

**STUDENTS' PERCEPTION ON TEACHERS PERSONALITY  
IN MOTIVATING STUDENTS IN LEARNING ENGLISH AT  
THE EIGHT GRADE OF MTs NEGERI 1 BITUNG**

**THESIS**

**Submitted as Partial of Requirement for the Degree of Education (S.Pd) in  
Teaching English**



**Written By :**

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**(17.2.6.034)**





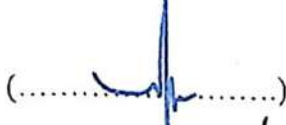

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE INSTITUTE OF ISLAMIC STUDIES MANADO**

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## THESIS RATIFICATION

The thesis entitled “*Students’ Perception on Teachers Personality in Motivating Students in Learning English at the Eight Grade of MTs Negeri 1 Bitung*” compiled by Eriyani Ruhendi with student registration number 17.2.6.034, a student of English Education Study Program. Has been examined and defended in the Munaqasyah session held on April 26<sup>th</sup> 2024 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) degree with several improvement.

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## ABSTRACT

**Eriyani Ruhendi. Students' ID 17.2.6.034. Students' Perception of Teachers Personality in Motivating Students in English Learning at the Eight Grade of MTs Negeri 1 Bitung. Thesis. English Education Study Program. Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies.**

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The purpose of this study was to find students' perceptions of teachers' personality in motivating students in learning English. The researcher used descriptive qualitative research as the research method. The subjects of this study were 30 students. Data collection used questionnaires and interviews with 22 statements that have been answered by grade 8 students. By using Purposive Sampling Technique for sampling. From the results of this study, researchers found getting a positive perception, because students were able to be motivated by the teacher's personality. The aspect that showed the most positive perception was friendliness and openness with 100% of respondents. The students stated that they like teachers who are friendly, soft-hearted and also patient in the learning process. The second aspect is openness. The students agree with teachers who are proactive, responsible and disciplined in the classroom. The last aspect is rigour with a total of (96.7%). The results show that students feel comfortable with teachers who apply games, keep promises, and reflect a polite attitude to students. Thus, it makes teaching and learning activities in the classroom more interactive. And from the results of interviews conducted by researchers with students, researchers found motivation in the learning process through the teacher's personality.

**Keywords:** *Perception, Teacher Personality, Motivation*

## ABSTRAK

**Nama : Eriyani Ruhendi**

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**Judul : Persepsi siswa tentang kepribadian guru dalam memotivasi siswa pada pembelajaran Bahasa Inggris di kelas MTs Negeri 1 Bitung**

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Tujuan dari penelitian ini adalah untuk menemukan persepsi siswa tentang kepribadian guru dalam memotivasi siswa pada pembelajaran Bahasa Inggris. Peneliti menggunakan penelitian deskriptif kualitatif sebagai metode penelitian. Subjek penelitian ini ialah 30 siswa. Pengumpulan data menggunakan kuisioner dan wawancara dengan 22 pernyataan yang telah dijawab oleh siswa kelas 8. Dengan menggunakan Teknik Purposive Sampling untuk pengambilan sample. Dari hasil penelitian ini, peneliti menemukan mendapatkan persepsi yang positif, karena siswa mampu termotivasi dengan kepribadian guru. Aspek yang menunjukkan persepsi paling positif adalah keramahan dan keterbukaan dengan 100% responden. Para siswa menyatakan bahwa mereka menyukai guru yang ramah, berhati lembut dan juga sabar dalam proses pembelajaran. Aspek kedua adalah keterbukaan. Para siswa setuju dengan guru yang proaktif, bertanggung jawab dan disiplin di dalam kelas. Aspek terakhir adalah ketelitian dengan total (96,7%). Hasil tersebut menunjukkan bahwa siswa merasa nyaman dengan guru yang menerapkan permainan, menepati janji, dan mencerminkan sikap yang sopan kepada siswa. Sehingga, hal tersebut membuat kegiatan belajar mengajar di kelas menjadi lebih interaktif. Dan dari hasil wawancara yang dilakukan peneliti dengan siswa, peneliti menemukan adanya motivasi dalam proses pembelajaran melalui kepribadian guru.

**Kata Kunci : Persepsi, Teacher Personality, Motivation**

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The thesis, "Student's Perception of Teachers Personality in Motivating Students in English Learning At The Eight Grade of MTs Negeri 1 Bitung" was presented to the Department of English Education, Tarbiyah, and Teacher Training as part of the mandatory requirements for a strata I degree.

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Manado, 20 April 2024

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikat, tiruan atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 22 Mei 2024

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## CHAPTER I INTRODUCTION

### A. Research Background

A teacher is someone who teaches others, particularly in school. The teacher occupies the center of the classroom. The teacher must establish the mood of his own class, create a welcoming environment, guide and develop students, serve as a role model, and listen for and identify symptoms of issues in the classroom. The most common job a teacher plays in the classroom is to impart knowledge to students, but the teacher's personality is also a factor in learning achievement. How a teacher can be a student learning partner with a positive attitude who can serve as a role model for their students and become a motivator in learning.<sup>1</sup>

The Almighty says in the Qur'an Surah Al Mujadalah: 11

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

#### **Translation :**

Allah will elevate those who believe among you and those who have been given knowledge by several degrees. And Allah is All-Knowing of what you do.” (QS. Al Mujjadi verse: 11).<sup>2</sup>

According to Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, teachers are professional educators whose main tasks are to educate, guide, teach, assess, train, and evaluate students in early childhood education, basic education, secondary education, and formal education.

The teacher is one of the most important factors influencing students' achievement, performance, and success, as well as their understanding of the subject matter. Other teacher attributes, such as teaching skills, teaching methods,

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<sup>1</sup> Muallimul Huda, *Teacher Personality Competence and Student Learning Motivation*, Research Journal, Vol. 11, No. 2, August 2017. 238

<sup>2</sup> Kementerian Agama Republik Indonesia, *Al'Qur-an dan Terjemahannya Mushaf Al Hilali*, (Tangerang Selatan : PT Insan Pustaka. 2002).

and personal traits, will have some influence on students' learning attitudes, motivation, and learning results (Zainab A. 2011 in Zamani, R., et al. 2016:70).

Based on the national policy perspective, the government has developed the following types of teacher competencies, which are stated in Regulations Explanation Government No. 19 of 2005 concerning National Education Standards: pedagogical, social, professional, and personality competencies.<sup>3</sup>

Derk said that the personality of the teacher plays an important role in assisting the learning process. The term "teacher personality" refers to the sum of a teacher's characteristics and behavior. In class, the teacher is assumed to be a model and actor. As a result, every action he or she takes, including their personality in teaching English, draws a lot of attention from students. It is well known that a good teacher can change a student's life. Teacher and student relationships are critical for both teachers and students' success. As part of classroom management, such relationships are the most important factor in determining the success of a teacher's work. As a person, a teacher must exhibit exceptional empathy, persistence, diligence, sincerity, research orientation, honesty, and flexibility. Teachers must also be thoughtful in how they respond to students' comments. In general, teachers respond to students by using praise, acceptance, remediation, or criticism.<sup>4</sup>

A teacher's job is not only to impart knowledge, but also to "educate" someone to be a good person. Educating entails passing on values to students. These values must be reflected in daily behavior. As a result, the teacher's personality is an embodiment of the values to be transferred. In the educational process, teachers not only act as "teachers" who transfer knowledge, but also as "educators" who transfer values.

openness, conscientiousness, extraversion, agreeableness, and neuroticism. However, researchers will employ three of the personality traits include agreeableness, conscientiousness and openness.

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<sup>3333</sup> Jejen Musfah, *Peningkatan Kompetensi Guru: Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Jakarta: Kencana Prenda Media Grup, 2011), p.30

<sup>4</sup> Masruddin and Henis Pratiwi., "Students Perception And Their Attitude Towards English Teachers Personality." *Langkawi Journal*, vol. 2, no.2, September 2016, p.203

The first trait is agreeableness, which relates to a nice demeanor, consideration, and modest behavior. Teachers with a tendency toward friendliness and nurturance are trustworthy, soft-hearted, and good-natured; for example, teachers learn or memorize students' names and bring them whenever possible. The second trait is openness to experience, which involves engaging in intellectual pursuits and exploring new feelings and ideas, such as imagination, creativity, and a preference for diversity. For example, if the teacher makes frequent connections between course topics and ideas from another course, the teacher will supplement the learning with cartoons, newspapers, clippings, TV shows, T-shirts, and ties, as well as introducing students to new areas outside of the classroom. The final trait is conscientiousness, which is connected with pro-activity, responsibility, and self-discipline. Examples include being conscientious, diligent, well-organized, punctual, and ambitious. Furthermore, the finest teacher will prepare the course well in advance of the start of classes, such as textbooks, syllabuses, and websites, and will be meticulous and methodical in the production of test materials, even when employing textbook-prepared questions. Teachers with positive personalities can enhance the teaching-learning process and increase success rates.<sup>5</sup>

Positive teachers motivate their students.<sup>6</sup> Many students are excited, passionate, and enjoyed learning with a teacher because the teacher's personality is positive and intriguing. Some students may feel discouraged, sluggish, apathetic, tired, or rowdy in class due to uninteresting or ineffective teachers.<sup>7</sup>

According to Bhargava in Morallo's article titled Personal and Professional Competence of Senior Teacher Education Students, "Teachers' personal competence includes knowledge of subject matter, effective communication skills, punctuality, discipline, and understanding the nature of child psychology."

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<sup>5</sup> Jess Freit, Gregory J Feist, *Teori Kepribadian Theoris Personality*, (Jakarta: Salemba Humanika 2009). 442.

<sup>6</sup> Mualimul Huda, *Teacher Personality Competence and Student Learning Motivation*, Research Journal, Vol. 11, No. 2, Agustus 2017. 264

<sup>7</sup> Ade Een Kheruniah, *A Teacher Personality Competence Contribution To A Student Study Motivation And Discipline*, International Journal Of Scientific & Technology Research Volume 2, Issue 2, February 2013

Motivation to learn can occur when students respond positively, particularly to the personality of their teachers. In other words, students will respond positively to the instructor's personality competence if the teacher sets a good example that students can follow. Meanwhile, teachers who have personality flaws will elicit a negative reaction.

This study investigated students' personal opinions about teachers' personalities, specifically how certain students rated the personality of one of their English professors in terms of intelligence, student interaction activities, responsibility, and self-discipline. Next, the researcher was interested in seeing students' motivation in learning English in front of the teacher.

When researcher made observations at MTs Negeri 1 Bitung, there were two English teachers teaching students at the school. Then the researcher asked the teacher about the students' abilities in class and the way the teacher taught the students. Each teacher provides an overview of the learning process in class. For students, the process of teaching and learning English is very difficult because English is a foreign language and is only found at school. Teachers also have difficulties when teaching because not all students are active in following the lessons given. In each class there are approximately 30 students per class but only a few contribute to the learning process. Sometimes we also have to insert games in the middle of learning to attract students' attention, but only a few are able to understand.

### **B. Research Question**

What are the students' perception on the teacher's personality in motivating students' English learning at the Eight Grade of MTs Negeri 1 Bitung ?

### **C. Objective of The Research**

The specific objective of this research is to find out the students' perception of teacher's personality in motivating students' English learning at the eight grade of MTs Negeri 1 Bitung.

