

## The Influence of Teacher Personality Towards Students' Motivation in Learning English

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### Abstrak

Kepribadian guru adalah salah satu karakter guru yang memengaruhi motivasi siswa dalam proses belajar mengajar. Ada beberapa penelitian sebelumnya yang menyelidiki pengaruh kepribadian guru dan motivasi siswa. Peneliti menemukan penelitian sebelumnya yang berfokus pada pengaruh kepribadian guru terhadap motivasi siswa dalam belajar bahasa Inggris. Perbedaan antara penelitian ini dan penelitian sebelumnya terletak pada lokasi dan desain penelitian. Kedua penelitian dilakukan di Indonesia, tetapi provinsi yang berbeda. Penelitian sebelumnya dilakukan di Papua Barat, sedangkan penelitian ini dilakukan di Provinsi Riau. Penelitian sebelumnya menggunakan desain survei, sedangkan penelitian ini menggunakan desain penelitian korelasional. Penelitian ini bertujuan untuk menguji apakah ada pengaruh yang signifikan dari kepribadian guru bahasa Inggris terhadap motivasi siswa dalam belajar bahasa Inggris. Penelitian ini dilakukan di salah satu sekolah menengah pertama negeri di Pekanbaru, provinsi Riau, di Indonesia. 150 siswa dan 3 guru bahasa Inggris dipilih secara acak sebagai sampel penelitian ini dengan menggunakan simple random sampling. Kuesioner digunakan untuk mengumpulkan data kepribadian guru dan motivasi siswa dalam belajar bahasa Inggris. Data dianalisis menggunakan Regresi Linear Sederhana. Temuan menunjukkan bahwa terdapat pengaruh yang signifikan antara kepribadian guru terhadap motivasi siswa dalam belajar bahasa Inggris dengan nilai sig. 0,001, dan kepribadian guru memiliki kontribusi sebesar 6,4% terhadap motivasi siswa dalam belajar bahasa Inggris. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh positif antara kepribadian guru dan motivasi siswa dalam belajar bahasa Inggris.

**Kata kunci :** *Pengaruh, Kepribadian Guru, Motivasi.*

### Abstract

Teacher personality is one of teacher characters that influence students' motivation in teaching and learning process. There were some previous studies investigated the influence of teacher personality and students' motivation. Researchers found a previous study that focused on the influence of teacher personality on students' motivation in learning English. The differences between this research and the previous research were in locations and research designs. Both studies conducted in Indonesia, but different provinces. The previous studies conducted in West Papua, while this study conducted in Riau Province. The previous research used survey design, while this study used a correlational research design. This study aimed to examine whether or not there is a significant influence of the English teacher personality toward students' motivation in learning English. The research was held at one of state junior high schools in Pekanbaru, Riau province, in Indonesia. 150 students and 3 English teachers were selected randomly as the samples of this research by using simple random sampling. Questionnaires were used to gather the data of teacher personality and students' motivation in learning English. The data were analyzed by using Simple Linear Regression. The findings showed that there was a significance influence of teacher personality toward students' motivation in learning English with the sig. value 0,001, and the teacher personality had contribution 6,4% towards the students' motivation in

learning English. So, it can be concluded that there is a positive influence between teacher personality and students' motivation in learning English.

**Keywords :** *Influence, Teacher Personality, Motivation.*

## INTRODUCTION

Teachers as educators are the most dominant factor in helping to actualize good educational outcomes. Those who educate students, provide knowledge, experience, and foster the personality of students towards a better direction. Daradjat (2021) stated that the personality will shape whether he will be a good educator and coach for his students especially for young students (elementary school level) and those who are experiencing mental shock (high school level).

Reber (2005) defines personality as the unity of mental and behavioral aspects of individuals. According to Hogan (1991), a person personality is a relatively stable precursor of behavior; it underlies an enduring style of thinking, feeling and acting. However, Guthrie et. al (1971) stated that personality can be defined as a predisposition to act or behave in a characteristic fashion in response to one's environment. Based on Pervin et. al (2005), personality refers to the characteristics of the person that account for consistent patterns of feeling, thinking and behaving. A focus on the teacher personality could be a good effort in identifying factors that influence their performance in supporting the achievement of any education goals. As stated by Day (2004), teacher performance is influenced by the teacher personality characteristics. Personality also could be as predictors in evaluating teaching effectiveness. According to Getzels, J. W., & Jackson, P. W. (1963), there are numerous studies showing that personality is a significant predictor of effective teaching. As stated by Schmidt & Hunter (1991) that there are numerous studies showing that personality is a significant predictor of effective teaching. Understanding personality might help teachers to implement the strategies easily

