



The Correlation between Teachers' Personality and Students' Motivation in Learning English

Mutmainna Muinuddin M Dyah¹, Mustakim², Ismail³

¹(English Education Department, Student of Universitas Muhammadiyah Enrekang, Indonesia).

²⁻³(English Education Department, Universitas Muhammadiyah Enrekang, Indonesia).

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CORRESPONDENCE:

Mutmainna Muinuddin M Dyah

innamuhammadiyah@gmail.com

Universitas Muhammadiyah
 Enrekang, Indonesia

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ABSTRACT

This research examined the correlation between teacher's personality and students' motivation in learning English. The research population consisted of all second grade of SMAN 2 Enrekang. A total of 66 students were selected as sample to Stratified random method. The data collection tool was teacher personality and students' motivation questionnaires. The indicators of teacher personality were adapted from the Minister of National Education Regulation of the Republic of Indonesia Number 16 (2007) regarding standards of academic qualifications and teacher competencies and the indicators of student motivation were instrumental and integrative motivation. The expert validation was used in this research. The data analysis technique used the product moment correlation formula. The result showed the significance (2-tailed) value of the teacher personality and student motivation variables were at $0.000 < 0,05$ and had a degree of relationship 0.832 (very strong correlation). This research has shown that teacher personality was correlated with students' learning motivation.

KEYWORDS

Teacher personality, student motivation, English learning, correlation study, EFL context

INTRODUCTION

During pandemic era, the government has been allowing schools to carry out the learning process at home or online class. To help the online learning process, many applications are implemented for teachers. There are zoom, google meet, google classroom (Masnur & Ismail, 2021), and even the school's default site itself (Ismail, 2019). Therefore, teachers required to provide interesting learning process and easy to understand although far away from each other.

English in Indonesia is bound to be instructed and educated distinctly as an unknown dialect. This suggests that, as opposed to during ordinary discussion, learning and encouraging English happens mostly in study halls. This is what makes EFL teachers have a challenge to teach English. Sheridan (2011) analyzed contrasts between EFL instructors as far as different mental, social and individual qualities like knowledge, disposition, sexual orientation or age. Notwithstanding, among singular contrasts, character (Ismail, 2018) is regularly viewed as perhaps the main

fundamental attributes that can firmly foresee human conduct in different social, instructive and proficient fields.

The learning is a process of activities to change the behavior of learning subjects. Changes in behavior can be seen from the subject of learning to be creative. Creativity in learning does not just happen but is influenced by the internal and external factors. Someone will be successful and creative in learning, when there is an intention to learn. This intention is called motivation. Uguroglu and Walberg (2016) stated that in all fields of human endeavour, motivation is necessary for learning and achievement. Motivation and instructive achievement are emphatically related at all phases of tutoring, rudimentary to school, as communicated in the evaluation point normal.

Recently, the government has been providing a policy not to do learning in schools but to do online classes. This was done in an effort to prevent the spread of COVID-19. By carrying out online learning, students are still required to be active like when learning at school. In reality, many students were not very active in this online learning process. They were only active in certain subjects. The researcher made observations by looking at the percentage of student attendance in several subjects at XI MIPA 5 class in SMAN 2 Enrekang. The observations showed that in sports subjects, the percentage of students who attended was 90%, mathematics subjects were 80% and English subjects were 83% (Data from SMAN 2 Enrekang).

There are several research showing how important teacher personality and how teacher personality can influence both student motivation and student achievement. According to Darajat (as cited in Rohmah, B.A, 2017) the teacher personally has a very large contribution to the success of education, especially in learning activities. In other research showed the teacher's personality competence fundamentally affected understudy accomplishment (Darajah, N. R., & Hadijah, H. S, 2016). According to Sumantri, B. A., Idi, A., & Nurlaila, N. (2019) there is a strong and significant correlation between

the teacher's personality competence to student achievement.

