



The Correlation between Lecturer Personality and Students' Reading Achievement in Reading Comprehension

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ABSTRACT

This study aims to investigate the correlation between lecturer personality and students' reading achievement in reading comprehension. It also examines the influence of lecturer personality on students' achievement in a reading course. The study employed a descriptive quantitative design with a correlational approach. The population consisted of English Education students at Universitas Muhammadiyah Enrekang in the 2021/2022 academic year. The sample comprised 14 first-semester students selected through purposive sampling because they were taking an intensive reading course. Data were collected using a questionnaire on lecturer personality and students' reading achievement scores obtained from the reading lecturer. The data were analyzed using SPSS version 25 to determine the correlation between the variables. The findings showed that the correlation coefficient between lecturer personality and students' reading achievement was 0.441, indicating a moderate correlation. In addition, the Chi-square analysis showed that the obtained value was higher than the table value ($60.7225 \geq 55.76$), indicating a significant influence of lecturer personality on students' reading achievement. These findings suggest that lecturer personality contributes to students' reading achievement by supporting motivation, classroom engagement, and learning comfort. Therefore, lecturers are expected to demonstrate positive personal characteristics, such as fairness, patience, friendliness, clarity, self-control, and appreciation of students' opinions, to create a more supportive reading classroom environment.

KEYWORDS

Lecturer personality; reading achievement; reading comprehension; correlational study; EFL students

INTRODUCTION

Education is very important in a country to highlight the quality of the country. Education is also a government effort aimed at educating students to have an understanding of something as stated in the preamble to the 1945 Constitution. To realize the mandate in

Law no. 20 of 2003 Article 3 it is emphasized that "National Education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. Education in Indonesia is currently implementing a national education system. Various ways have been carried out by the government

in an effort to improve education in Indonesia, one of which is the government's decision to establish English as one of the subjects at various levels of education is very reasonable in order to prepare the Indonesian generation to be able to compete globally. Alwasilah (2001) stated that English should be part of the curriculum because this language is an international language and as a support for the development of education in Indonesia.

In the whole educational effort, the teaching and learning process is the most important activity, because it is through this process that educational goals will be achieved in the form of changes in student behavior (Slameto, 2010). Teaching and learning activities are the main functions and the most strategic efforts to realize the institutional goals carried out by the institution. In the context of implementing these institutional functions and duties, the lecturer places the position as a central figure. In the hands of the lecturers lies the possibility of success or failure of achieving educational goals. There are at least three elements that must be contained in the teaching and learning process, namely students with all their characteristics to develop themselves as optimally as possible through various learning activities; lecturers who seek to create situations in teaching so that the learning experience process occurs; and the goal is something that is expected after the learning activity. Thus, the teaching and learning process can be interpreted as a series of interactions between students and lecturers in order to achieve their goals. (Syamsudin, 2007).

Lecturers are professional educators and scientists with the main task of transforming, developing, and disseminating science, technology, and art through education, research, and

community service (UU No. 14 of 2005). Lecturers are one of the essential components in an education system in higher education. The roles, duties, and responsibilities of lecturers are very meaningful in realizing the goals of national education, namely educating the nation's life, improving the quality of Indonesian people, including the quality of faith/taqwa, noble character, and mastery of science, technology, and art, as well as realizing an advanced Indonesian society, just, prosperous, and civilized. To carry out these very strategic functions, roles, and positions, professional lecturers are needed (Depdiknas, 2008). Every professional lecturer must master in-depth knowledge in his specialty. Mastery of this knowledge is an important requirement in addition to other skills. Therefore, lecturers are obliged to convey knowledge, understanding, skills, and others to students (Hamalik, 2010).

Characteristics of lecturers are needed in the learning process, one of which is personality. According to Hamalik (2010), the personality of every lecturer must have characteristics that are liked by his students (students), parents and society. Therefore, teachers (lecturers) must try to cultivate their own personal characteristics (internal) and develop personal traits that are liked by outsiders (external). However, in reality, it shows that sometimes the lecturer's personality in the teaching and learning process does not provide or build motivation for students. This can be seen in the teaching of reading in the English education study program at Muhammadiyah University of Enrekang where researchers observe and observe phenomena that show student behavior sometimes comes late, does not do assignments, does not focus on learning, does not respect lecturers when speaking, is slow in doing study

assignments and not even present in the reading learning process.