Teacher personality is one of teacher characters that influence the students in teaching learning process. It is supported by Lewin (1951) what the teachers do influences what the students do, if they show some personality which are bad, their students will imitate on what they have done. The teacher personality can be reflected in their attitudes and behaviors in everyday life, both at school and in the community. A teacher must have commendable traits and behaviors, because they are role models for students and society. Traits and behaviors are like being care, kindly, friendly so on. Cruickshank et al. (2003) stated that teachers are the models of good behavior and they use body language and interesting language to persuade and communicate with their students. Students will be satisfied with whatever teachers teach. The teacher can lead them in the learning process and they will follow what the teachers perform as well. With a good personality, students will be motivated to learn with passion. Motivation is one of the most important factors in language learning. That is why effective English teachers have always tried to find new approach or strategies to motivate the students in the classroom. Unfortunately, some students dislike learning English, and although they attend the lesson, they are not actually interested in learning it. A study conducted by Raza, and Shah (2017) showed that all the personality traits create a significant positive effect on academic motivation except for agreeableness which has an insignificant effect on academic motivation. It means that there is influence between teacher personality and students' motivation.

The personality consists of five big dimensions which were firstly introduced by Goldberg in 1981. The big five personality is a theory that describes individual personality which consists of five personality dimensions. According to Fiedman and Schustack (2008), the big five personality traits are an approach used in viewing personality through traits that are arranged in five personality types that have been formed using factor analysis. The big five personality is a hierarchical model of personality trait structure. McCrae and Costa (1995) define personality traits as dimensions of individual differences that tend to show consistent patterns of thinking, feeling, and acting. When describing an individual with the "good" trait, this means that the individual tends to do good all the time in every situation.

The big five personality dimensions, according to Costa and McCrae (in Ghuftron and Risnawita, 2012), consist of Neuroticism, Extrovert, Agreeableness, Conscientiousness and Openness to Experience. **Neuroticism** also known as negative emotionality. This personality type is classified into two characteristics, namely reactive and resilient. In individuals who are resilient, they have a lower sense of worry in responding to a problem, are not easily angry, are more confident, and are able to control impulses towards a desire they have. Meanwhile, reactive individuals are individuals who show an attitude that is too worried about something and have a lower level of self-confidence. **Extrovert** personality type is a dimension that concerns the relationship with the behavior of an individual, especially in terms of their ability to establish relationships with the outside world. Individuals who are of the extrovert type show a warm, friendly, affectionate attitude, and always show intimacy, especially to people they already know. **Agreeableness** is divided into two groups. High scores are called adapters and assessments with low scores are included in the challenger group. The adapter individual will always view other individuals as honest and have good faith towards him. Meanwhile, individuals who are challengers will always look at other people with feelings of doubt, suspicion, and tend to be cynical. **Conscientiousness** personality type is to identify the extent to which individuals have a careful attitude by seeking a certain goal that is manifested in their attitudes and behavior. This personality type is divided into two, namely a high score is a focused person, namely individuals who feel capable of doing everything effectively, and someone with this personality type will tend to be tidier and more organized in going about their days. Meanwhile, a low score for this personality is called a flexible person, that is, an individual who always feels unprepared in everything, often procrastinates doing a task, and often shows confusion in doing the task he is doing. **Openness to Experience** identifies how much the individual has an interest in certain fields broadly and deeply. This personality type is divided into two, namely at a low level it is called a preserver while at a high level it is called an explorer. Individuals with the preserver personality type are individuals who focus on things that are happening right now and they have no interest in matters related to art. While the explorer personality type is a personality type that tends to be more dreamy, imaginative, involves feelings more deeply in assessing everything and has an interest in things with diverse attitudes and tends to try something new.

Bomia et al (1997) stated that students' motivation is a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process. Sadirman (1986) stated that motivation is a driving force to achieve predetermined goals. In addition, Harmer (1991) stated motivation is some kind of internal drive that encouraged somebody to pursue a course of action. Palmer (2007) stated that students' motivation is an essential element that is necessary for quality education. They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager. Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment.