The existence of motivation in the learning process is an important factor that will affect all aspects of learning. Motivated students will show their interest in learning activities and have cognitive and affective strategies in completing the tasks given to them (Wahyuni, E. N, 2009). According to Al-Ta'ani, H. M. (2018) in recent decades, the motivation of EFL (English as a Foreign Language) students has gotten substantially more consideration and the meaning of motivation has been seen by numerous instructive analysts as a pivotal factor influencing the success or failure of students in any instructive stage, particularly in learning a foreign language.

In several previous studies, it can be seen how important the teacher's personality and student motivation are in the learning process. There are some researches talk about the teacher's personality, but most of them only focus on teacher personality and student achievement, despite the fact that motivation is one of the elements that can uphold understudy accomplishment. On the other hand, in the aspect of teacher personality, the teachers assess theirself, hence the results obtained may only be to maintain self-esteem as a teacher.

In reviewing the literature, the researcher is encouraged to conduct research on teacher personality and student motivation and use samples only for students. This examined to see whether there is correlation between's them. This was accomplished so it can be taken into consideration by teachers and students in developing their personalities and motivations that will further support the achievement of educational goals. This research set out with the aim to find out whether to found out the correlation between the teacher's personality and students' motivation in learning English of the second grade at SMAN 2 Enrekang in the academic year 2021/2022.

METHODOLOGY

The type of this research was correlational research. Correlational research is research that expects to decide the degree of relationship between two factors, without making any changes to the data that has been obtained (Arikunto, 2010, p. 4). This examination utilized a quantitative methodology. Examination with a quantitative methodology is research as numbers and prepared utilizing measurable investigation (Sugiyono, 2013, p. 7) to find out the significant correlation between teachers' personality and students' motivation of the second grade at SMAN 2 Enrekang in the Academic Year of 2020/2021. Motivation is a matter that is very influential in determining and taking actions that can encourage someone to do something according to their wishes to achieve their goals. Teacher's personality is an important aspect in conducting the learning process. If the teachers have a good personality, the learning process will be success (students are motivated in learning process).

The research instrument was in the form of questionnaire data which were divided into 2 parts, the first was the respondent's perception of the teacher's personality that made up of 15 items. The second was the respondents' perceptions of learning motivation that made up of 10 items. The data

is collected and analyzes the data obtained therefore it can be used to answer the problems that have been raised. The verified data was then score using **Likert Scale**. To find out the level of teacher personality and student motivation, the results of the scoring be classified. The score classified into 5 intervals, then the width of the interval was $60:5 = 12$. Interval Score for Student Motivation was also classified into 5 intervals, then the width of the interval is $40:5 = 8$. The gathered information were examined utilizing a Pearson Product Moment Correlation by SPSS V.25.

RESULT AND DISCUSSION

Results

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 60 respondents.

a. Teacher Personality

Based on the data obtained from a questionnaire distributed to 66 respondents, the highest score was 74 and the lowest score was 52. For more details, see the following table.

Table 1. Teacher Personality Frequency Distribution

NO	Score	Frequency	Percentage
1.	63 - 75	20	30,3%
2.	51 - 62	46	69,7%
3.	39 - 50	0	0%
4.	27 - 38	0	0%
5.	15 - 26	0	0%

It was apparent from this table that the frequency of teacher personality variable was in the interval 51-62 for 46 students (69,7%). Therefore, researcher concluded the personality competence of the English teacher at SMAN 2 Enrekang was in the high category.

b. Student Motivation

The overall response from a questionnaire distributed to 66 respondents, the highest score was 50 and the lowest score was 31. For more details, see the following table.

