this study, all students in one class, namely IX 1 in third grade students of SMPN 3 Pallangga, were taken as a sample. Random sampling techniques have been used to take the sample. The researcher used a questionnaire to collect data for the purpose of obtaining this information. Questionnaires concerning the personality of teachers and a questionnaire about student motivation were both instruments. In one table, the questionnaire on the personality of the teacher and the motivation of the students was combined, and it was divided into sections A. The researcher used a non test method, where the questionnaire was used, in order to obtain valid data. In this questionnaire, the researcher arranged the list of statements and gave to the respondent (students). The researcher also gave instructions to answer the questions. The questionnaire in this research about: Teacher's personality was given to the students and measured by student perception. In teacher's personality (variable X) consisted of 3 aspects and 9 sub aspects, 16 indicators, 37 statements, and 5 options number for opinion were categorized in measuring scale: 1. very poor, 2. poor, 3. fairly, 4. Good, and 5. categorized as very good. Student's motivation was given to the students, which the instrument was expanded by the researcher based on indicator of learning motivation. In students' motivation (variable Y) consisted of 5 aspects and 11 sub aspects, 11 statements, and 5 options number for opinion were categorized in measuring scale: 1. very poor, 2. poor, 3. fairly, 4. Good, and 5. categorized as very good. To answer the previous problem statement and hypothesis, technique of data analysis used in this research was analysis of regression (Linear Regression) by using *Software SPSS 23*. This technique generally is intended to find out the correlation between independent variable (X) toward dependent variable (Y) and to know the significant effect variable X (teacher's personality) toward variable Y (students' motivation). Afterwards, to find out whether the data were normal or not, test of normality was conducted in this research.

*Table 1. Classifying the interpretation of **r** score*

Interval of Coefficient	Level of Correlation

0.80 – 1.000	Very Good
0.60 – 0.799	Good
0.40 – 0.599	Fairly
0.20 – 0.399	Poor
0.00 – 0.199	Very Poor

Results

1. Respondents' Perceptions toward Variable of the Research

This research covered two components in English learning process. The personality of the teacher was a factor, followed by students' motivation. Teacher's personality was independent variable (X), meanwhile students' motivation was dependent variable (Y). A total of 25 students took part in this study. That means that questionnaires have been sent to 20 students for their answers. The researcher managed the instrument, where research was given twice a fortnight to students in order to understand the answer of the question posed by the previous chapter. The first week, the researcher gave 14 questionnaires to 11 students (respondent). In the next week, the research performed in the same way, where the researcher gave 12 questionnaires to 10 students (respondent), and all of questionnaires were filled completely, so there were 25 data were suitability test. It was conducted to know about respondents' perceptions toward variable of the research. In this case that, In this study, students were the respondents who expressed their views on teacher personality and student motivation. Further, to know respondents' perceptions toward teacher's personality (X) and students' motivation (Y), it can be shown by the following table:

Table 2. Frequency Table of Respondents' Perception toward Teacher's Personality

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No.	Score	Frequency	Percent (%)
1.	168	1	4.0
2.	169	1	4.0
3.	175	1	4.0
4.	177	2	8.0
5.	179	4	16.0
6.	180	5	20.0
7.	181	2	8.0
8.	182	3	12.0
9.	183	2	8.0
10.	184	2	8.0
11.	185	2	8.0
	Total	**25**	**100.0**

Based on the above table, it can be seen in number 168, 169, and 175 (See column 1), where the frequency is 1 (See column 2. frequency). It means that there was only 1 student had 168 score, 1 student had 169 score, and 1 student had 175 score. Number 177, 181, 183, 184, and 185 have 2 frequencies, means that there were 2 students had 177score, 2 students had 181 score, 2 students had 183 score, two students had 184 score, and two students had 185 score. Number 182 has 3 frequencies, means that there were 3 students had 182 score. Number 179 has 4 frequencies, means that there were 4 students had 179 score, and number 180 has 5 frequencies, means that there were 5 students had 180 score. Therefore, it can be concluded that the most frequency was 180, where there were 5 students had 180 score. It indicated that, students' perceptions toward teacher's personality were good.