#### **D. Significance of The Research**

The research findings are expected to be useful and valuable information for English teachers looking to improve the quality of their instruction. In general, this research is divided into two categories: theoretical significance and practical significance.

##### 1. Theoretically

In theory, the findings of this study be used to further knowledge and add information about issues concerning teacher personality. To encourage students to learn English and to serve as a model for other researchers carrying out future teaching assignments.

##### 2. Practically

###### a. For the Teacher

This study can assist and guide teachers to be more concerned about their personalities' competence in relation to the appropriateness characteristic that should be displayed in front of students. It also assists teachers in becoming good future teachers, as they must be good role models for their students.

###### b. For the Students'

Motivating students to learn English at school despite the fact that it is a foreign language. The teacher provides students with what they require. As a result, high student motivation will influence learning outcomes in terms of both knowledge and academic value.

###### c. For the next Researcher

This study is expected to be useful to other researchers in inspiring future studies on the same topic. Actually, the researcher should analyze five components of personality, but in this case, only three are examined. The next researcher can continue this research using two components that the researcher do not analyze.



### **E. Limitation of The Research**

The researcher restricts the problems to investigate students' perceptions, specifically:

1. The object of the research is the students' perception of teachers' personality in motivating students' in English learning in MTsN 1 Bitung.
2. The subject of the research are 30 students' of eight grade.

### **F. Definition of Key Terms**

#### 1. Students' Perception

Perception is the way someone views something. Student perception can be defined as a student's perspective or grasp of how to look at or interpret something.<sup>8</sup> In this study, students' perspective refers to students' comprehension and perception of teachers' personalities in inspiring students to learn English.

#### 2. Teacher Personality

Personality can be defined as the overall quality of an individual's behavior that reflects how they interact with their surroundings.<sup>9</sup> In this study, personality teachers refer to pure character that distinguishes them from others. It emphasizes three dimensions of personality: openness, agreeableness, and conscientiousness. Openness shows the proclivity to engage in intellectual activity. Then came warmth, attention, and humble demeanor. The final one is caution, which is linked to proactivity, responsibility, and self-discipline.

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<sup>8</sup> Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology* (United States of America: Worth Publishers, 2009), 123.

<sup>9</sup> Zarabian, F, Farajollahi, M. Yousefpour, Z. & Sajadiseresht, A. *The relationship between teacher's personality types and female high school third graders' achievement motivation in Mashhad*, *International Research Journal of Applied and Basic Science*, 9 (6), (2015). 815-823

### 3. Motivation

According to Harmer, motivation is a set of internal forces that encourage people to act.<sup>10</sup> Motivation is critical in learning because it can generate a strong desire, prompting students to pursue that want. It can be concluded that motivation is the reason that determines to perform certain behaviors. Everything that moves from within students to do this to improve learning achievement. This study focuses on knowing student motivation which is influenced by the teacher's personality in teaching in the classroom.

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<sup>10</sup> Harmer, J. Practice of English Language Teaching (London and New York. Longman. 1991). 13

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter examines several difficulties and theories relevant to the research problems, which will be utilized as a reference to reinforce the problems presented in this study. There are some topics covered, such as perception, personality, and motivation. Another point is the review of various past studies relevant to this subject.

#### **A. Theoretical Framework**

##### **1. Students' Perception**

Student perception relates to how students perceive and experience their education, including their attitudes, beliefs, and emotions about the learning process. It includes many aspects of the educational environment, teaching methods, and the entire educational experience.

Every person is unique, and each person understands things differently. It all relies on how the individual responds to anything with their perception. Perception in the limited meaning refers to how someone sees something, whereas perception in the broadest sense refers to comprehension, or how someone views or interprets something.<sup>11</sup>

According to Walgito "perception is a process preceded by the sensation of individuals through brain receptors." It might be inferred that perception is an assumption about the object under consideration. Barry's study demonstrates that perception is the set of processes by which we perceive, organize, and create stimuli in our environment. Meanwhile, Pickens describes the perceptual process as four stages: stimulation, registration, organization, and interpretation.<sup>12</sup>

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<sup>11</sup> Marjorie Montague, "Student Perception, Mathematical Problem Solving and Learning Disabilities", Pennsylvania State Univ 18, no. Remedial and Special Education (1997): 46-53

<sup>12</sup> Hybel. *Self Perception and Communication*. 2003

Here's a quick outline of how these phrases could be used in various contexts:

1. Stimulation
  - a. In psychology and neuroscience, stimulation refers to the process of stimulating or activating sensory receptors (e.g. vision, hearing, touch) or neural pathways.
  - b. In the context of learning and education, stimulation can also refer to the provision of interesting and challenging experiences to encourage mental or cognitive activity.
2. Registration
  - a. Registration generally involves the initial processing of sensory information by sensory receptors and its transmission to the brain.
  - b. In psychology and cognitive science, registration can also refer to the initial encoding of information in memory, where sensory input is converted into a form that can be stored.
3. Organization
  - a. Organization involves the arrangement and structuring of information. In cognitive psychology, this can refer to how information is stored in memory and how it is interconnected.
  - b. In the context of information processing, organization can also refer to the categorization and structuring of data or stimuli to make them more manageable and meaningful.
4. Interpretation
  - a. Interpretation involves giving meaning to information or events. In psychology, this relates to how individuals make meaning and understanding of their experiences.
  - b. In information processing or communication, interpretation can also refer to the decoding of symbols, messages or data to extract meaning.

These concepts are often interconnected and are part of broader processes involved in perception, cognition and information processing. They play an

important role in understanding how individuals perceive, learn and make sense of the world around them.

Gibson defines perception as a cognitive process that individuals utilize to comprehend things and understand the world around them (the object).<sup>13</sup> They further explain that perception is the process by which people assign meaning to their surroundings. As a result, even with the same item, each individual interprets the stimulus differently. The way individuals perceive the situation is often more important than the situation itself.<sup>14</sup>

Teachers must prioritize understanding their students' perceptions. In teaching and learning activities, students' perceptions of teacher teaching competence can lead to student learning motivation. If students have a positive perception of the teacher's teaching competence, the higher the learning motivation that students have. With learning motivation, students have the enthusiasm to pay attention to the material taught by the teacher and students have good learning outcomes. However, if students have a bad perception of the teacher's teaching competence, the low student learning motivation. And low student learning motivation will make students lazy to learn the material taught and have poor learning outcomes. According to Monks, the factors that influence student learning motivation are student ideals and aspirations, student abilities, student conditions, student environmental conditions, dynamic elements in learning and learning, teacher efforts in learning students.

Based on the definitions above, student perception refers to how students interpret objects in school using their senses. Perception begins with four stages: stimulation, registration, organization, and interpretation. Students first hear and see the thing, then register the stimuli, organize the information, then interpret it for understanding. Students can interpret and value objects based on their reactions,

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<sup>13</sup> Gibson, J.L., Ivancevich, J.M., and Donnelly, J.H. Teacher efficacy: A construct validation. *Journal of Educational Psychology*. Vol. 76, (1996) 569-582.

<sup>14</sup> Gibson, J.L., Ivancevich, J.M., and Donnelly, J.H. Teacher efficacy: A construct validation. *Journal of Educational Psychology*. Vol. 76, (1996) 569-582.

often known as perception. This study aims to understand how students perception the teacher's personality in motivating English learning.

### **Types of Perception**

There are two types of perceptions: positive and negative.

#### a. Positive Perception

The perspective that describes all information, as well as the response, persisted in the effort to apply it. That will be followed by activeness, which is the acceptance and support of the viewed object. It encourages the formation of relationships and giving to others. The chatagoration of positive perception occurs when someone agrees with what someone does and supports it by declaring like, affirm, or thrilled about the object.

#### b. Negative Perception

The perception that describes all information and responses that are not in accordance with the objects experienced. This will be followed by passivity, which is the refusal and opposition to the seen object. Furthermore, the chatagoration of negative perception occurs when someone disagrees with someone's activity and supports it by declaring they don't like, aren't excited about, or dislike the thing.

As a result, it is possible to deduce that positive or negative perceptions will always influence a person's internal actions. Positive or negative views will emerge depending on how individuals have described all of their knowledge about the object being regarded.

## **2. Teacher's Personality**

Personality is derived from the Greek per and sonare, which imply mask. Aside from that, it is derived from the word personae, which denotes a performer, specifically to play a particular character under the premise of attempting to penetrate outside to portray a specific person's

character, such as furious, gloomy, or calm.<sup>15</sup> Feist, Jess, and Gregory (2008:4) define personality as a generally persistent pattern of features and unique attributes that bring consistency and individuality to a person's conduct. Individual behavioral variances, consistency over time, and stability across settings are all influenced by traits. Traits might be unique, common to a group, or shared by an entire species, although the pattern varies for each individual. As a result, while each individual is similar to others in certain respects, they also have their own distinct personalities.

Personality is defined as an individual's unique set of character and behavioral traits. No two people are alike in this sense, including identical twins (Cruickshank, Jenkins, and Metcalf, 2003). Callahan (1966) supports this by describing personality as a dynamic arrangement of features and behavioral patterns that are unique to each individual. Aside from that, personality is defined as each person's expression of emotions, thoughts, and behavior that influences the surroundings and society. Based on professional explanations of personality, the author believes that personality is the sum of an individual's habits, character, attitudes, and attributes. Furthermore, Pevin and John (1997) defined personality as a collection of organized features and psychological systems within an individual that influence interactions and adaption to the environment. It is crucial to understand each individual's individuality.

Simply said, personality refers to a person's pure character as shown via attitudes and acts that distinguish him from others. Mayer defines personality as a collection of components that are organized, developed, and expressed through a person's activities. The preceding definition leads to the conclusion that personality is the total pattern of behavior, traits, habits, abilities, body shape, and other psychophysical

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<sup>15</sup> Nana Syaodih Sukmadinata, *Landasan Psikologi Proses Pendidikan*, (Bandung: Remaja Rosdakarya, 2011), hlm. 136.

components. In other words, personality refers to the actualization of a person's look and characteristic conduct.

Teachers must have the skills and expertise to facilitate learning in order to create a nation that is intelligent, skillful, and characterful. It can be challenging to develop a fun personality as a teacher during the learning process. Students' interest in learning can be used to assess teacher professionalism. This must be consistent with the expectations stated in the learning objectives. The teacher's ability to manage kids in the classroom as well as interact with the community. The problem stems from the fact that each student has a unique approach to learning, including attitude, conduct, and style of thinking.<sup>16</sup> Teacher personality has a vital part in facilitating the learning process. The term "teacher personality" refers to the entire set of characteristics and behaviors that teachers exhibit. In class, the teacher is considered to be both a model and an actor. As a result, every action he or she takes, including their personality while teaching English, draws a lot of attention from students. It is widely acknowledged that a good teacher has the power to change a student's life. Teacher-student connections are critical to the success of both educators and students. As part of classroom management, such relationships are the most important component in judging if a teacher's work was successful. A teacher must possess outstanding empathy, perseverance, diligence, sincerity, research orientation, honesty, and flexibility as a person. Teachers must also be thoughtful in how they respond to student feedback. Teachers generally reply to students with praise, acceptance, remediation, or criticism. The personality of the teacher determines his or her position as an educator and mentor. A teacher educates and guides students not just with the information and delivery methods they use, but also with their own

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<sup>16</sup> Hirlan Maulana, dkk. *Charactered Teacher's Personality Competencies Within Social Interaction*. Jurnal Belaindika: Pembelajaran dan Inovasi Pendidikan. Vol.3, No.1, Maret 2021. Pp.10



demeanor. Educating and leading occurs not only through informal encounters, but also through informal interactions that are both taught and transmitted. The teacher's personality is a combination of their personal characteristics and their function as an educator, teacher, or mentor. As a result, teachers' personalities are encouraged and developed to the greatest extent possible, with the expectation that they will be able to demonstrate excellent personality attributes such as honesty, openness, mercy, compassion, patience, independence, and so on.