Reading is a process carried out to obtain various kinds of information contained in a text or book so that the message conveyed in the book will add insight and knowledge. According to Yunus (2012: 148) reading is all activities carried out by readers to obtain information contained in a reading material so that the result of the reading process is an understanding of the contents of the reading. One of the problems faced by students in reading courses in Indonesia, especially at the University of Muhammadiyah Enrekang is the lack of awareness of students about the importance of reading so that motivation is needed from lecturers. According to Ugroglu and Walberg (2016) stated that in all fields of human endeavor, motivation is needed to learn and achieve so that the role of lecturers in providing motivation is needed.

Most studies on reading focus on effective reading strategies to increase students' reading motivation. However, research on students' motivation and interest in reading is still very little. Research on the relationship between lecturer's personality and students' reading motivation is still limited. Surya (2008) conducted a study on student achievement motivation with lecturer teaching strategies applied in teaching English at the University of East Indonesia. The results of this study indicate that lecturers as motivators are able to arouse students' motivation to learn. Likewise, the research developed by Yusuf (2007) conducted a research study on the analysis of the influence of learning motivation on student learning outcomes at the University of Indonesia. The results of this study indicate that students with high motivation will learn better than students with low motivation.

Retari Andalas (2017) conducted a study on the effect of reading interest and learning motivation on science learning achievement at SMP Sukamajaya. The results of this study indicate that reading interest and students' learning motivation together have a significant effect on science learning achievement. Likewise, research developed by Nur Farida (2015) conducted a study on efforts to increase reading motivation in thematic learning at SDN 1 BAGO. The results of this study proved to be very influential in a person, especially for reading activities. Similarly, research developed by Mutmainna Maymudin (2021) conducted a study of The Correlation between Teacher Personality and Students' Motivation in Learning English of the Twelfth Grade at SMAN 2 Enrekang in the Academic Year of 2021/2022. The results of this study indicate that there is a significant relationship between the teacher's personality and students' learning motivation.

The results of the research that have been previously disclosed are more focused on one aspect of learning to read, namely learning motivation or teaching motivation only). Meanwhile, in this study, the focus is more on discussing the relationship between the lecturer's personality and students' learning motivation in studying reading courses at the English Education Study Program at the Muhammadiyah University of Enrekang.

METHOD

This research uses a descriptive method. It aimed to giving the data related to reading achievement of students in English education at the Muhammadiyah University of Enrekang and the influence of Lecturer's Personality in improving students'

abilities.

The population of this study is the all semester students of the Department of English at the Faculty of Teacher Training and Education of the University of Muhammadiyah Enrekang, 2021/2022, which consisted of four semesters, they are semester 1, 3, 5, 7 and the number of all students are 59. In this research, the researcher used purposive sampling method. namely the first semester of English education students with a total of 14 students. The reason for taking this sample is because it is adjusted to the courses programmed in that semester, namely intensive reading.

Questionnaire would be used to find out the influence of lecturers' personality and students' motivation in reading achievement by students of English education at Muhammadiyah University of Enrekang. The numbers of questionnaire are 20 items that related to the lecturers' personality, and also one questionnaire for students reading achievement. In collecting data, the research distributed the instrument and explained how to do it. And the answers would be collected after the students completed the instrument. And for the students' reading achievement data, The researcher would take it directly from the reading lecturer. The data of degree correlation between lecturers' personality and students' motivation in reading achievement is analyzed using by SPSS V.25.

RESULT AND DISCUSSION

1. Findings Related to Lecturer Personality

there were twenty statements that answered by students according to the lecturer personality who teaches reading. Lecturer personality can be influenced by the desire of students to

achieve certain goals, such as reading achievement. the following was the analysis obtained for each item indicator that answered by the respondent.

The statement "Lecturer gives equal treatment to all students".

Table 1 The statement`` Lecturer gives equal treatment to all students.

No	Statement	F	%
1	Strongly Agree	5	35,72%
2	Agree	9	64,28%
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 1 showed the percentage of students who state Lecturer gives equal treatment to all students in learning reading subject. Students answered strongly agree of that statements with percentage 35,72% and students answered agree with percentage 64,28%.