Table 2. Student Motivation Frequency Distribution

NO	Score	Frequency	Percentage
1.	42 – 50	39	59,1%
2.	34 – 41	25	37,81%
3.	26 – 33	2	3,09%
4.	18 – 25	0	0%
5.	10 – 17	0	0%

Table 2 showed that frequency of student motivation variable was in the high 42-50 interval for 39 students (59,1%). Therefore, researcher concluded that the student motivation of the second-grade students of SMAN 2 Enrekang was in the strongly motivated category.

c. The Correlation between Teacher Personality and Student Motivation

1) Normality Test

The reason for the normality test is to decide if the independent variable and dependent variable have an ordinary impact or not. The measure for testing for normality is in the event that the worth is more modest than the importance level worth of 0.05, the connection between the autonomous variable and the reliant variable is typical. The outline aftereffects of the ordinariness test are introduced underneath:

Table 4.3 Normality Test-

One-Sample Kolmogorov-Smirnov Test	
	Unstandardized Residual

N		66
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.38990081
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.075
Test Statistic		.086
Asymp. Sig. (2-tailed)		.200 ^{c,d}

The results of the normality test showed that the significance was $0.200 > 0.05$. It was apparent from this table that distribution of research data was normal.

2) Linearity Test

The purpose behind the linearity test was to decide if the independent variable and the dependent variable have a straight impact or not. The reason for the choice is if the worth Sig. deviation from linearity > 0.05 , at that point there is a straight connection between factors, while if the worth Sig. deviation from linearity < 0.05 , there is no direct connection between factors. The consequences of the linearity test can be found in the accompanying table.

Table 4 Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Student Motivation * Teacher Personality	Between Groups	(Combined)	969.479	16	60.592	12.431	.000
		Linearity	837.062	1	837.062	171.731	.000
		Deviation from Linearity	132.417	15	8.828	1.811	.060
	Within Groups		238.839	49	4.874		
	Total		1208.318	65			

The table above illustrated that the Sig. deviation from linearity value was $0.060 > 0.05$. The test revealed that there was linear

relationship between data distribution of teacher personality and student motivation.

3) Homogeneity Test

The homogeneity test is a trial of whether the differences of at least two circulations are equivalent. The homogeneity test is generally utilized as a necessity in the free examination until the T test and Anova. The reason for dynamic is that if the importance esteem is > 0.05 , the information dissemination is

homogeneous, while if the importance esteem is < 0.05 , the information conveyance isn't homogeneous. Table 4.5 showed that data distribution was homogeneous with the Significance was $0.631 > 0.05$. The aftereffects of the homogeneity test can be found in the accompanying table.

Table 5. Homogeneity Test

ANOVA					
Student Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.556	16	.222	.845	.631
Within Groups	12.883	49	.263		
Total	16.439	65			

4) Correlation Test

The correlation test plans to decide the degree of closeness of the connection between factors. this relationship can appear as sure and negative. the reason for dynamic is on the off chance that the importance esteem < 0.05 , the variable has a connection, while assuming the importance value > 0.05 , the variable has no relationship. The aftereffects of the relationship test can be found in the accompanying table.

Table 6, the sig (2-tailed) value of the teacher personality and student motivation variables were at $0.000 < 0.05$. Therefore, the researchers concluded that there was a correlation between the two variables. According the degree of correlation level (table 3.7) teacher personality and student motivation had a degree of relationship 0.832 (very strong correlation).

Table 6. Correlation Test

Correlations			
		Teacher Personality	Student Motivation
Teacher Personality	Pearson Correlation	1	.832**
	Sig. (2-tailed)		.000
	N	66	66
Student Motivation	Pearson Correlation	.832**	1
	Sig. (2-tailed)	.000	
	N	66	66

Discussion

a. Teacher Personality

The overall response from a questionnaire distributed to 66 respondents, the research showed that the personality competence of the English teacher was in the high category with a percentage of 69.7%. The presence of an English teacher who has a good personality will certainly be very supportive of increasing the knowledge of students in the learning process. The average mean score of the results from the questionnaire can be seen in the table 7.

Table 7. Average mean score for teacher personality

NO	Indicator	Mean	Teacher personality Level
1.	Acting in accordance with Indonesian national religious, legal, social and cultural norms.	4,18	High
2.	Presenting themselves as honest individuals, noble and exemplary for students and the community	4,08	High
3.	Presenting themselves as a person who is subjective, mature, and steady	4,11	High
4.	Demonstrates a work ethic, high responsibility, pride in being a teacher, and a sense of trust self	3,97	Moderate

5.	Uphold the code of ethics of the teaching profession.	4,28	High
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- a. Acting in accordance with Indonesian national religious, legal, social and cultural norms.