Many people recall a particular instructor based on how he or she presented himself or herself to students. Anyone can become a teacher, but a good teacher possesses specific characteristics that are present both within and outside the classroom. This is very crucial to understand how a teacher supports and motivates his or her students to study.

### **Factors of Personality**

In the teaching-learning process, the teacher serves as the class's actor. The teacher will have an impact on the effectiveness of the teaching-learning process. Furthermore, the teacher has a significant influence on the smoothness of the teaching process in relation to other elements. To attain these objectives, instructors must have basic skills in carrying out their responsibilities. One of these capabilities is the teacher's personality. The big five personality factors are a group of hypotheses in psychology that reveal a person's personality. These traits include neuroticism, extraversion, openness, agreeableness, and conscientiousness. This research focuses solely on agreeableness, conscientiousness and openness.<sup>17</sup> In this study, researchers only focused on 3 personalities, namely agreeableness, conscientiousness and openness. Because these three personalities are the benchmarks of observations made by researchers. Neuroticism reflects a type of personality that tends to negative emotional experiences such as fear,

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<sup>17</sup> McCrae, R. R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4(4). (2002).

sadness, uncertainty, anger, guilt and anticipation.<sup>18</sup> Based on the results of the researcher's interview with the teacher under study, the teacher has been teaching since 2015. That means the teacher has experience in the teaching and learning process in the classroom. So the researcher concluded that the teacher was able to control and maintain his emotions while in the classroom because he had understood what kind of classroom management so that the researcher felt no need to make neuroticism as research material. Extraversion is a dimension of extroversion. It refers to several categories, such as sociable, fun, talkative, energetic, assertive, cheerful, friendly, and able to establish good relationships with others.<sup>19</sup> Extraverts get energy from interacting with others.<sup>20</sup> By looking at the exposure related to extraversion itself, according to the researcher, the teacher must be able to have this personality without having to wait for external factors and the teacher studied is a sociable person, so the researcher concluded not to make this personality as research material.

#### 1. Agreeableness (A)

Agreeable people are kind, cooperative, and compassionate. These people can also be regarded as kind, eager to please, and good-spirited. People with low scores on this component may be regarded as remote, hard-headed, skeptical, competitive, and prideful.<sup>21</sup> Individuals with high levels of agreeableness are cooperative, obedient, sympathetic, selfless, and trustworthy, whereas those with low levels are selfish, competitive, and

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<sup>18</sup> <https://ugm.ac.id/id/berita/16789-kepribadian-neuroticism-berpengaruh-terhadap-asimetri-konflik-tugas/#:~:text=Neuroticism%20merefleksikan%20jenis%20kepribadian%20yang,emosi%20ketika%20menghadapi%20pengalaman%20negatif> (accessed on Wednesday on 13 March 2024 at 10.53 AM) Dwita Darmawati, SE., M.Si

<sup>19</sup> Taufik, Nanik Prihartanti, Harris Shah Abdul Hamid. *Neuroticism, Extraversion and Conscientiousness as Predictors of the Hedonistic Lifestyle*. North American Journal of Psychology, 2019, Vol. 21, No.3, 645-660.

<sup>20</sup> <https://www.123test.com/big-five-personality-theory/> (accessed on Wednesday on 13 March 2024 at 12.56 PM)

<sup>21</sup> [What are the Big Five Personality Traits? - Learn all about the Theory | 123test](https://www.123test.com/big-five-personality-theory/) (accessed on Wednesday on 31 January 2024 at 8.47 PM)

distrusting (McCrae and Costa 2003). Goldberg discovered that agreeableness is connected with dispositions toward kindness, selflessness, generosity, and fairness.<sup>22</sup> Agreeableness also relates to a teacher's interpersonal orientation, which ranges from caring to hostile in thoughts and behaviors. Teachers with poor agreeability tend to be more aggressive and less cooperative.<sup>23</sup> Teachers will be assessed on six dimensions: conformity, trust (directness to others), simplicity (any interaction), altruism (wanting to help others), compliance (obedience that manifests in interpersonal relationships), simplicity (easy and low heart), and concern for others. Teachers with agreed-upon characteristics will be described as gentle, non-demanding, conflict-avoidant, patient, and humble. It can be demonstrated that effective teachers would attempt to memorize students' names and call them at every academic opportunity.

## 2. Conscientiousness (C)

Conscientious persons are dependable and efficient. Individuals with high scores on this component are frequently regarded as disciplined, efficient, well-organized, and possessing a strong sense of accountability. People with low scores are described as spontaneous, chaotic, preferring flexible plans, and disliking specific details.<sup>24</sup> Conscientiousness is defined as dependability, hard work, organization, self-discipline, persistence, and responsibility.<sup>25</sup> This refers to the teaching and learning process that takes place in the classroom between teachers and students in order

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<sup>22</sup> Goldberg, L.R. The Development of makers for the big five-factor structure, *psychology Assesment*, (1992). 4, 26-42

<sup>23</sup> John, O.P., & Srivastava, S. *The Big-Five Trait Taxonomy: History, measurement, and Theoretical Perspective*. Barkeley, University of California (1999).

<sup>24</sup> [What are the Big Five Personality Traits? - Learn all about the Theory | 123test](#) (accessed on Wednesday on 31 january 2024 at 11:33 PM)

<sup>25</sup> Muhammad. I.Arif, "Personality and Teaching: An Investigation into Prospective Teacher's Personality," *International Journal of Humanities and Social Science* 2, no. 17 (2012):163

to attain the desired educational goals. De Fruyt and Mervielde Blicke established that conscientiousness is related to learning outcomes through learning techniques.<sup>26</sup> Conscientious teachers excel at planning their work, managing their time, and working hard toward specific goals such as self-discipline and thinking before acting.<sup>27</sup> Teachers like him will provide internal drive and a good outlook.<sup>28</sup> Furthermore, teachers with low conscientiousness tend to be less attentive, less focused, and more easily diverted from tasks. Teachers with high Conscientiousness are more likely to give their students their all when executing assignments, resulting in a better mood and increased self-esteem.

### 3. Openness (O)

Openness is essential to the teaching-learning process. Individuals with a high openness to experience are curious, contemplative, inventive, and unique, whereas individuals with a low openness to experience are uninquisitive, routine-oriented, and conformist.<sup>29</sup> Openness to experience appears to be linked to any of the motivational tactics, including creativity and curiosity about the material.<sup>30</sup> According to the research, teachers with high openness scores are boundless, broad-minded, creative, and can view the beauty of the world from a fresh perspective.<sup>31</sup> The teacher will be more imaginative and curious in order to solve challenges. Teachers with low openness ratings are more likely to engage in heated

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<sup>26</sup> Blicke, G. *Personality traits, learning strategies, and performance*. European J of Personality, (1996).10, 337-352.

<sup>27</sup> Entwistle, N. & Tait, H. *Approaches and study skills inventory for students*. Centre of Research on Learning and Instruction. University of Edinburgh. (1996).

<sup>28</sup> Entwistle, N. *Motivational factors in student' approaches learning to learning in: Learning strategies and Learning style*. In R.R. Schmeck (Ed) New York: Plenum Press. pp. (1988) 21-49.

<sup>29</sup> McCrae R.R and Costa P.T, *The five factor model five factor theory and interpersonal psychology*. In Handbook of Interpersonal Psychology: Theory Research Assessment and Therapeutic Interventions

<sup>30</sup> Barrick, M.R. and Mount, M.K. *The Big Five Personality dimensions and job performance: A meta-Analysis*. *Personal Psychology* (1991) 44, 1-26.

<sup>31</sup> Feist, J & Feist, G, J. *Theoris of Personality*. New York: Mc Graw Hill. (2009). 223

disputes and exhibit little inquiry.<sup>32</sup> Teachers with a high level of openness to experience enjoy learning and experiencing new things. Those who score high on this component have qualities like imagination, artistic interests, depth of feeling, desire to experiment, intellectual curiosity, and tolerance for diversity. Low scoring on this aspect are sometimes described as conventional, down-to-earth, conservative, and pragmatic.<sup>33</sup>

The researcher reached results about the big five of personality, three of which were agreeableness, conscientiousness, and openness. Teachers with a high agreeableness score are likely to be kind, cooperative, trustworthy, and warm. However, teachers with a poor score on this tend to appear cold, confrontational, and nasty. Teachers with high conscientiousness scores are often cautious, dependable, structured, and accountable. Low-scoring individuals, on the other hand, are more likely to be careless, sloppy, and untrustworthy. The last, teachers with high Openness dimension scores tend to appear inventive, joyful, creative, and artistic. On the other hand, a low dimension value makes the teacher appear shallow, dull, or overly simplistic. Three of these five personalities will help the teaching and learning process take place in the classroom so as to improve students' learning achievement and make students continue to want to learn English in the classroom.

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<sup>32</sup> Friedman, H.S. & Schustack, M.W. *Personality : Classic Theoris and Modern Research*. Boston, M A: Pearson. (2012).

<sup>33</sup> [What are the Big Five Personality Traits? - Learn all about the Theory | 123test](#) (accessed on Wednesday on 31 January 2024 at 11:46 AM)

**Table 2.1 Three of Personality Dimension**

<b>Personality Domain</b>	<b>Description</b>	<b>Low Score</b>	<b>High Score</b>
Agreeableness (A)	The dimension includes an individual's tendency to agree with other individuals. Individuals who are able to agree are characterised as cooperative, warm, and trusting of others.	Cruel Suspicious Stingy Inimical Critical Grumpy	A Soft Heart Trusting Philanthrope Unanimous Lenient Good-natured
Conscientiousness (C)	A dimension that shows individuals who have the personality traits of being responsible, organised, trustworthy and persistent.	Remiss Indolent Disorderly Late Purposeless Ceasing	Conscientious Hardworking Orderly Timely Pushy Zealous
Openness to Experience (O)	A dimension that shows an individual's interest in new things. Individuals who are open to new things are creative, curious and artistically sensitive.	Uncreative Conventional Prefers routine Uncurious Conservative	Creative Original Prefers a variety Curious Liberal

### 3. Motivation

#### a. Definition of Motivation

Motivation is a critical aspect in determining the success or failure of any challenging endeavor. Someone's motivation determines their ability to complete a task. In second language learning, it is easy to say that a student will succeed if they are motivated.

There are numerous definitions of the term motivation. According to Harmer, motivation is an internal drive that drives someone to do activities in order to reach a goal.<sup>34</sup> Motivation is strongly linked to achievement or learning achievement. As a result, the teacher must be capable of motivating students to learn. Cultivating student learning motivation is one strategy for improving learning abilities and willingness.

According to Elliot and Covington, motivation provides explanations for people's actions, goals, and needs. Motivation may also be described as a person's intention to repeat an activity or vice versa.<sup>35</sup> According to Narayanan, motivation is the reason for one's acts or behaviors.<sup>36</sup> It is possible to conclude that desire to learn is the total driving force that develops a strength in persons who are learning to change all of their behavior in order to reach the intended learning outcomes.