The statement "The lecturer appreciates the suggestions put forward by the students"

Table 2 The statement`` The lecturer appreciates the suggestions put forward by the students.

No	Statement	F	%
1	Strongly Agree	6	42,85%
2	Agree	8	57,15%
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 2 showed the percentage of students who state the lecturer appreciates the suggestions put forward by the students in learning reading subject. Students answered strongly agree of that statements with percentage 42,85% and students answered agree with percentage 57,15%.

The statement "lecturer appreciates students work"

Table 4.3 The statement "lecturer appreciates students work."

No	Statement	F	%
1	Strongly Agree	6	42,85
2	Agree	8	57,15
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 3 showed the percentage of students who state lecturer appreciates students work in learning reading subject. Students answered strongly agree of that statements with percentage 42,85% and students answered agree with percentage 57,15%.

The statement "The lecturer is friendly to all the students he teaches"

Table 4 The statement "The lecturer is friendly to all the students he teaches".

No	Statement	F	%
1	Strongly Agree	4	28,57
2	Agree	7	50%
3	Disagree	3	21,42
4	Strongly Disagree	0	0

The table 4 showed the percentage of students who state the lecturer is friendly to all the students he teaches in learning reading subject. Students answered strongly agree of that statements with percentage 28,57%, students answered agree with percentage 50%, and students answered disagree with percentage 21,42%.

The statement "lecturers are not angry with students who are slow in understanding reading"

Table 5 The statement "lecturers are not angry with students who are slow in understanding reading".

No	Statement	F	%
1	Strongly Agree	10	71,42
2	Agree	4	28,58
3	Disagree	0	0

4	Strongly Disagree	0	0
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The table 5 showed the percentage of students who state lecturers are not angry with students who are slow in understanding reading in learning reading subject. Students answered strongly agree of that statements with percentage 71,42% and students answered agree with percentage 28,58%.

The statement "the appearance and friendliness of the lecturers in teaching did not affect my ability to learn reading"

Table 6 The statement "the appearance and friendliness of the lecturers in teaching did not affect my ability to learn reading."

No	Statement	F	%
1	Strongly Agree	4	28,57
2	Agree	7	50%
3	Disagree	3	21,42
4	Strongly Disagree	0	0

The table 6 showed the percentage of students who state the appearance and friendliness of the lecturers in teaching did not affect my ability to learn reading. Students answered strongly agree of that statements with percentage 28,57%, students answered agree with percentage 50%, and students answered disagree 21,42%.

The statement "There is harmony between the expression and behavior of the lecturer"

Table 7 The statement "There is harmony between the expression and behavior of the lecturer."

No	Statement	F	%
1	Strongly Agree	3	21,42
2	Agree	11	78,58
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 7 showed the percentage of students who state there is harmony between the expression and behavior of the lecturer. Students answered strongly agree of that statements with percentage 21,42%, and students answered agree with percentage 78,58%.

The statement "The lecturer is frank if there are student questions that cannot be answered"

Table 8 The statement "The lecturer is frank if there are student questions that cannot be answered"

No	Statement	F	%
1	Strongly Agree	4	28,58
2	Agree	10	71,42
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 8 showed the percentage of students who state the lecturer is frank if there are student questions that cannot be answered in learning reading subject. Students answered strongly agree of that statements with percentage 28,58%, and students answered agree with percentage 71,42%.

The statement "In teaching, the lecturer invites students to discuss to find a solution"

Table 9 The statement "In teaching, the lecturer invites students to discuss to find a solution."

No	Statement	F	%
1	Strongly Agree	8	57,14
2	Agree	6	42,85
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 9 showed the percentage of students who state in teaching, the lecturer invites students to discuss to find a solution in learning reading subject. Students answered strongly

agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%.

The statement "Lecturers provide opportunities for students to express their opinions"

Table 10 The statement "Lecturers provide opportunities for students to express their opinions"

No	Statement	F	%
1	Strongly Agree	8	57,14
2	Agree	6	42,85
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 10 showed the percentage of students who state Lecturers provide opportunities for students to express their opinions in learning reading subject. Students answered strongly agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%.

The statement "lecturers are willing to get for information from students"

Table 11 The statement "lecturers are willing to get for information from students."

