



The Influence of Teachers Personality on Students Motivation in Learning English in West Papua: Based on University Students Perspective

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Abstract

The purpose of this study is to determine how the personality of the teacher affects students' motivation to learn English. This research applied quantitative research with the total sample was 74 students. The research instrument was in the form of questionnaire data which were divided into 2 parts, the first was the respondent's perception of motivation in learning which consists of 15 items. The second was the respondents' perceptions of teachers' personality which consists of 25 items. The data is collected and analyzed the data obtained therefore it can be used to answer the problems that have been raised. The verified data was then scored using Likert Scale in Microsoft Excel. This research is based on a 5-point Likert-type scale including (always), (often), (sometimes), (seldom), and (Never). The information is gathered and analyzed so that it may be utilized to address the issues that have been brought up. In June 2023, data collecting was completed. The findings demonstrated the impact of the teacher's personality on the motivation of the pupils to learn English. This study's key finding is that students are more motivated to learn English when their teachers have positive personalities. The findings of this study provide evidence that teachers should develop their character since it has an impact on student motivation, which improves student accomplishment. Additionally, the personality of the teacher may be used to predict students' willingness to learn English.

Keywords: *Teacher personality, Students motivation, Learning English.*

Introduction

Learning a new language can be challenging, and motivation plays an important role in keeping students engaged and interested in the learning process. A teacher's personality can have a significant effect on a student's motivation to learn English as a Foreign Language (EFL). When talking about foreign language education, almost all scholars agree about the fact that "motivation is a crucial affective factor for students' success or failure in learning in general and in acquiring other languages in particular" (Naima, 2013). Motivation affects students' language proficiency and shows that the personality of foreign language teachers and their teaching style affects students' language motivation (Djigić, et al., 2014). Motivation is essential for successful language learning as it helps students maintain the effort and perseverance needed to learn a new language. Motivated students are more likely to actively participate in the classroom, interact with the material, and practice the language outside of the classroom. Because a high level of motivation is correlated with better language proficiency, better academic achievement, and increased confidence in using the language.

Personality is the nature that influences an individual's attitudes and behavior. A teacher's personality can have a significant impact on students' motivation to learn English. Research has shown that students are more motivated to learn when they feel their teachers are friendly, supportive, and empathetic. Teachers who have a positive attitude toward their students, demonstrate a genuine interest in student progress, and provide timely feedback can help create a supportive learning environment that fosters learning, motivation for students. The presence of an English teacher with a good personality will certainly be very favorable for improving students' knowledge in the learning process (Muinuddin et al., 2022). One implication of their study is that the better the teacher's personality, the higher the student's motivation to learn English. Evidence from their research shows that teachers need to improve their personality as it affects student motivation, which in turn boosts student achievement. For this, we can say that the teacher is the main actor in the learning process. Therefore, teachers have a key role in building students' personality (Sayani, 2015). On the other side, pupils may become less motivated by professors who are seen as distant, uninterested, or unduly critical. Students who struggle with language acquisition or who have poor self-esteem may be particularly harmed by negative teacher behaviors.

Teachers with character have contributed enough to the success of education, especially in learning activities (Kheruniah, 2013). And significantly affect the training of private students. In addition to encouraging students to be enthusiastic about learning. The learning process carried out by enthusiastic teachers will be passed on to the students. Teachers with good character skills can help teachers convey material well and can provide a holistic understanding to their students (Lukman, et al., 2020). Many students are excited, enthusiastic and happy to learn with their teachers because of the good and interesting teacher's personality. But on the contrary, there are also students who are bored, lazy, apathetic, sleepy, noisy, because the teacher's personality is not good, not interesting. Learning motivation can arise when a student responds well to a teacher, especially regarding his personality. Positive emotions, dynamism and friendly attitude of EFL teachers; a positive and fun classroom atmosphere; and positive mutualistic relationships with peers have a great influence on students' academic development (Shima, et al., 2020). Research results of (Alrishan, et al., 2022) show that teacher's personality greatly affects students' motivation to learn English and also shows that English learning motivation can be predicted through teacher's personality. Teachers play an important role in increasing or decreasing student motivation (Mastoor, 2013).

The personality of the teacher makes an important contribution to the language proficiency of the learners (Dost, et al., 2017). The purpose of this study is to ascertain how the personalities of instructors affect students' willingness to learn English. The current study makes the assumption that a teacher's job is to provide a pleasant and productive learning environment in addition to teaching students language skills. This is crucial for EFL instructors since learning a foreign language is frequently accompanied by unfavorable feelings. Therefore, it is preferable to employ teachers who are upbeat and organized over those who are weak or emotionally troubled.

Method

This research applied quantitative research with the total sample was 74 students. The research instrument was in the form of questionnaire data which were divided into 2 parts, the first was the respondent's perception of motivation in learning which consists of 15 items. The second was the respondents' perceptions of teachers' personality which consists of 25 items. The data is collected and analyzed the data obtained therefore it can be used to answer the problems that have been raised. The verified data was then scored using Likert Scale in Microsoft Excel. This research is based on a 5-point Likert-type scale including (always), (often), (sometimes), (seldom), and (Never). In June 2023,

data collecting was completed. They were requested to write their name, SRN, faculty name, and department name for the data collecting session. Following that, they completed the Google form questionnaire. The study's goals were taken into consideration when tabulating, analysing, and interpreting the data. Using descriptive and inferential statistics, the data were examined. All data were analysed using Microsoft Excel once the questionnaire data had been gathered.