According to the explanation provided above, conceptual motivation is intimately tied to achievement or learning acquisition. Students who are normally extremely motivated will perform well academically. Conversely, kids with moderate motivation will attain standard results. Therefore, learning motivation is highly important in enhancing learning acquisition. Even successful people have high levels of motivation.

Furthermore, learning motivation is a psychological aspect rather than an intellectual one. Its specific role is in the development of passion, happiness, and a

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<sup>34</sup> Husni Mubaro, English Education Journal, *The Use of Peer Feedback Strategy to Motivate Students in Narrative text Writing*. Vol. 2 No.2, 2012, 164.

<sup>35</sup> Elliot, A. J., & Covington, M. (2001). Approach and Avoidance Motivation Educational *Psychology Review*. 13(2).

<sup>36</sup> Narayanan, R. *Motivation Variables and Second Language Learning*. Vinayaka Mission Research Foundation University, Kanchipuram, India. (2006).

desire to study. A student that is highly motivated will have enough of energy to complete learning exercises.

### **b. Types of Motivation**

Motivation is classified into two types: intrinsic and extrinsic. That will be shown below.

#### **a. Intrinsic Motivation**

Intrinsic motivation refers to motives that become active without external stimulation because each human has an innate desire to perform something.<sup>37</sup> Intrinsic motivation goals are inherent in the learning environment and students' needs to master the principles taught in that lesson. Students are driven by the course subject rather than other wants such as praise, excellent grades, or presents.

According to Emily's research, intrinsic motivation stems from students' personal experiences such as comfort, happiness, and interest.<sup>38</sup> Students that have intrinsic motivation will be able to reach their goals more quickly and easily since they are motivated from inside.

#### **b. Extrinsic Motivation**

Extrinsic motivation is the reverse of intrinsic motivation. Extrinsic motivation is the active and functional use of external stimuli. Extrinsic learning motivation is defined as pupils placing their learning goals outside of the situational elements under consideration.<sup>39</sup> Students study because they desire to achieve specific goals, such as reaching a high number.

Students require extrinsic incentive to want to learn. Several methods can be used to motivate students to learn. Teachers that excel at teaching will employ extrinsic incentive in a variety of ways to pique students' interest in learning.

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<sup>37</sup> Harmer. *The Practice of Language Teaching. Fourth Edition.* 98

<sup>38</sup> Emily R. Lai. *A Research Report Motivation Literature Review*, (Pearson, April, 2011).

<sup>39</sup> Biggs, J. *Teaching for Quality Learning at University.* (The Society for Research into Higher Education & Open University Press. 2002). P.61



### **c. Teacher's Personality toward Student Motivation**

The teacher must provide a good example for children by protecting and educating them with all of their heart, authority, wisdom, and, most importantly, nobleness. With the traits of the teacher, this will result in a positive perception of the student, and the teacher will be copied and worshiped by students.

Motivation in learning drives students to study. Students who are driven will endure and learn. To achieve effective learning outcomes, one learner must be motivated to continue learning. Motivation is intimately tied to achievement and learning. Students that are highly motivated tend to attain good academic results. Then, students with poor motivation will receive standard achievements. Therefore, learning motivation is very important in boosting learning acquisition. Even those that succeed in their studies do so mostly because of their tremendous motivation.

### **B. Previous Study**

The first researchers are Şenay Kirkağaç and Hüseyin ÖZ.<sup>40</sup> This study aimed to determine the possible relationship between personality traits and academic achievement of English as a Foreign Language (EFL) teacher candidates. In line with the literature, the results showed that there was a statistically significant relationship between the participants' personality traits and academic achievement. Specifically, conscientiousness, openness, and agreeableness were the personality traits that were positively and significantly correlated with academic achievement. Furthermore, to determine the predictive influence of personality traits on academic achievement, multiple regression analyses were conducted. Based on the results of the analysis, personality traits were able to predict 17% of academic performance, with openness being the strongest determinant. Conscientiousness followed openness, while the other three traits failed to predict the participants' academic performance.

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<sup>40</sup> Şenay KIRKAĞAÇ and Hüseyin ÖZ “The Role of Big Five Personality Traits in Predicting Prospective EFL Teachers’ Academic Achievement” *Journal of Education and Teaching (IOJET)* Vol.4, No.4,2017

Second researchers are Fitri Lestari Issom and Tri Purnama Sari.<sup>41</sup> This research uses qualitative methods. The purpose of this study was to determine the influence between the Big Five Personality (openness to experience, conscientiousness, extraversion, agreement, neuroticism) on teacher efficacy in elementary schools with the 2013 curriculum. The number of samples in this study were 91 elementary school teachers who taught using the 2013 curriculum in Bekasi City. The results of the study based on linear regression analysis showed a significant influence between the Big Five Personality types in the form of openness to experience, conscientiousness, extraversion, and neuroticism on teacher efficacy in elementary schools with the 2013 curriculum. The results showed that extraversion has the highest influence on teacher efficacy, which is 24.1% with a positive influence on teacher efficacy.

The last researcher Wahyudin Rauf.<sup>42</sup> This study is a qualitative research. A lecturer was selected as a research participant through purposive sampling technique and 6 Grade 2 students majoring in English were involved as informants. Data were obtained through note-taking, observation, and interviews and analysed based on data analysis procedures consisting of data collection, data reduction, data presentation, and conclusion drawing. The findings show that; (1) the dominant teaching style used by lecturers is Expert type, (2) the personality type owned by lecturers is Extraversion personality, and (3) students' perceptions of teaching styles and lecturers' personality traits are comfortable, motivated and more disciplined. The findings also prove that teaching styles can be mixed and lecturers can modify their teaching styles with some strategies such as using humour and pop quizzes.

The difference between the previous researchers above and this study is that this study focuses on students' perceptions of teacher personality in motivating English learning. This study tries to find out the positive and negative feelings of students towards the teacher's personality.

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<sup>41</sup> Fitri Lestari Issom and Tri Purnama Sari "Kepribadian Big Five Personality dan Efikasi Guru di Sekolah Dasar dengan Kurikulum 2013" *Jurnal Penelitian dan Pengukuran Psikologi*, Vol. 5, No.2, 2016

<sup>42</sup> Wahyudin Rauf, "*Student's Perception towards The Lecture's Teaching Styles and Personality Traits*" at Muhammadiyah University of Makassar, Indonesia

## **CHAPTER III**

### **METODOLOGY OF RESEARCH**

#### **A. Research Design**

Basic qualitative descriptive research was the approach taken in designing this study. According to Creswell, assumptions, worldviews, the potential to apply a theoretical lens, and the examination of a research problem pertaining to individual or group problems as human problems are the first steps in the qualitative research process.<sup>43</sup> Qualitative descriptive research is, in theory, used to as clearly and non-discriminatorily as possible reveal the conditions of phenomena.

To address its research questions, this study employs qualitative descriptive research methodology. By verbally describing phenomena that occur in research subjects, this seeks to comprehend and explain them. Drawing from Mandalis, he underscored that the descriptive approach entails characterizing or gathering data regarding the present state of a specific object, encompassing the description, documentation, analysis, and interpretation of extant facts.<sup>44</sup>

#### **B. Research Participant**

The researcher select the major subgroup for 10% of the total population at MTs Negeri 1 Bitung in the eighth grade. The population is described in the following table.

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<sup>43</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Method Approaches*, (United State of America: sage publication, 2014).

<sup>44</sup> Mardalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), p.26

**Table 3.1**  
**The Number of Total Students**

No.	Class	Number of Students
1	VIII <sup>a</sup>	30 students
2	VIII <sup>b</sup>	30 students
3	VIII <sup>b</sup>	30 students
4	VIII <sup>4d</sup>	30 students
5	VIII <sup>e</sup>	30 students
6	VIII <sup>f</sup>	30 students
7	VIII <sup>g</sup>	30 students
8	VIII <sup>h</sup>	30 students
9	VIII <sup>i</sup>	30 students
10	VIII <sup>j</sup>	30 students
Total		300 students

The researcher then took 10% of the population. According to Arikunto, if the population is less than 100 people, the total sample size is used, but if the population is greater than 100 people, 10-15% or 20-25% of the population can be used.<sup>45</sup>

The researcher used purposive sampling technique in this study, by selecting a subgroup of 10% of the total 300 students. There were 30 students who became respondents, there were 10 classes in grade 8 but the researcher only took two classes according to the teacher to be studied and the researcher only focused on 10 students to answer the interview guidelines.

The researcher used purposive sampling in this study because it limits it to two classes taught by the teacher to be studied.

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<sup>45</sup> Arikunto S, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Aneka Cipta, 2006).

## **C. Research Setting**

### **1. Place**

This investigation was conducted at MTs Negeri 1 Bitung. This school is situated in Jalan S. H. Sarundajang, Lingkungan 2 Wangurer Barat, Madidir, Bitung City, North Sulawesi.<sup>46</sup>

### **2. Time**

The researcher collected data for three days starting from February 15 2024 to February 17 2024. However, the researcher found some missing data in the research process so the researcher carried out further research. Researchers collected data by conducting participant observation, questionnaires, interviews and documentation.

## **D. Research Instrument**

The instrument design in this study was interview, questionnaire and documentation. This study used questionnaires to collect data on students' perceptions of teacher personality in motivating students to learn English. The researcher chose open-ended questions in the questionnaire. The interview is a more specific question instrument because it has 11 questions for students, the follow-up research of these questions is by interview. Then the researcher used documentation such as photographs.

## **E. Data Collection Technique**

The data collecting or development approach is divided into several parts, and the researcher uses Ronald and Lynn's theory to perform qualitative research. The data came from a questionnaire and an interview.<sup>47</sup>

### **1. Questionnaire**

The questionare is a set of questions designed to elicit information from the topic of investigation in this inquiry. The questions employ a Likert scale. Furthermore, the likert scale is the most often utilized question style for

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<sup>46</sup> Profil of MTs Negeri 1 Bitung 2022/2023'

<sup>47</sup> John W. Creswell, *Educational Research Planning, Conduction and Evaluating Quantitative and Qualitative Research, Fourth Edition*, (Boston: Pearson Education, Inc., 2012), 206

analyzing participants' perceptions of usability.<sup>48</sup> In this study, the scale used is a Likert scale with intervals of 1-4. According to Sugiyono, this scale is used to measure the opinions, attitudes, perceptions of a person or individual about social phenomena.

**Table 3.2 Likert Scale**

No	Analisis kuantitatif
1	Sangat setuju
2	Setuju
3	Tidak setuju
4	Sangat tidak setuju

Sumber: (Sugiyono, 2015:165).

In this study, researchers collected data using a questionnaire, the contents of which were adapted from journals and theories. This study employed a closed questionnaire with 22 statements. The closed questionnaire here is a rating scale questionnaire. This questionnaire uses a Likert Scale to collect information from participants; the Likert Scale is used to assess the subject's level of agreement with each topic. There are three parts to this questionnaire: agreeableness, conscientiousness and openness. The number of questions will appear in the table.

## 2. Interview

The interview is a means of acquiring valuable in-depth information on story-based participants' experiences.<sup>49</sup> Thus, interviews are utilized to obtain precise information from each student. This tool focuses on students' motivation to complete activities and overcome problems. The researcher will conduct a semistructured interview. The interview is used to address the second research question. So that the researcher might take note of the interview guidelines regarding the students' motivation for overcoming obstacles and completing

<sup>48</sup> Zoltan Dornyei, *Questionnaire in Second Language Research* (New York: Routledge, 2010).