No	Statement	F	%
1	Strongly Agree	2	14,28
2	Agree	12	85,71
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 11 showed the percentage of students who state lecturers are willing to get for information from students in learning reading subject. Students answered strongly agree of that statements with percentage 14,28%, and students answered agree with percentage 85,71%.

The statement "lecturers have broad insight so that student questions can be answered clearly"

Table 12 The statement "lecturers have broad insight so that student questions can be answered clearly"

No	Statement	F	%
1	Strongly Agree	5	35,71
2	Agree	9	64,28
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 12 showed the percentage of students who state lecturers have broad insight so that student questions can be answered clearly in learning reading subject. Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%.

The statement "lecturers like to ask the difficulties experienced by students in learning reading"

Table 13 The statement "lecturers like to ask the difficulties experienced by students in learning reading"

No	Statement	F	%
1	Strongly Agree	5	35,71
2	Agree	9	64,28
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 13 showed the percentage of students who state lecturers like to ask the difficulties experienced by students in learning reading subject. Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%.

The statement "lecturers master the subject matter"

The table 14 the statement "lecturers master the subject matter"

No	Statement	F	%
1	Strongly Agree	8	57,14
2	Agree	6	42,85
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 14 showed the percentage of students who state lecturers master the subject matter in learning reading subject. Students answered strongly agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%.

The statement "lecturers are able to use words that do not offend students"

The table 15 the statement "lecturers are able to use words that do not offend students"

No	Statement	F	%
1	Strongly Agree	5	35,71
2	Agree	9	64,28
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 15 showed the percentage of students who state lecturers are able to use words that do not offend students in learning reading subject. Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%.

The statement "lecturers can control themselves when dealing with students"

The table 16 the statement "lecturers can control themselves when dealing with students"

No	Statement	F	%
1	Strongly Agree	4	28,58
2	Agree	10	71,42
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 16 showed the percentage of students who state lecturers can control themselves when dealing with students in learning reading subject. Students answered strongly agree of that statements with percentage 28,58%, and students answered agree with percentage 71,42%.

The statement "The reading course delivered by the lecturer is easy to understand"

The table 17 the statement "The reading course delivered by the lecturer is easy to understand"

No	Statement	F	%
1	Strongly Agree	0	0
2	Agree	14	100
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 17 showed the percentage of students who state the reading course delivered by the lecturer is easy to understand in learning reading subject. Students answered agree of that statements with percentage 100%.

The statement "the lecturer explains the material interspersed with humor"

The table 18 the statement "the lecturer explains the material interspersed with humor"

No	Statement	F	%
1	Strongly Agree	14	100
2	Agree	0	0
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 18 showed the percentage of students who state the lecturer explains the material interspersed with humor in learning reading subject. Students answered strongly agree of that statements with percentage 100%.

The statement "the lecturer is precise and clear in presenting reading material"

The table 19 the statement "the lecturer is precise and clear in presenting reading material"

No	Statement	F	%
1	Strongly Agree	0	0
2	Agree	14	100%
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 19 showed the percentage of students who state the lecturer is precise and clear in presenting reading material in learning reading subject. Students answered agree of that statements with percentage 100%.

The statement "the lecturer is always patient in teaching reading"

The table 20 the statement "the lecturer is always patient in teaching reading"

No	Statement	F	%
1	Strongly Agree	14	100%
2	Agree	0	0
3	Disagree	0	0
4	Strongly Disagree	0	0

The table 20 showed the percentage of students who state the lecturer is always patient in teaching reading in learning reading subject. Students answered strongly agree of that statements with percentage 100%.

Lecturer Personality

Based on the data obtained from a questionnaire distributed to 14 respondents, the highest score was 68 and the lowest score was 54. For more details, see the following table.

Table 21 Teacher Personality Frequency Distribution

NO	Score	F	Percentage
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1	63 – 75	5	35,71%
2	51 – 62	9	64,28%
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 14 students (60,7%). Therefore, researcher concluded the personality competence of the lecturer reading Muhammadiyah University of Enrekang was in the high category.

Student Achievement

The overall response from a questionnaire distributed to 14 respondents, the highest score was 41 and the lowest score was 24. For more details, see the following table.