According to the indicator of acting in accordance with Indonesian national religious, legal, social and cultural norms, consisted of three statements (numbers 1, 2 and 3) showed an average value of 4,18 (high). The result of this research was supported by theory by Brekelmans, et al (as cited in Brok, 2005) explained that there are several reasons to pay attention to teacher behavior. First, this behavior is a major component in the classroom and many teachers have experience in the classroom. Second, research has shown that teachers' behavior is related to student achievement and motivation in all subjects.

- b. Presenting themselves as honest individuals, noble and exemplary for students and the community

This indicator consisted of three statements (numbers 4, 5 and 6) showed an average value of 4,08. This research has shown that teacher personality of English teacher of SMAN 2 Enrekang in presenting themselves as honest individuals, noble and exemplary for students and the community indicator were high. This was also in line with research conducted by Rahayu, S. A. P. (2019), namely students prefer the personality of a teacher in implementing the learning process. Students are very motivated and will be even more when they like and love the figure of their teacher who has a good personality, when students have liked and loved their teacher, they will also love their learning which can then create motivation in students to try to study hard because of their interest in a person.

- c. Presenting themselves as a person who is subjective, mature, and steady

Statements related to this indicator were three statements (numbers 7, 8 and 9) showed an average value of 4,11. This research showed that teacher personality of English teacher of SMAN 2 Enrekang in

presenting themselves as a person who is subjective, mature, and steady indicator were high. The results of other studies prove that the appearance of the teacher's personality will have more influence on children's motivation and enthusiasm in participating in learning activities (Holidah, 2010).

- d. Demonstrates a work ethic, high responsibility, pride in being a teacher, and a sense of trust self

According to the indicator of demonstrates a work ethic, high responsibility, pride in being a teacher, and a sense of trust self consisted of four statements (numbers 10, 11, 12 and 13) showed an average value of 3,97. The result of this investigation showed that teacher personality of English teacher in SMAN 2 Enrekang were high. In accordance with the present results, previous studies have demonstrated that there was a positive and significant relationship between self-confidence in teachers and learning motivation in street children. This makes the teacher's self-confidence closely related to increasing the motivation to learn in street children. (Amalina, C. D., Mawarpury, M., & Rachmatan, R., 2013).

- e. Uphold the code of ethics of the teaching profession.

This indicator consisted of two statements (numbers 14 and 15) showed an average value of 4,28. This indicator were the highest among all the indicators. This research results supported evidence from previous observation conducted by Mulyana (2017) which showed that, the better the professionalism of a teacher, the better the quality of the teaching and learning process at the school. On the other hand, how a teacher directs and guides students in fact has a very big part in the success of students in completing their assignments and obligations. In other words, there is an effect of teacher leadership style in increasing student motivation.

As illustrated in table 7, The highest aspect was in the fifth aspect (Uphold the code of ethics of the teaching profession) with mean 4,28. The results of research by Dorney (2001) which stated that teacher personality affects their effectiveness in motivating students to learn seemed to be in line with the results of this research. In this research, it was found that teacher personality competence has a positive relationship with student learning motivation, meaning that a teacher who has professional personality competence will be able to motivate students to learn effectively. When connected with the learning process proposed by Skinner in Sri Esti (2002) that teacher behavior can be an external motivation for students, the results of this study support this opinion. Based on the results of this research, it can be concluded that teachers who have good personality competencies or can also be called teachers who a competent in personality will be able to show pedagogical behavior as role models for their students and will be able to effectively motivate students in learning.