<sup>49</sup> Stated by Mc Namara in Dapzury Valenzuela and Pallavi Shrivastava. "Interview as a Method for Qualitative Research"

assignments. The researcher included 11 number questions to the interview guidelines.

### **3. Observation**

Observation is the intentional, systematic, and selective process of watching and listening to an interaction or phenomena as it occurs.<sup>50</sup> In this method, the research was based on the observation of students' and teachers' activities while teaching English. The researcher saw that pupils employed participatory observation.

### **F. Research Stages**

1. Asked the principal for permission to conduct the research
2. Holding a meeting with the English teacher

The researcher and teacher discussed the research plan to be carried out.

3. Conducting observation

The researcher conducted participatory observation by following the teaching and learning process that would be taught by the teacher.

4. Distributing questionnaires

Researchers distributed questionnaires to students in the classroom.

5. Conducting interviews with students

6. Researchers conducted interviews to provide data support

7. Data analysis

Researchers analysed data using formulas and models of qualitative data forms.

8. Reporting data

Researchers report data and make conclusions as final data.

### **G. Data Analysis Technique**

After data collecting is complete, the next critical step is to analyze it. Data analysis is an important stage in the process of conducting qualitative research because it allows the researcher to search for and methodically gather data obtained in the field through in-depth interviews, field notes, and other

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<sup>50</sup> Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners* (London: Stage Publication, 2011).

materials, making it easier to interpret. According to Bogdan and Biklen, data analysis is an effort to work with data, organize it, and divide it into manageable chunks. Then figure out what was important and what was learnt, and determine what to tell others.<sup>51</sup>

The data collected during the research will next be examined using Milles and Huberman's methods, which involve three stages: data reduction, data display, and generating conclusions.<sup>52</sup> The next sections will go over each step of the analytical process:

- a. Data Reduction refers to the researcher's efforts to reduce data by summarizing, selecting the essential points, focusing on the most important points, and looking for themes and patterns. The reduced data will make it easier for researchers to obtain additional data.
- b. Data presentation is a process of systematically collecting information to arrive at conclusions about research findings. The researcher is shown in detail the data classified by the superior personality. Researchers are displayed in narrative form.

This study made a questionnaire to support data research and in analysing this questionnaire, researchers used a Likkert scale.

- 1) The researcher sorts the reply data from the collection of the Questionare
- 2) The data received will be entered into the research table
- 3) In the table the researcher will distribute four percentages namely strongly agree, agree, disagree, and strongly disagree.

There are four predetermine answers with scale 1-4 suggest by Likert Scale.

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<sup>51</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 36th ed. (Bandung: PT Remaja Rosadakarya, 2017), p. 248.

<sup>52</sup> Sugiyono, *Metode Penelitian Pendidikan* (Bandung: Alfabeta, 2010), p. 337.



**Table 3.3 Likert Scale**

No	Analisis kuantitatif
1	Sangat setuju
2	Setuju
3	Tidak setuju
4	Sangat tidak setuju

Sumber: (Sugiyono, 2015:165).

The formula of percentages as follow <sup>53</sup>:

$$p = \frac{f}{n} \times 100\%$$

P : percentage of student's perception

F : the number of frequency of the respondent's answer

N : the number of respondent

- 4) The use of Likert scale in this study is to measure the respondents' agreement and disagreement with the objects in the questionnaire. The statements contained in the questionnaire contain content that will be assessed by respondents.

#### c. Data Drawing and Conclusion

This conclusion is reached after analyzing activity data collected in the field and completing the fieldwork. When the researcher has finished determining the optimal data reduction method and displaying the data, the researcher will draw a brief conclusion to determine the correct answer or information to the researcher's queries.

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<sup>53</sup> Anas sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT. Raja Grafindo persada, 2008).

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Description of Research Subject**

Profile of MTs Negeri 1 Bitung

MTs Negeri 1 Bitung which is a public junior high school located in Wangurer, more precisely in West Wangurer, Madidir, Bitung City, North Sulawesi.

MTs Negeri 1 Bitung has 892 students. The school has a total of 12 MoRA civil servant teachers, 22 PPPK teachers, 2 Diknas civil servant teachers, 15 honorary teachers, and 10 staff. This school is one of the schools that participates in national level competitions, so many students apply to this school, but this school only accepts around 300 students each year.

The school also has several facilities and classrooms that can help facilitate the teaching and learning process such as 18 classrooms, 1 library, 1 science lab, 1 computer lab, 1 media lab, 6 teachers' rooms, 1 principal's room, 1 administrative room, prayer room, dormitory building, hall, 12 toilets and 2 sports halls. The adequate infrastructure supports and makes the learning process more efficient and can improve the quality of education.<sup>54</sup>

#### **B. Research Findings**

##### **1. Result of Questionnaire**

This research was conducted on Thursday, 12 February 2024. The researcher used a questionnaire to find out in depth the students' perceptions of the teacher's personality in motivating English learning. This questionnaire was distributed to 30 students of class VIII at MTs Negeri 1 Bitung. This questionnaire contains about 22 questions and consists of 3 factors personality theory.

McCrae & Costa state that there are five personality factors, but researchers only focus on three of them. They were agreeableness, conscientiousness and

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<sup>54</sup> 'Profil Madrasah MTs Negeri 1 Bitung 2023/2024'.

openness. Agreeableness refers to friendly, caring and modest behaviour, associated with a tendency towards friendliness and nurturing. Then conscientiousness is associated with proactivity, responsibility, and self-discipline. In addition, Openness represents the tendency to engage in intellectual activity and experience new sensations and ideas.<sup>55</sup> This is the result of a questionnaire on students' perceptions of teacher personality in motivating English learning. The first factor is agreeableness. There are 8 indicators or points related to the aspect of agreeableness.

#### 4.1 Student's Perception of Teacher's Personality in Motivating Students in Agreeableness Aspects

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
1.	I like it when my teacher has a smiley character for all students. (saya senang jika guru saya memiliki karakter murah senyum kepada semua siswa)	80%	20%		
2.	I feel happy when my teacher has a helper character when students have	53,3%	46,7%		

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<sup>55</sup> McCrae, R.R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4 (4). (2002).

	difficulty in answering question. (saya merasa senang ketika guru saya memiliki sifat penolong ketika siswa mengalami kesulitan dalam menjawab pertanyaan)				
3.	I do not like to have arrogant teachers in the classroom. (saya tidak suka jika ada guru yang pemarah di dalam kelas)	26,7%	63,3%	10%	
4.	I am excited when I have a teacher who always keeps his promises. (saya merasa senang ketika memiliki guru yang selalu menepati janji)	56,7%	43,3%		
5.	I am very happy to have a forgiving teacher when students do wrong inside or	63,3%	36,7%		

	<p>outside the classroom.</p> <p>(saya sangat senang memiliki guru yang pemaaf ketika siswa melakukan kesalahan di dalam maupun di luar kelas)</p>				
6.	<p>I am interested when my teacher explains the lesson in a smooth, non-snapping voice.</p> <p>(saya sangat senang memiliki guru yang pemaaf ketika siswa melakukan kesalahan di dalam maupun di luar kelas)</p>	80%	20%		
7.	<p>I prefer it when my teacher reflects the polite nature of students.</p> <p>(saya lebih suka jika guru saya mencerminkan sifat sopan santun kepada siswa)</p>	43,3%	56,7%		
8.	<p>I am happy when my teacher apologizes</p>	50%	50%		

	when he got wrong to explain lesson. (saya senang ketika guru saya meminta maaf ketika dia salah dalam menjelaskan Pelajaran)				
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Based on the data in table 4.1, the researcher found that the first statement of students' perceptions of teacher personality in motivating students to learn English focusing on the agreeableness aspect, namely "I like it when my teacher has a smiling character to all students." The results of data analysis stated that all 30 students gave positive responses. This can be accurately seen from the data collection that has been done as many as 24 respondents (80%) stated strongly agree while the other 6 people (20%) stated agree.

In the second statement in table 4.1, namely, "I feel happy when my teacher has a helping nature when students have difficulty in answering questions." The analysed data states that all 30 students gave a positive response. This can accurately be seen from the data collection that has been done as many as 16 respondents (53,3%) stated strongly agree while 14 people (46,7%) others agreed. This data shows that students are motivated by teachers who have a helpful nature so that they can provide motivation in the English learning process.

For the third statement, "I do not like teachers who are arrogant in class." This shows that 8 respondents (26,7%) answered strongly agree and 19 respondents (63,3%) answered agree while 3 people answered disagree (10%). However, it is the positive answer that shows the highest result of 90% so that many students expect teachers who are not arrogant in class.

The fourth statement was "I feel happy when I have teachers who always keep their promises." A total of 17 respondents (56,7%) answered strongly agree

and 13 others (43,3%) answered agree. This shows 100% of the answers have a positive value that students feel happy when teachers are able to keep their promises.

The fifth statement in this aspect is "I am very happy to have a forgiving teacher when students make mistakes inside or outside the classroom". A total of 19 respondents (63,3%) answered strongly agree and 11 respondents (36,7%) answered agree. It can be analysed that students' perception of forgiving teachers' personality can motivate them in learning English because it shows 100% positive value.

The sixth statement was "I am interested when my teacher explains lessons in a soft voice and does not yell." The data shows 24 respondents (80%) strongly agreed and 6 respondents (20%) agreed. This shows that students will be motivated if the teacher teaches with a softer voice as evidenced by 100% of respondents answering with positive values.

The seventh statement was "I prefer it when my teacher shows good behaviour to students." A total of 13 respondents (43,3%) answered strongly agree and 17 respondents (56,7%) answered agree. This gives a positive value because if calculated the number becomes 100%.

The last statement from the agreeableness aspect is "I am happy when my teacher apologises when he/she is wrong in explaining the lesson." In this last statement, the answers from respondents were balanced, with 15 respondents (50%) strongly agreeing and 15 respondents (50%) agreeing. So that if calculated both become 100% for a positive value on this statement.

Then in the second aspect in table 4.2 there is the conscientiousness aspect. Which has 6 indicators as follows.

#### 4.2 Student's Perception of Teacher's Personality in Motivating Students in Conscientiousness Aspects

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
9.	I am excited when my teacher prepares something well, such as designing a bench before the lesson begins. (Saya merasa senang ketika guru saya mempersiapkan sesuatu dengan baik, seperti menata bangku sebelum pelajaran dimulai)	13,3%	70%	16,7%	
10.	I am excited when my teacher repeated the explanation until all the students understood the material.	56,7%	40%		3,3%



	(Saya merasa senang ketika guru saya mengulang-ulang penjelasan sampai semua siswa memahami materi Pelajaran)				
11.	I am excited when my teacher uses all her strength in doing any activities in the class. (Saya senang ketika guru saya menggunakan seluruh tenaganya dalam melakukan kegiatan di kelas)	20%	66,7%	10%	3,3%
12.	I am happy when my teacher does teaching in appropriate times. (Saya senang bila guru saya mengajar pada waktu yang tepat)	33,3%	60%	3,3%	3,3%
13.	I like it when my teacher comes to class on time.	36,7%	56,6%	6,7%	

	(Saya suka jika guru saya datang ke kelas tepat waktu)				
14.	I am happy when my teacher leaves the class on time. (Saya senang ketika guru saya meninggalkan kelas tepat waktu)	56,7%	33,3%	10%	

Based on the data in table 4.2. The first statement is "I feel happy when my teacher prepares things well, such as arranging the benches before the lesson starts." The answers from respondents were very diverse. A total of 4 respondents (13,3%) stated, 21 respondents (70%) agreed and 5 respondents (16,7%) disagreed. In the first statement there were positive and negative answers but the positive value was higher because it was at 83,3%.