Table 22 Student Achievement Frequency Distribution

No	Score	Frequency	Percentage
1.	90-100	6	42,85%
2.	75-89	7	50%
3.	60-74	1	7,14%
4.	50-59	0	0%
5.	00-49	0	0%

As Table 8 showed that frequency of student Achievement variable was in the Good 75-89 interval for 7 students (50,4%). Therefore, researcher concluded that the student Achievement of English education Muhammadiyah University of Enrekang was in the Good category.

The correlation between lecturers' personality and the students' reading achievement

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	Df	Sig.	Statistic	Df	Sig.
.201	14	.131	.929	14	.292

.134	14	.200 [*]	.935	14	.354
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a. Lilliefors Significance Correction

Correlations		Lecture Personality	Reading Achievement
Lecture Personality	Pearson Correlation	1	.441
	Sig. (2-tailed)		.347
	N	14	14
Reading Achievement	Pearson Correlation	.441	1
	Sig. (2-tailed)	.347	
	N	14	14

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the data analysis, it was found that the correlation between lectures' personality and the student's reading achievement was r_{xy} 0.40. If the result of the correlation analysis above is put into the standard correlation Pearson r , it is on the medium correlation. It lies between 0.40-0.69. It means that there is correlation between lectures' personality and student's reading achievement of English Education Muhammadiyah University of Enrekang.

Based on the table above, showed that the students reading achievement from 14 samples is 6 students got very good, 7 students got Good and 1 student got fair in reading class. Based on the interpretation of the Chi-square, showed that T . test is bigger than T . table ($60.7225 \geq 55.76$). It indicates that H_0 is rejected and H_1 is received or there is a significance influence between lecturers' personality toward students' achievement.

DISCUSSION

The discussion section deals with the interoperation of the findings divided from the result of the statistical analysis through the questionnaire. The emphasis of this questionnaire is to describe the correlation between lecturers' personality toward students' achievement and the influence of lecturers' personality in learning reading subject.

Lecturer gives equal treatment to all students

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 35.72% and students answered agree with percentage 64.28%. This indication shows that lecturers have not 100% given the same treatment in teaching reading and lecturers giving the same treatment to all students can improve students reading achievement.

The lecturer appreciates the suggestions put forward by the students

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 42,85% and students answered agree with percentage 57,15%. This indication shows that lecturer appreciates the suggestions put forward by the students very influential in supporting student success in learning reading.

Lecturer appreciates students work

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 42,85% and students answered agree with percentage 57,15%. This indication shows that lecturer appreciates students work can provide motivation to students to do their assignments so that it will help in improving good learning outcomes, especially in learning reading comprehension.

The lecturer is friendly to all the students he teaches

In this statement which was distributed to students who are learning

reading, Students answered strongly agree of that statements with percentage 28,57%, students answered agree with percentage 50%, and students answered disagree with percentage 21,42%. This indication shows that when lecturer is friendly to all the students, he teaches it can provide awareness to students that even though they are less active in class, the lecturers still pay attention as an effort to improve reading achievement.

Lecturers are not angry with students who are slow in understanding reading

In this statement which was distributed to students who are learning reading, students answered strongly agree of that statements with percentage 71,42% and students answered agree with percentage 28,58%. This indication shows that when lecturers are not angry with students who are slow in understanding reading can stimulate student learning enthusiasm especially in learning reading comprehension.

The appearance and friendliness of the lecturers in teaching did not affect my ability to learn reading

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 28,57%, students answered agree with percentage 50%, and students answered disagree 21,42%. This indication shows that when the appearance and friendliness of the lecturers in teaching did not affect to learn reading because students today need a clear explanation of the material compared to the appearance of the lecturer while learning is taking place.

There is harmony between the expression and behavior of the lecturer

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 21,42%, and students answered agree with percentage 78,58%. This indication shows that when There is harmony between the expression and behavior of the lecturer so that it can encourage student learning interest in improving learning outcomes.

The lecturer is frank if there are student questions that cannot be answered

In this statement which was distributed to students who are learning reading, students answered strongly agree of that statements with percentage 28,58%, and students answered agree with percentage 71,42%. This indication shows that Lecturers are still learning, let alone students.

In teaching, the lecturer invites students to discuss to find a solution

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%. This indication shows that when lecturer invites students to discuss to find a solution can increase the enthusiasm and focus of students in class when learning reading subject.