2. Student Motivation

In learning English, according to Brown (2000) there are two types of motivation namely instrumental and integrative motivation. Instrumental motivation is the motivation that is related to someone's needs in the future such as their careers or their achievements. On the other hand, integrative motivation is the motivation that is created in learning a second language to increase someone's skill and the need that have to be learned because important to their community or society. The result research showed that the student motivation in learning English was in the strongly motivated category with a percentage of 59,1%. The value distribution of the results from the questionnaire can be seen in the following table.

Table 8. Average mean score for student motivation

No	Indicator	Mean	Student Motivation Level
1.	Instrumental Motivation	4,31	High
2.	Integrative Motivation	4,22	High

This research identified two types of student motivation. As shown in table 4.8, participants were highly motivated to learn English with instrumental motivation. This result was in line with previous research Rehman, A., Bilal, H., Sheikh, A., Bibi, N., & Nawaz, A. (2014) and Al-Ta'ani (2018) which the average mean score of instrumental motivation was higher compared to the integrative average mean scores in learning English.

Further analysis showed that the highest indicator of instrumental motivation was the first statement "I want to get an A in English class all the time" with the average score 4,48 This indicated that the second-grade students of SMAN 2 Enrekang were very active in studying to get high grades or A. The second highest aspect was "Learning English is important because I will need it for my career" with the average score 4,39. The second grade students of SMAN 2 Enrekang were very motivated in learning English because English will be a supporting factor for their career in the future.

The other motivation was integrative motivation. The highest indicator of integrative motivation was "I wish I was fluent in English" on average 4,5. The second highest aspect was "I wish I could have many native English speaker friends". This indicated that the second-grade students of SMAN 2 Enrekang were motivated to learn English to communicate with native speaker friends.

3. The Correlation between Teacher Personality and Student Motivation

This research investigated whether there was correlation of teacher personality competence and student motivation in learning English. In this research, researchers used a sample of 66 respondents. Before

distributed the questionnaire, the questionnaire has been validated by an expert.

There were four tests, namely the normality, linearity, homogeneity, and correlation test. From the results of calculation of normality test, the significance value was $0.200 > 0.05$ (the data were normally distributed). The second was linearity test. the linearity test was to determine whether the independent variable and the dependent variable had a linear influence or not. The Sig. deviation from linearity value was $0.060 > 0.05$ (there was linear relationship between teacher personality and student motivation). The next was homogeneity test. The homogeneity test is a test of whether the variances of two or more distributions are equal. The Significance was $0.631 > 0.05$ (the data distribution was homogeneous). The fourth was correlation test. The sig (2-tailed) value of the teacher personality and student motivation variables were at $0.000 < 0,05$. The results showed that there was correlation between the two variables. According the degree of correlation level (table 3.7) teacher personality and student motivation had a degree of relationship 0.832 (strong correlation).

As illustrated in the correlation test (table 4.6) it can be concluded that there was any significant correlation between teacher personality and student motivation in learning English which is marked by the sig (2-tailed) value $0.000 < 0,05$ (H_1 was accepted, H_0 was rejected) with a degree of correlation in interval 0.832 (very strong correlation). This result was in line with previous research conducted by Jahangiri (2016) stated there was correlation between teacher personality and student motivation.

Overall, this study strengthened the idea that the better the teacher's personality, the higher the student's motivation in learning English. The evidence from this research suggested that teachers must improve their personality because it affected the student motivation which will support the student achievement.

CONCLUSION AND IMPLICATION

The result of this investigation showed that there was any significant correlation between teacher personality and student motivation in learning English with the sig (2-tailed) value $0.000 < 0,05$ (H_1 was accepted, H_0 was rejected). According the degree of correlation level (table 3.7) teacher personality and student motivation had a degree of correlation 0.832 (very strong correlation).

An implication of this research was the better the teacher's personality, the higher the student's motivation in learning English. The evidence from this research suggested that teachers must improve their personality because it affected the student motivation which will support the student achievement. The author had suggestions, namely: (1) Keep maintaining the teacher's personality competence because what will be taught to students is reflected in the teacher's figure; (2) Continue to develop the quality that the teacher has by holding trainings and (3) Student motivation is keep maintained for support maximum learning outcomes.

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