In the second statement "I feel happy when my teacher repeats the explanation until all students understand the material." The results of data analysis were 17 respondents strongly agreed (56,7%), 12 respondents agreed (40%) and 1 respondent strongly disagreed (3,3%). The positive value outperforms the second statement in this aspect it means that students' perceptions of teacher personality are important in motivation to learn English.

In the third question in the aspect of conscientiousness, "I am happy if my teacher uses all his/her energy in carrying out activities in the classroom". 6 respondents (20%) answered strongly agree, 20 respondents (66,7%) answered agree, 3 respondents (10%) stated disagree and 1 respondent (3,3%) answered strongly disagree. The answers given varied, but positive answers dominated for this third statement because as many as 86,7% answered with positive values.

Then, the fourth statement is "I like it when my teacher teaches at the right time." A total of 10 respondents (33,3%) answered strongly agree, 18 respondents

(60%) answered agree, 1 respondent disagreed (3,3%) and 1 other strongly disagreed (3,3%). All the answers from the students were diverse but the positive value outperformed on this statement as it was dominated by 93,3%.

The fifth statement is "I am happy if my teacher comes to class on time." A total of 11 respondents (36,7%) strongly agreed, 17 respondents (56,6%) agreed, and 2 respondents (6,7%) disagreed. The answers from the respondents varied but the fifth statement was dominated by positive values as much as 93,3%. Thus, it is confirmed that students are happy with teachers who data to class on time so as to teach discipline and be able to motivate students in learning English.

The last statement from the rigour aspect is "I am happy when my teacher leaves class on time." A total of 17 respondents (56,7%) answered strongly agree, 10 respondents (33,3%) answered agree and 3 others (10%) answered disagree. There are positive and negative values in it but positive values dominate in this last statement which is 90%.

### 4.3 Student's Perception of Teacher's Personality in Motivating Students in Openness Aspects

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
15.	I was very excited when the teacher slipped the game in the middle of the learning process. (saya sangat gembira ketika guru menyelipkan permainan di tengah-tengah proses pembelajaran)	56,6%	36,7%	6,7%	
16.	I am happy when my teacher provides a variety of different games in the classroom. (saya senang bila guru saya menyediakan	46,7%	53,3%		

	berbagai permainan yang berbeda-beda di kelas)				
17.	I am excited when my teacher uses variations in learning styles as well as volume, eye contact, or body and hand movements. (saya senang ketika guru saya menggunakan variasi gaya belajar serta volume, kontak mata, atau gerakan tubuh dan tangan)	26,7%	66,7%	6,7%	
18.	I am more excited when my teacher provides variety in learning activities as well as group discussions, simulations or individuals.	30%	63,3%	6,7%	

	(saya lebih bersemangat ketika guru saya memberikan variasi dalam kegiatan pembelajaran maupun diskusi kelompok, simulasi atau individu)				
19.	I am interested if my teacher creates curiosity and makes students ask questions. (saya tertarik jika guru saya menciptakan rasa ingin tahu dan membuat siswa bertanya)	23,3%	73,3%		3,3%
20.	I am happy when my teacher gives freedom to ask students. (saya senang ketika guru saya memberikan kebebasan)	36,7%	63,3%		

	bertanya kepada siswa)				
21.	I prefer that my teacher gives freedom of opinion to students. (saya lebih suka jika guru saya memberikan kebebasan berpendapat kepada siswanya)	23,3%	73,3%		3,3%
22.	I am more interested in my teacher gives a simple example with his own thoughts to make it casier for students to understand the lesson. (saya lebih tertarik pada guru saya yang memberikan contoh sederhana dengan pemikirannya)	46,7%	53,3%		

sendiri agar siswa lebih mudah memahami pelajaran)					
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In table 4.3, the last aspect, namely openness, there are 8 statement indicators to prove whether students' perceptions of teacher personality can motivate them in learning English. The first statement is "I am very happy when the teacher slips a game in the middle of the learning process." A total of 17 respondents (56,6%) answered strongly agree, 11 respondents (36,7%) answered agree and 2 others (6,7%) answered disagree. Answers that contain elements of positive and negative values but are positively anonymised are 93,4%.

The second statement was "I like it when my teacher gives different games in class." A total of 14 respondents (46,7%) answered strongly agree and 16 respondents (53,3%) answered agree. This shows that students will be interested if there are games during the learning process because 100% of the answers are positive.

In the third statement, "I like it when my teacher uses a variety of learning styles as well as volume, eye contact, or body and hand movements." A total of 8 respondents strongly agreed (26,7%), 20 respondents agreed (66,7%), and 2 respondents disagreed (6,7%) with this statement.

The fourth statement is "I am more enthusiastic when my teacher provides variations in learning activities such as group, simulation or individual discussions." A total of 9 respondents (30%) answered strongly agree, 19 respondents (63,3%) answered agree and 2 respondents (6,7%) answered disagree. In this statement, positive values were dominated by reaching 93,3%.

Then the fifth statement is "I am interested if my teacher creates curiosity and makes students ask questions." A total of 7 respondents (23,3%) answered strongly agree, 22 respondents (73,3%) answered agree and 1 respondent (3,3%) answered strongly disagree.



Furthermore, the sixth statement was "I am happy when my teacher gives students the freedom to ask questions." A total of 11 respondents (36,7%) answered strongly agree and 19 respondents (63,3%) answered agree. This statement expressed a positive value because 100% were happy when the teacher gave students the freedom to ask questions.

The seventh statement is "I prefer if my teacher gives students freedom of opinion." 7 respondents (23,3%) answered strongly agree, 22 respondents (73,3%) answered agree and 1 respondent (3,3%) answered strongly disagree.

The last statement from the openness aspect is "I am more interested in my teacher who gives simple examples with his own thoughts so that students understand the lesson more easily." A total of 14 respondents (46,7%) answered strongly agree and 16 respondents (53,3%) answered agree. This shows a positive value because 100% of respondents are interested in teachers who are able to use simple explanations.

Based on the findings of the questionnaire distributed to students of MTs Negeri 1 Bitung as many as 30 students who became respondents. Researchers found perceptions on three aspects, namely agreeableness, conscientiousness and openness. The aspect that gives the most positive value is the agreeableness aspect because 7 out of 8 statements have a value of 100%, namely in statements 1,2,4,5,6,7 and 8. As for the openness aspect, there are 3 statements out of 8 that give a positive value, namely 100% in statements 2,6 and 8. And for the conscientiousness aspect which has the highest positive value in statement 2, namely 96,7%.

## **2. The Result of Interview**

The researcher conducted direct interviews with students of MTs Negeri 1 Bitung, the researcher chose class VIII students as subjects in this study to support the ongoing research process, while the object of this study was students' perceptions of teacher personality in motivating students in English language learning in class. The researcher conducted interviews with 10 students in class VIII J. This research used semi-

structured interviews with 11 prepared questions. The interviews were recorded using a smartphone and the results of the interviews to support and find out the results of observations and questionnaires. The researcher presents the interview data as follows:

Based on the result of the interview, the researcher found that the opinion of the student about “Do you like English lessons?” One of students namely MIKAK said that

“Kurang suka si, tapi lumayan mengerti karena sir p cara mengajar.”

*(I don't like, but I understand quite well because of Sir way of teaching).*

Meanwhile, there was also student namely AAB said that

“Agak, kadang-kadang mangarti dp kata-kata kadang susah mo bahafal bagitu.”

*(Rather, sometimes it's hard to understand the words and sometimes it's hard to memorize them).*

Based on the second question, the researcher asked “What do you think about learning English?” One of students namely RDN said that

“Sir kalo mo se mangajar kuat bakusedu deng asik no.”

*(Sir, if you want to teach, be strong and joke with fun).*

Based on the third question, the researcher asked “How to teach your English teacher ?” One of students namely NAS said that

“asik.”

*(absorbed).*

Based on the fourth question, the researcher asked “Is your English teacher an angry person in Class ?” One of students namely MRD said that

“nyanda, tapi kadang sir marah sesuai situasi kalo ada orang baribut.”

*(No. but sometimes sir gets angry according to the situation if someone makes a fuss.)*

Based on the fifth question, the researcher asked “Is your English teacher someone who leaves class on time ?” One of students namely ZI said that

“iyo.”

*(yes).*

Based on the sixth question, the researcher asked “Has your teacher ever included games during the learning process ?” One of students namely NI said that

“pernah, kayak dia mo kase teka-teki ato kuis.”

*(ever, like he wants to do puzzles or quizzes).*

Based on the seventh question, the researcher asked “Has your teacher ever implemented group learning in the classroom?” One of students namely ZMU said that

“Pernah. Kong lebe suka berkelompok. Boleh deng tamang sama-sama.”

*(Ever. And prefer to be in a group. Can be with friends together).*

Based on the eight question, the researcher asked “If there is something you do not understand, are you more comfortable asking an English teacher or friend ?” One of students namely ZMU said that

“Pa Sir. Supaya lebe mangarti.”

*(Sir. So you can understand it more easily).*

Based on the ninth question, the researcher asked “Does your English teacher give students the freedom to ask questions?” One of students namely FB said that

“Iyo, kong senang karena boleh batanya yang torang nintau.”

*(Yes, and I'm happy because I can use the data that you asked for).*

Based on the last question, the researcher asked “Does your English teacher's personality motivate you in learning English ?” One of students namely DFN said that

“Ya.”

*(yes).*

### 3. Discussion

Perception refers to how a person views something.<sup>56</sup> There are two types of perceptions: positive perception and negative perception. According to Catherine, a positive perspective is one that presents a positive response to something, promotes an object, and communicates agreement. The negative perception is one that generates a negative response to something, refuses the object, and expresses dissatisfaction.<sup>57</sup> As we know, each student has a unique perspective of their teacher, which includes their teacher personality.

Based on the questionnaire results, the researcher examined students' perceptions in three areas: agreeableness, conscientiousness and openness.<sup>58</sup> The most positively perceived element is agreeableness with the number of responses (100%). The agreeableness dimension distinguishes between a teacher who is kind and one who is nasty. People that score high on the agreeableness scale are likely to be sociable, cooperative, trustworthy, and warm. The second factor is openness to the total number (100%). People with a high level of openness are typically creative, inventive, curious, open, and prefer diversity. The final aspect after openness is conscientiousness, which has a positive agreement with (96.7%) responders. Then conscientiousness, which depicts a teacher who is structured, controlled, ambitious, goal-oriented, and self-disciplined.<sup>59</sup>

According to the findings of this thesis, the majority of students at VIII MTs Negeri 1 Bitung believe that their teacher's personality motivates them in English learning. The questionnaire results revealed that the majority of pupils choose teachers who are nice. Trust, honesty, altruism, rule adherence, humility, friendliness, cooperation, trustworthiness, and warmth are all characteristics of

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<sup>56</sup> Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology* (United States of America: Worth Publishers, 2009), 123

<sup>57</sup> Catherine E. Burns, Ardy M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), 304

<sup>58</sup> McCrae, R. R *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4 (4).