Finding and Discussion

The data from the research results consisted of two variables, namely the independent variable was the teacher's personality and the dependent variable was student motivation. This variable was measured using a questionnaire distributed to 74 respondents.

a. Teacher personality

Table 1. Teacher Personality Frequency Distribution

No	Criteria	Frequency	Percentage
	Always	1055	57%
	Often	534	29%
	Sometimes	194	10%
	Rarely	52	3%
	seldom	15	1%

The table shows that more respondents selected "always" for the teacher's personality being presented as a learning motivator. According to the aforementioned table, 57% of participants always select one of the 25 statements that best describes the teacher's personality when instructing a class. These include the inspiration the instructor provides when teaching, the manner in which the subject is presented, the teacher's appearance while teaching, and the teacher's attitude while teaching. The fact that 29% of respondents selected "often" indicates that they believe a teacher's disposition is not always pleasant and good when they are instructing. Another 10% of respondents who selected "sometimes" believe that while teachers sometimes conduct professionally, they also occasionally act ineffectively. The remaining 3% who select "rarely" are individuals who really infrequently get to see an excellent teacher's personality in action whether instructing in or out of the classroom. The other 1%, on the other hand, are students who have never had a satisfactory response to a topic or opinion they have raised in class.

b. Students motivation

Table 2. Student Motivation Frequency Distribution

No	Criteria	Frequency	Percentage
	Always	491	44%
	Often	341	31%
	Sometimes	204	18%
	Rarely	47	4%
	seldom	27	3%

The table shows that more respondents selected "always" for the student's presentation of motivation for studying English. 15 statements in the table above that describe student motivation were selected as "always" by 44% of participants. These statements include: how intently students listen to the teacher as they explain the material, how much they care that they get good grades, how actively students participate in class, and how well-intentioned they are when completing assignments or exams. 31% of those who select "often" are often less motivated to complete assignments. Another 18% of respondents who selected "sometimes" are those who occasionally have strong drive for studying but occasionally lack it. For the other 4%, who hardly ever make a decision, researching motivation is a very unusual occurrence. The other 3% of pupils are those that lack enthusiasm to complete the duties set by the teacher.

This study investigates the motivational impact of teachers' personalities. The findings of this study suggest a strong correlation between instructor personality and student motivation. In other words, research seems that a good teacher's personality correlates positively with students' enthusiasm to study. It will be simpler for teachers with positive personalities to support the growth of students' learning motivation. teachers that never give up when dealing with a student's mistakes or failure to learn. They therefore have pupils that are more driven to learn and finish their homework. These findings support earlier research that demonstrates a positive relationship between a good teacher's personality in the classroom and students' enthusiasm to study. For instance, (Alrishan, et al., 2023) found that the teacher's personality had an impact on students' willingness to learn English in their study of *The Impact of the Teacher's Personality on the willingness of Learning the English Language*. The outcomes also shown that the personality of the instructor may be used to predict student motivation for learning English.

According to Van der Kleij's 2019 study in Germany, which polled 209 German instructors and 4,672 pupils, there were significant variances in teaching quality because of the characteristics of the teachers. Cognitive ability, personality, professional expertise, dependability, and teaching zeal are among the traits of instructors listed. Other research' findings indicate that personality factors have a more favorable effect on students' opinions of learning English. The teacher's job is to inspire students, demonstrate empathy for their situation, and offer spiritual support from other consciousnesses in addition to imparting scientific knowledge. Because of this, it is crucial to raise the caliber of instructors, particularly in terms of their personality, which is the most fundamental component. This is because technological advancement has opened up a wide range of exciting opportunities for continuing education. While the teacher's personality is more concerned with character development than information acquisition. The future generation must be prepared by teachers in the digital age in order to be better, smarter, and more advanced (Munthali et al., 2018).

The results of the study on the relationship between instructor personality and student motivation are consistent with those of other researchers who conducted almost identical investigations in different contexts. For instance, Zarabian et al. (2015) found a significant relationship between teacher personality types and performance motivation in students and student achievement motivations in their study on the relationship between teacher personality types and achievement motivations of high school third graders. They concluded that a teacher's personality consisted of desirable and undesirable traits that could contribute to changes in students' motivation to learn. In another study, Jahangiri (2016) found a significant relationship between teachers' personality in the use of classroom management strategies and students' learning motivation. In summary, this study supports the notion that student enthusiasm to learn English increases in direct proportion to the quality of the teacher's personality. The results of this study provide evidence that teachers should develop their character since it has an impact on student motivation, which improves student achievement.

Conclusion and Suggestion

Based on the findings, it can be said that teachers who can establish themselves as genuine educators in the classroom will be successful in inspiring their charges to learn. Additionally, it may be inferred that student motivation for learning may be influenced by the teacher's personality. Teachers are better able to boost students' interest in learning and encourage their students when traits

like competence, obedience, discipline, and thoroughness are more prevalent in them. Overall, teachers can engage with students more effectively and increase their motivation and interest in learning if they possess more dominating and positive traits.

This study's key finding is that students are more motivated to learn English when their teachers have positive personalities. The findings of this study provide evidence that teachers should develop their character since it has an impact on student motivation, which improves student accomplishment. The author makes a number of recommendations, including the following: (1) Maintain the teacher's personality capacity because what is taught to students is reflected in the silhouette of the teacher; (2) Maintain the quality of teachers by organising training courses; and (3) Maintain student motivation to maximise learning outcomes.

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