Motivation is very influential in the formation of students' interest in learning. Without motivation, students just listen and consider trivial the lesson. It makes students cannot absorb the lesson well so that the learning objectives are not optimally achieved. Academic motivation refers to the student desire or willingness related to academic subjects (Wigfield & Eccles, 2002). Usher and Morris (2012) defined academic motivation is somehow related to the students' academic functioning and success. It can be defined as how much effort the student puts forward to regulate his/her work, which activities he/she wants to pursue. Ricard and Pelletier (2016) defined academic motivation as a factor which influences the person's willingness to attend school and get a degree. If a student is intrinsically motivated, he/she will attend the school for the purpose of learning new ideas or things. However, if the student is extrinsically motivated, he/she performs an activity due to some reason for e.g. the student attends school because the position he/she wants to depend on this education. A motivation occurs when the student does not know the reason why he/she is going to school. It is being contrary when the students meet a teacher who have a good personality such as patient, has sense of humor, creative, and others that can make the students feel comfortable in the classroom in order they enjoy to follow teaching learning process well.

Sardiman (2011) describes the characteristics that show students have motivation to learn. The characteristics are as follows: diligent facing the task (can work continuously for a long time, never stop before It is finished), tenacious in facing difficulties (not easily discouraged), does not need encouragement from the outside to perform as well as possible (not quickly satisfied with the achievements achieved), shows interest in a variety of issues, prefer to work independently, get bored quickly in routine tasks, can defend his opinion (if you are sure of something), and it is not easy to let go of something you believe in and happy to find and solve problems.

McDonough (1981) says that most language teachers will agree that the motivation of the students is one of the most important factors influencing their success or failure in learning the language. Gardner (1985) stated since language learning motivation is a socio-psychological category and, thus, influenced by the socio- cultural context in which a language is being learned.

Lewin stated that what the teachers do influences what the students do, if they show some personalities which are bad, their students will imitate on what they have done. Based on the research conducted by Raza, Syed Ali and Shah, Nida (2017), the result showed that all the personality traits created a significant positive effect on academic motivation except for agreeableness which had an insignificant effect on academic motivation. It means that there is an influence between teachers' personality and students' motivation.

Some previous research related to this topic has already been conducted by researchers such as Nur, Lily (2015); Ehsan and Nabiallah (2017); Kuntum and Kurratul (2022). Researchers found some gaps in this research. Firstly, the difference between this research and previous research is on the different locations and research designs. The previous research was conducted in different provinces. The previous study used a survey research design, while this study used correlational research. So, it is necessary to conduct this research. In addition, the researchers also found practical problems. In the teaching and learning process, problems were found in the motivation of students towards different teachers. The teachers who were friendly and utilized learning media made the students became motivated in learning English. The students seemed enthusiastic and excited in participating in the study and answering quizzes, whereas the teachers who were passive (only with material explanations and exercises), the students became less enthusiastic in learning English. The students looked sleepy and lazy and some were tense so that the classroom atmosphere became quiet. Based on the phenomena above, this research aimed to examine whether or not there is a significant influence between teacher personality and students' motivation in learning English.

## **METHOD**

This research used a quantitative approach with ex- post- facto research design. In this research, researchers examined whether or not there was a significant influence between teacher personality and students' motivation in learning English. The population of the research were all students of the grade 7,8, and 9 of a state junior high school in Pekanbaru-Riau, Indonesia. The samples of the research were 3 English teachers and 150 students of the seventh, the eighth and the ninth grade students. The samples were selected by using a random sampling technique. Researchers used questionnaires to collect the data of the teacher personality and the students' motivation. The questionnaires of the teacher personality consisted of 41 items and 32 items of the students' motivation. The data were analyzed by using simple linear regression to find out the influence of the teacher personality and the students' motivation. Then, researchers continued to use product moment correlation to examine whether or not there was a significant influence of the teacher personality and the students' motivation.

## **RESULTS AND DISCUSSION**

The influence of teacher personality toward students' motivation was analyzed by using simple linear regression analysis as described in the following table. In processing the data, SPSS 23 version program was used.