For frequency of students' motivation can be shown by the following table:

Table 3 Frequency Table of Respondents' Perception toward Students' Motivation

No.	Score	Frequency	Percent (%)
1.	31	1	4.0
2.	33	2	8.0
3.	36	1	4.0
4.	37	1	4.0
5.	38	1	4.0
6.	40	3	12.0
7.	43	1	4.0
8.	44	1	4.0
9.	45	1	4.0
10.	47	2	8.0
11.	48	2	8.0
12.	49	1	4.0
13.	50	2	8.0
14.	52	3	12.0
15.	55	3	12.0
	Total	**25**	**100.0**

Based on the above table, it can be seen in number 31, 36, and 37, 38, 43, 44, 45, and 49 (See column 1), where the frequency = 1 (See column 2. frequency). It means that there was only 1 student had 31 score, 1 student had 36 score, 1 student had 37 score, 1 student had 38 score, 1 student had 43 score, 1 student had 44 score, 1 student had 45 score, and 1 student had 49 score. Number 33, 47, 48, and 50 have 2 frequencies, means that there were 2 students had 33 score, 2 students had 47 score, 2 students had 48 score, and 2 students had 50 score. Number 40, 52, and 55 have 3 frequencies, means that there were 3 students had 40 score, 3 students had 52 score, and 3 students had 55 score. Therefore, it can be concluded that the most frequencies were 40, 52, and 55, where there were 3 students had 40, 52, and 55 score.

2. Normality Test of the Data

In the previous chapter discussed about test of normality, which is intended to

know whether the data are normal or not, so test of normality was conducted in this result of the research as the following table:

Table 4. Normality Test of Data

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher's Personality	.228	25	.200*	.854	25	.200*
Students' Motivation	.138	25	.200*	.943	25	.175

Based on the above table, it can be seen in the first column (See Column Shapiro-Wilk for teacher's personality), where Shapiro-Wilk score = 0.854, and the probability (Sig.) = 0.200, means 0.200 > 0.01.

For the data of students' motivation can be seen in the first column (See Column Shapiro-Wilk), where the score = 0.943, and the probability (Sig.) = 0.175, means 0.175 > 0.01. Therefore, it can be concluded that both data of teacher's personality and students' motivation were normal.

3. The Result of Linear Regression of The Effect of Teacher's Personality toward Students' Motivation in Learning English

The study was carried out in third grade students from SMPN 3 Palangga to investigate the effect of teachers personality on student motivation for learning English. To find out the result of the data analysis, the researcher used formula as the previous discussion in technique of data analysis. To this aim, A linear regression analysis was conducted in relation to teacher personality and student motivation. This technique is intended to know the effect between teacher's personality (X) toward students' motivation (Y) in learning English, whether very good, good, fairly, poor, or categorized as very poor and to find out the significant effect between variable X (teacher's personality) toward variable Y (students' motivation). To find out the result of data analysis by using Linear Regression can be shown by the following table:

Table 5. In learning English, teachers have a psychological effect on students' motivation

No.			Students' Motivation	Teacher' Personality
1.	Pearson Correlation	Students' Motivation	1.000	.548
		Teacher' Personality	.548	1.000
2.	Sig. (1-tailed)	Students' Motivation		.002
		Teacher' Personality	.002	
3.	N	Students' Motivation	25	25
		Teacher' Personality	25	25

Based on the above table indicated that the effect of teacher's personality toward students' motivation in learning English at the third grade students of SMPN 3 Pallangga was fair where the correlation score, both teacher's personality and students' motivation have the same sore (0.548). This means that in the third grade SMPN 3 Pallangga students, there has been a difference between teacher personality and student motivation to learn English. It was concluded that the higher level of a teacher's personality made his students more motivated. Therefore, the teachers are expected to have good personality, not just skill, discipline, diligence, but is the most important to have characteristics personal, like honest, friendly, patient, objective, etc.

Afterwards, to find out the significance effect between teacher's personality toward students' motivation in learning English at the third grade students of SMP 3 Pallangga based on the findings both teacher's personality and students' motivation have the same probability score (P), where the probability (P) = 0.002, means 0.002 ≤ 0.05. So the hypothesis can be concluded to be reasonable, or there is an important effect of a teacher's personality with students on their motivation for studying English in SMPN 3 Pallangga.

Conclusion

On the basis of the previous findings and the discussion of the data analysis, the researcher concludes that the effect of the teacher's personality on the students' motivation to learn English in the third grade of SMPN 3 Pallangga was fair.0.548). Teachers' personality affects students' motivation to learn English in third grade SMPN Pallangga, it shows that the higher a teacher's personality is, the greater his or her pupils' motivation. Third grade students at SMPN 3 Pallangga are influenced significantly by the personality of their teacher in terms of student motivation to learn English (The probability = 0.002). Teacher's personality is needed in teaching and learning process

anywhere, not just in learning English, but also in another lessons for the sake students' learning achievement.

Acknowledgement

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