<sup>59</sup> Jess Feist, Gregory J. Feist, *Teori Kepribadian Theories Personality*, (Jakarta: Salemba Humanika 2009). 422

agreeable individuals.<sup>60</sup> The majority of the questionnaire responses indicated that students felt motivated when they had a teacher who smiled at all students, reflected politeness in the classroom, acted as a helper when students struggled to answer questions, and did not like having arrogant teachers in the classroom.

The second part of the questionnaire is on openness. It demonstrated their response to the questionnaire's openness aspect. They were excited when the teacher inserted the game into the learning process, provided variety in learning activities, gave all students the freedom to express their opinions, and used variations in learning styles as well as volume, eye contact, body language, and hand movements. The results of the questionnaire revealed that the majority of students believe that openness is an important feature that should be addressed to pupils in English lessons. The last section of the questionnaire demonstrated the conscientiousness feature. Conscientiousness describes task-oriented behavior, control, competence, obedient to commitments, full of plans, tends to be cautious when doing something, trustworthy, structured, and accountable.<sup>61</sup> The students agree on that feature, such as feeling excited with a teacher who prepares everything before teaching, does teaching-learning at inappropriate times, arrives on time, and leaves class on time. The results of all of the points on the questionnaire revealed that most students feel that agreeableness, openness, and conscientiousness are strategies that can be used to boost students' motivation to study English.

Lailatul Chikmah supports the study's findings.<sup>62</sup> The investigation found that there were 93% positive components and 7% negative components. It signifies that students had a positive attitude toward Proprofs' online computer-based assessment software as an assessment instrument. Then it was shown that positive perception outperformed negative perception. This study also discovered that most students have a positive view of their teacher's personality in driving English

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<sup>60</sup> Friedman H.S., & Shustack M. W, *Kepribadian: Teori Klasik dan riset modern jilid 1* (Terj. Fransiska dkk). Jakarta: Erlangga. (2008).

<sup>61</sup> Friedman H.S., & Shustack M. W, *Kepribadian: Teori Klasik dan riset modern jilid 1* (Terj. Fransiska dkk). Jakarta: Erlangga. (2008).

<sup>62</sup> Lailatul Chikmah. "Students' Perception on Proprofs Online Computer – Based Assessment Software as Assessment Tool" at English Education Department, UIN Sunan Ampel Surabaya". 2006

learning. Perception is an important factor in the success of the learning process. Someone's perception will alter their point of view on an object. A more positive opinion of the teacher will increase students motivation to learn.<sup>63</sup> Conversely, students with more negative impressions of the teacher will be less motivated to learn.<sup>64</sup> As a result, the instructor must be able to generate learning motivation inside oneself by developing positive perceptions.

The findings of this study are also related to the preceding study on a teacher's personality.<sup>65</sup> This study aims to shed light on the impact of teachers' personalities on Iranian EFL learners' motivation. For this reason, two distinct groups were invited to participate in the current study: group one (15 male and 30 female teachers) and group two (115 male and 183 female students). Three instruments were utilized to gather data. Both group participants completed a large five-factor inventory. The questionnaires for teachers and students are about corrective feedback and feedback, respectively.

This research was conducted in three stages. In the first segment, both groups completed a comprehensive five-factor inventory. In the second phase, both groups were given corrective feedback tests to assess their attitudes and perspectives toward corrective feedback. The final stage of this approach was to observe the corrective feedback questionnaires of both teachers and students and compare their responses to the actual results in the Institutes. As a result, the observation revealed that some specific personality traits can lead to improved learning outcomes.

Those earlier studies were also relevant to our investigation. Previous research indicated that teacher's personality can effect students' motivation as an approach, while this research also linked with students' answers to a questionnaire that students who offer a favorable perception to the teacher, it can boost students' motivation in English learning.

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<sup>63</sup> Ade Een Kheruniah., Ibid

<sup>64</sup> Ibid

<sup>65</sup> Abdollah Keshavarzi, *The Effect of Teachers' Personality and Corrective Feedback on EFL Learners' Motivation.*, Journal of Applied Linguistics and Language Research Volume 3, Issue 5, 2016, 118-129

Motivation is important for students in the teaching and learning process.<sup>66</sup> The high and low motivation of students in learning English greatly affects the process of learning activities in the classroom.<sup>67</sup> The results of interviews conducted by researchers to students prove that the teacher's personality is able to make students motivated to learn English.

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<sup>66</sup> Gilhotra, Manjit S dan Gillian Callender, *The Role of Individual Factors In Second Language Learning By Dult Migrants*, (Oxford University Press. Oxford.) 1997

<sup>67</sup> Tiyas Alhim Mubarok, *English Learning Motivation in Madrasa Aliyah Darul Muta'allimin Sugihwaras Patianrowo Nganjuk Students*, Journal of Research and Conceptual Volume 4 Number 1, February 2019

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter summarizes the findings of this study on students' perceptions of a teacher's personality in inspiring them to learn English and their motivation to face tasks and challenges. This chapter also makes a suggestion for this study to English teachers and future scholars.

#### **A. Conclusion**

The findings of this study show that students' perceptions of teachers' personality in motivating students in learning English are positive. These are evidenced by students' answers in the questionnaire. The aspects that show the most positive perception are agreeableness and openness with 100% of the respondents. The students stated that they like teachers who are friendly, soft-hearted and also patient in the learning process. The second aspect is openness. Students agree with teachers who are proactive, responsible and disciplined in the classroom. The last aspect is openness with a total of (96.7%). The results show that students feel comfortable with teachers who apply games, keep promises, and reflect a polite attitude to students. Thus, that this makes teaching and learning activities in the classroom more interactive. But, there is negative responses are agreeableness 10%, conscientiousness 56,6% and openness 20%. And from the results of interviews conducted by researchers with students, researchers found that there was motivation in the learning process through the teacher's personality.



## **B. Suggestion**

Based on the foregoing finding, numerous suggestions are made to the teacher and other researcher working in the same subject.

### 1. For Teacher

Based on the findings of this study, teachers should pay attention to their students' personalities because their personalities affect their motivation. A positive personality will increase motivation, while a negative personality will reduce motivation. The researcher believes that when teachers are aware of the three criteria that affect students' motivation, teachers will be able to implement them to the fullest.

### 2. For the Future Researcher

In this study the researcher has described three of the five elements of personality, namely agreeableness, conscientiousness, and openness. The main findings of this study examined how students perceive their teachers' personality in promoting English learning. So, future researchers can use neuroticism and extraversion to assess other people's personalities, which have never been discussed.

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# APPENDICES

## Appendix 1

## Questionnaire Guideline for Students

**Student's Perception of Teacher's Personality in Motivating Students in Agreeableness Aspects**

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
1.	I like it when my teacher has a smiley character for all students. (saya senang jika guru saya memiliki karakter murah senyum kepada semua siswa)				
2.	I feel happy when my teacher has a helper character when students have difficulty in answering question. (saya merasa senang ketika guru saya memiliki sifat penolong ketika siswa mengalami kesulitan dalam menjawab pertanyaan)				
3.	I do not like to have arrogant teachers in the classroom. (saya tidak suka jika ada guru yang pemaarah di dalam kelas)				
4.	I am excited when I have a teacher who always keeps his promises.				

	(saya merasa senang ketika memiliki guru yang selalu menepati janji)				
5.	I am very happy to have a forgiving teacher when students do wrong inside or outside the classroom. (saya sangat senang memiliki guru yang pemaaf ketika siswa melakukan kesalahan didalam maupun diluar kelas)				
6.	I am interested when my teacher explains the lesson in a smooth, non-snapping voice. (saya tertarik ketika guru saya menjelaskan pelajaran dengan suara yang halus dan tidak membentak.)				
7.	I prefer it when my teacher reflects the polite nature of students. (saya lebih suka jika guru saya mencerminkan sifat sopan santun kepada siswa)				
8.	I am happy when my teacher apologizes when he got wrong to explain lesson. (saya senang ketika guru saya meminta maaf ketika dia salah dalam menjelaskan pelajaran)				

**Student's Perception of Teacher's Personality in Motivating Students in  
Conscientiousness Aspects**

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
9.	I am excited when my teacher prepares something well, such as designing a bench before the lesson begins. (saya merasa senang ketika guru saya mempersiapkan sesuatu dengan baik, seperti menata bangku sebelum pelajaran dimulai)				
10.	I am excited when my teacher repeated the explanation until all the students understood the material. (saya merasa senang ketika guru saya mengulang-ulang penjelasan sampai semua siswa memahami materi pelajaran)				
11.	I am excited when my teacher uses all her strength in doing any activities in the class. (saya senang ketika guru saya menggunakan seluruh tenaganya dalam melakukan aktivitas di kelas)				



12.	I am happy when my teacher does teaching in appropriate times. (saya senang ketika guru saya mengajar di waktu yang tepat)				
13.	I like it when my teacher comes to class on time. (saya senang jika guru saya datang ke kelas tepat waktu)				
14.	I am happy when my teacher leaves the class on time. (saya senang ketika guru saya meninggalkan kelas tepat waktu)				

**Student's Perception of Teacher's Personality in Motivating Students in Openness Aspects**

No.	Statement	Strongly Agree (sangat setuju)	Agree (setuju)	Disagree (tidak setuju)	Strongly Disagree (sangat tidak setuju)
15.	I am very excited when the teacher slipped the game in the middle of the learning process. (saya sangat gembira ketika guru menyelipkan permainan di tengah-tengah proses pembelajaran)				
16.	I am happy when my teacher provides a variety				

	of different games in the classroom. (saya senang ketika guru saya menyediakan permainan yang berbeda-beda didalam kelas)				
17.	I am excited when my teacher uses variations in learning styles as well as volume, eye contact, or body and hand movements. (saya senang ketika guru saya menggunakan variasi gaya belajar serta volume, kontak mata, atau gerakan tubuh dan tangan)				
18.	I am more excited when my teacher provides variety in learning activities as well as group discussions, simulations or individuals. (saya lebih bersemangat ketika guru saya memberikan variasi dalam kegiatan pembelajaran seperti diskusi kelompok, simulasi atau individu)				

19.	I am interested if my teacher creates curiosity and makes students ask questions. (saya tertarik jika guru saya menciptakan rasa ingin tahu dan membuat siswa bertanya)				
20.	I am happy when my teacher gives freedom to ask students. (saya senang ketika guru saya memberikan kebebasan bertanya kepada siswa)				
21.	I prefer that my teacher gives freedom of opinion to students. (saya lebih suka jika guru saya memberikan kebebasan berpendapat kepada siswa)				
22.	I am more interested in my teacher gives a simple example with his own thoughts to make it casier for students to understand the lesson. (saya lebih tertarik jika guru saya memberikan contoh sederhana				

	dengan pemikirannya sendiri agar siswa lebih mudah memahami pelajaran)				
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Appendix 2  
Questionnaire Result