**Table I**  
**ANOVA**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	582.413	1	582.413	11.194	.001 <sup>b</sup>
	Residual	7700.180	148	52.028		
	Total	8282.593	149			

- a. Dependent Variable: Students  
b. Predictors: (Constant) teachers

The table Anova showed that  $F_{\text{obtained}} = 11,194 > F_{\text{table}} = 3,91$  where  $df$  ( $V1 = 1$ ,  $V2 = 148$ ). Then the sig. value =  $0.001 < 0.05$ . at level of significance of 1%. If  $F_{\text{obtain}} \geq F_{\text{table}}$  :  $H_a$  is accepted,  $H_0$  is rejected. So, there is a significant influence between teacher personality toward students' motivation.

Research hypothesis testing was carried out by using simple linear regression analysis because the model includes one independent variable and one dependent variable. This analysis is used to determine the influence of the independent variable on the dependent variable, is the independent variable positively or negatively related? and is the variable value significant to predict the value of the dependent variable if the variable value increases or decreases? The results of data testing using simple linear regression are as follows:

**Table 2**  
**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	36.868	13.284		6.775	.001
Teachers' personality	.418	.124	.418	3.346	.001

- a. Dependent Variable: students' motivation

The simple linear regression equation is  $\hat{Y} = 36.868 + 0.418(X)$ . Also, it can be seen that  $t_{\text{obtain}}$  was 3.346 which was higher than  $t_{\text{table}}$  1,976, with significant value  $0.001 < 0.05$ , the  $H_0$  is rejected and  $H_a$  is accepted, connected with the explanation above, it showed that there is an influence of teachers' personality towards students' motivation.

The regression equation can be explained as a constant of 36.868; it is mean that if the influence obtained by the teachers' personality (X) the value is constant, then the value of students' motivation (Y) is 0,418 and the regression coefficient for the teachers' personality variable (X) is equal to 0,418; It means that if teacher personality increases 1%, students' motivation (Y) will increase 0,418. That the Coefficient is positive means that there is a positive influence of teacher personality toward students' motivation in Learning English.

To measure how much the teacher personality influences the students' motivation in learning English was determined by the coefficient of determination (D). Based on the model summary above, researchers obtained the value of Adjusted R square was 0,064. So, the influence of the teacher personality towards the students' motivation was 6.4%.

Based on the result of the research, it was found that there was a significant influence between teacher personality towards students' motivation. This is shown by explaining the results of a simple linear regression analysis in which the coefficient is positive ,  $t_{\text{obtain}} = 3.346$  which was higher than  $t_{\text{table}} = 1,976$ , with significant value  $0.001 < 0.05$ , the  $H_0$  is rejected and  $H_a$  is accepted, which means that there is a positive influence between teacher personality toward students' motivation. The result of ANOVA that  $F_{\text{obtained}} = 11,194 > F_{\text{table}} = 3,91$  where  $df$  ( $V1 = 1$ ,  $V2 = 148$ ).



Then the sig. value = 0.001 < 0.05. the level of significance of 1%. If  $F_{\text{obtain}} \geq F_{\text{table}}$  :  $H_a$  is accepted,  $H_0$  is rejected. So, there is a significant influence between teacher personality toward students' motivation. Teacher personality has an influence on the students' motivation because when the students taught by the energetic and fun teacher, students was enthusiastic to follow the English class. Meanwhile the monotonous teacher taught the students, they are bored and do not pay attention to the learning process. This is in line with previous research conducted by; Fatima Zohra and Ouali Habiba (2019) she investigated The Relationship between Teachers' personality and learners' motivation. their research show that teachers' personality plays a crucial role in motivating students In agreement wit results, previous research by Ehsan Namazian Dost and Nabiallah Khash Hafshejani (2017), Judith Ratu Tandi Arrang and Evilani Dwi Yolanda (2016), Shaista Noreen, Akhtar Ali, Uzma Munawar (2019), Kuntum Khoiroh Ummah, and Kurra tul Aini (2022), Karima Maazouzi (2019).

## CONCLUSION

Based on the result of the research, it can be concluded that there is a significant influence of the teacher personality towards the students' motivation in Learning English. So, researchers suggested that teachers should pay attention to their personality in teaching and learning process because it can influence students; motivation in learning English. The teachers should keep showing their good personality while teaching and learning process because the good personality will influence students' motivation in learning. So, it can make the best atmosphere and make the comfortable class during teaching and learning process. For further researchers, it can be suggested to develop the next research to find out some other variables that can influence students' motivation in learning English. Therefore, it can provide the solution for students in gaining their motivation in learning English.

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