Lecturers provide opportunities for students to express their opinions

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%. This indication shows that when Lecturers provide opportunities for students to express

their opinions can make students feel valued so that it fosters their enthusiasm for learning reading subject.

Lecturers are willing to get for information from students

In this statement which was distributed to students who are learning reading. Students answered strongly agree of that statements with percentage 14,28%, and students answered agree with percentage 85,71%. This indication shows that when lecturers are willing to get for information from students will help lecturers to know the problems experienced by students in learning reading subject.

Lecturers have broad insight so that student questions can be answered clearly

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%. This indication shows that when lecturers have broad insight so that student questions can be answered clearly has a significant influence in improving student understanding and reading achievement.

Lecturers like to ask the difficulties experienced by students in learning reading

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%. This indication shows that Reading lecturers often ask the

difficulties experienced by students in learning reading.

Lecturers master the subject matter

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 57,14%, and students answered agree with percentage 42,85%. This indication shows that lecturers in teaching reading can provide clear understanding and can answer questions from students.

Lecturers are able to use words that do not offend students

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 35,71%, and students answered agree with percentage 64,28%. This indication shows that when the lecturer teaches reading, he is able to choose a language that can build student learning motivation and avoid bad words.

Lecturers can control themselves when dealing with students

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 28,58%, and students answered agree with percentage 71,42%. This indication shows that lecturers are not easily angry when learning reading even though students are slow to understand the lesson.

The reading course delivered by the lecturer is easy to understand

In this statement which was distributed to students who are learning reading, Students answered agree of that statements with percentage 100%. This indication shows that indicators of

successful learning success given by reading lecturers.

The lecturer explains the material interspersed with humor

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 100%. This indication shows that lecturers are able to make reading class relaxed and comfortable.

The lecturer is precise and clear in presenting reading material

In this statement which was distributed to students who are learning reading, Students answered agree of that statements with percentage 100%. This indication shows that students can understand every material presented by the reading lecturer.

The lecturer is always patient in teaching reading

In this statement which was distributed to students who are learning reading, Students answered strongly agree of that statements with percentage 100%. This indication shows that lecturers never get angry when teaching students who are slow to understand the lesson.

Achievement is actual ability that can be measured directly by using test to show the mastery of particular subject and to measure what has been taught and learnt. Score that students gain or failure reflect the lecturer success in teaching and learning process.

Based on the standard of correlation product moment (r), that also analyzed by SPSS. showed that the lecturer who teaches reading is 0.40 or medium correlation. so, the research then concludes that there is correlation between lecturers' personality and the

students' reading achievement of English Education Muhammadiyah University of Enrekang. This result was in line with previous research conducted by Jahangiri (2016) stated there was correlation between lecturer personality and student achievement.

The influence of lecturer personality toward students' reading achievement in learning reading, based on the data analysis collected through questionnaire, it was found that the students' achievement was high, it was reflected by the percentage of the students' reading achievement is 6 students got very good, 7 students got good and, 1 students got fair.

Based on the result of the questionnaire that had been analyzed by Chi-square formula, the research found that there is significant influence from lecturer personality toward reading achievement Department of English Education Muhammadiyah University of Enrekang because χ^2 T. test (60.7225) $\geq$ T. table (55.76). It means that H_0 was rejected and H_1 was received or this variable has a significant influence. This result was in line with previous research conducted by Aswin abbas (2010) found that there is significant influence from lecturer personality toward reading achievement.

CONCLUSIONS

Based on the result of the data analysis and the discussion in the previous chapter, it is concluded that: (1) There are correlation between lectures' personality and the students' achievement in learning reading course; (2) The correlation between reading lecturers' personality and the students' achievement is r_{xy} 0.40. If the result of the correlation analysis is put into the standard correlation Pearson r , it is on

the medium correlation level. It lies between 0.40-0.69; (3) There is significant influence from lecturers' personality toward students' achievement in learning English because T. test is bigger than T. table (60.7225) $\geq$ (55.76).

Considering the conclusion above, the writer suggests as follows: (1) The lecturers should have a good personality in influencing students' achievement in learning reading comprehension; (2) The lecturers should show good personality in front of the students, because it can stimulate students to get full spirit in the learning reading comprehension.

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