<b>23</b>	Zaskia G. Napu	A	A	A	A	SA	A	A	A	A	A	A	A	A	A	SA	A	A	A	A	SA	A	A
<b>24</b>	Rhieza Elysia Bulotio	SA	SA	SA	SA	SA	SA	A	A	A	A	A	A	SA	A	A	A	A	A	A	A	A	A
<b>25</b>	Radiva Nabila Darise	A	SA	SA	SA	A	SA	A	SA	A	SA	A	A	SA	SA	A	SA	A	A	A	SA	A	A
<b>26</b>	Azka F.L. Putra	SA	A	A	SA	A	SA	SA	A	A	SA	A	DS	SA	SA	SA	A	SA	SA	SA	SA	SA	SA
<b>27</b>	Zaskia Aulia	A	A	A	A	A	A	A	A	D	SA	A	A	A	A	SA	SA	A	A	A	A	A	A
<b>28</b>	Miftha Soleman	SA	A	A	A	SA	SA	SA	SA	SA	DS	SA	SA	A	SA	SA	SA	SA	SA	SA	A	SA	SA
<b>29</b>	Zaskia Putri Bumulo	A	A	A	A	SA	SA	A	SA	A	SA	D	D	D	A	SA	SA	SA	A	SA	SA	SA	SA
<b>30</b>	Zulkifli Idja	SA	SA	A	SA	A	A	A	SA	A	SA	SA	SA	SA	D	D	A	A	A	A	A	A	SA

<b>No</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>DS</b>
<b>1</b>	24	6	-	-
<b>2</b>	16	14	-	-
<b>3</b>	8	19	3	
<b>4</b>	17	13	-	-
<b>5</b>	19	11	-	-
<b>6</b>	24	6	-	-
<b>7</b>	13	17	-	-
<b>8</b>	15	15	-	-
<b>9</b>	4	21	5	-
<b>10</b>	17	12	-	1
<b>11</b>	6	20	3	1
<b>12</b>	10	18	1	1

<b>13</b>	11	17	2	-
<b>14</b>	17	10	3	-
<b>15</b>	17	11	2	-
<b>16</b>	14	16	-	-
<b>17</b>	8	20	2	-
<b>18</b>	9	19	2	-
<b>19</b>	7	22	-	1
<b>20</b>	11	19	-	-
<b>21</b>	7	22	-	1
<b>22</b>	14	16	-	-

Information :

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree



## Appendix 3

## Interview Guideline for Students

No.	Questions
1.	What is your name ? <i>(Siapa nama kamu?)</i>
2.	Do you like English lessons ? <i>(Apakah kamu menyukai pelajaran Bahasa Inggris?)</i>
3.	What do you think about learning English? <i>(Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?)</i>
4.	How to teach your English teacher ? <i>(Bagaimana cara mengajar guru bahasa Inggris kamu ?)</i>
5.	Is your English teacher an angry person in Class ? <i>(Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?)</i>
6.	Is your English teacher someone who leaves class on time ? <i>(Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?)</i>
7.	Has your teacher ever included games during the learning process ? <i>(Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?)</i>
8.	Has your teacher ever implemented group learning in the classroom? <i>(Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?)</i>
9.	If there is something you do not understand, are you more comfortable asking an English teacher or friend ? <i>(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)</i>
10.	Does your English teacher give students the freedom to ask questions? <i>(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)</i>
11.	Does your English teacher's personality motivate you in learning English ?

	<i>(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)</i>
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## Appendix 4

Transcript interview with Students 1

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Muhamad Ibrahim Khilal A Karim

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Kurang suka si, tapi lumayan mengerti karena sir p cara mengajar. (I don't like, but I understand quite well because of Sir way of teaching).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Bagus, pelajaran Bahasa Inggris lumayan asik, tidak terlalu susah. (*Good, English lessons are quite fun, not too difficult*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Sir Valdy mangajar asik, seru, jarang bamarah, bae. (Sir Valdy teaches fun, exciting, rarely angry, kind).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pmarah di dalam kelas?*)

Student : Hmmm.. nyanda sih (*not*).

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : Ya. (*Yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : Pernah, tapi jarang. Seperti games dan itu bekeng menarik. (*I have, but rarely. Like games and it's interesting*).

- Researcher : Has your teacher ever implemented group learning in the classroom?*(Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?)*
- Student : Pernah. Deng itu menarik soalnya boleh kerjasama deng tamang. *(I have. And it's interesting because you can co-operate with friends).*
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? *(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)*
- Student : Kadang tanya pa tamang, kadang tanya pa Sir. *(Sometimes I ask friends, sometimes I ask Sir).*
- Researcher : Does your English teacher give students the freedom to ask questions?*(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)*
- Student : Ya. Dan bagi orang yang nyanda mengerti tentang pembelajaran jadi paham apa yang diajarkan. *(Yes. And for people who don't understand learning, they understand what is being taught).*
- Researcher : Does your English teacher's personality motivate you in learning English ? *(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)*
- Students : Ya termotivasi karena cara pengajarannya yang seru. *(Yes, I'm motivated because of the exciting way of teaching).*

Transcript interview with Students 2

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Azla Azalia Batubara

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Agak, kadang-kadang mangarti dp kata-kata kadang susah mo bahafal bagitu. (*Rather, sometimes it's hard to understand the words and sometimes it's hard to memorize them*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Gampang dipahami, nda susah bagitu. (*Easy to understand, not that difficult*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Sir p mangajar gampang mo dipahami, gampang mo maso. (*Sir teaches easy to understand, easy to understand*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*no*).

Researcher : Is your English teacher someone who enters and leaves class on time ? (*Apakah guru kamu termasuk orang meninggalkan kelas tepat waktu?*)

Student : Ya. (*Yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : nintaule so lupa. (*I forgot*).

Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Dan lebih suka berkelompok, karena kalo belajar sendiri kadang malas. Cuman kalo berkelompok kalo belajar sama-sama seru bagitu. *(Ever. And I prefer to study in groups, because when I study alone, I'm sometimes lazy. But if we study together in groups, it's fun).*
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? *(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)*
- Student : pa tamang soalnya malo kalo batanya pa sir. *(I go to my friends because I'm embarrassed if I go to sir).*
- Researcher : Does your English teacher give students the freedom to ask questions?*(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)*
- Student : Ya. Dan kalo langsung bertanya ke sir jadi lebig tau tentang itu materi. *(Yes. And if you ask sir directly, you'll know more about the material).*
- Researcher : Does your English teacher's personality motivate you in learning English ? *(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)*
- Student : Mampu, karena kalo sir mo mangajar kek dia mo kase jelaskan sampe samua mangarti. *(You can, because if you teach me, you can explain it until everyone understands it).*

Transcript interview with Students 3

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

- Researcher : What is your name ? (*siapa nama kamu?*)
- Student : Reza Dwi Nugraha
- Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)
- Student : ia suka. (*yes, like it*).
- Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)
- Student : Sir kalo mo se mangajar kuat bakusedu deng asik no. (*Sir, if you want to teach, be strong and joke with fun*).
- Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)
- Student : Biasa-biasa no. (*mediocre*).
- Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)
- Student : nyanda. (*not*).
- Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)
- Student : iyo, tapi nyanda suka soalnya kadang guru yang selanjutnya lama mo maso jadi cuman bermain-bermain dalam kelas. Kecuali, kalo ada guru langsung maso. (*Yes, but I don't like it because sometimes the teacher takes a long time and just plays around in class. Except, if a teacher comes straight in*).
- Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)
- Student : nyanda, mar kalo nanti ada rupa pertanyaan random pa siswa. (*No, it's okay if there are some random questions for the students*).

- Researcher : Has your teacher ever implemented group learning in the classroom?*(Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?)*
- Student : Pernah. Tapi lebih suka secara individu. Karena kalau berkelompok banyak laki-laki yang cuman menunggu jawaban, hanya menyontek. *(Ever. But I prefer individually. Because in groups, there are many boys who just wait for answers, just cheating).*
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? *(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)*
- Student : Pa sir lebih jelas. *(Sir, it's clearer).*
- Researcher : Does your English teacher give students the freedom to ask questions?*(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)*
- Student : iyo, deng jadi lebe tau. *(Yes, and I know the answer better).*
- Researcher : Does your English teacher's personality motivate you in learning English ? *(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)*
- Student : termotivasi. *(motivated).*



Transcript interview with Students 4

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Nur Aniza Syarifudin

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : nda talalu. (*not too*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : mudah dipahami. (*Easy to understand*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : asik. (*absorbed*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda, tapi suka kalo sir ba marah karena bisa cepat paham. (*not, but likes it when sir is angry because student can understand quickly.*)

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : Ya. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : nyanda. (*not*).

Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Deng lebe suka kelompok, karena asik kalo bakerja kelompok. (*I have. I like group work because it's fun to work in groups*).
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? (*Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?*)
- Student : ke teman kadang canggung kalo batanya pa sir. (*To friends. Sometimes it's awkward to ask sir.*)
- Researcher : Does your English teacher give students the freedom to ask questions?(*Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?*)
- Student : Iyo. Deng kalo ada materi yang nda nya paham boleh batanya pa sir. (*Yes. If there is material that you don't understand, you can ask sir.*)
- Researcher : Does your English teacher's personality motivate you in learning English ? (*Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?*)
- Student : mampu. (*capable*).

## Transcript interview with Students 5

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024Researcher : What is your name ? (*siapa nama kamu?*)

Student : Muhammad Rifai Dinohabi

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)Student : nda talalu suka. (*I don't really like it.*)Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)Student : bagus. (*good.*)Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)Student : Tegas dalam belajar. (*Be firm in studying.*)Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)Student : nyanda, tapi kadang sir marah sesuai situasi kalo ada orang baribut. (*No. but sometimes sir gets angry according to the situation if someone makes a fuss.*)Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)Student : Ya, mar nyanda suka soalnya kadang ada jam kosong abis itu kong cuman jaga bermain. (*Yes, but I don't like it because sometimes there are free hours and then I just play.*)Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)Student : nyanda pernah. Mar nanti kalo ada suka yang games tanya jawab. (*Never. But later, if someone likes questions and answers games.*)

- Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)
- Student : Pernah. Kong lebe suka belajar kelompok, soalnya boleh diskusi dan kerjasama dengan teman. (*Ever. And I like group learning, because I can discuss and co-operate with friends*).
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? (*Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?*)
- Student : Pa sir, karena supaya jelas dan fokus. (*Sir, for clarity and focus*).
- Researcher : Does your English teacher give students the freedom to ask questions?(*Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?*)
- Student : Iyo. Kong boleh batanya pa sir kalo nintau materi yang nyanda paham. (*Yes. And you can ask sir for material you don't understand*).
- Researcher : Does your English teacher's personality motivate you in learning English ? (*Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?*)
- Student : Termotivasi. Karena sir p mengajar tegas. (*Motivated. Because Sir teaches firmly.*)

Transcript interview with Students 6

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Zulkifli Idja

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Suka. (*like it*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Senang. (*happy*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Soalnya sir p mangajar lumayan lawak. (*Sir's way of teaching is funny*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*not*).

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : iyo. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : nyanda, deng nda suka kalo ada permainan karena lebe suka belajar biasa jo. (*No. And he doesn't like it when there are games because he likes studying just like that*).

Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Deng lebe suka kelompok, karena bisa kerjasama deng teman. (*I have. I like groups because I can work together with my friends*).
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? (*Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?*)
- Student : Ke Sir karena lebih jelas dan paham. (*To Sir for being clearer and more understanding*).
- Researcher : Does your English teacher give students the freedom to ask questions?(*Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?*)
- Student : Pernah. Kong bagus karena bisa langsung bisa bertanya ke sir. (*Ever. And it's good to be able to ask sir directly*).
- Researcher : Does your English teacher's personality motivate you in learning English ? (*Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?*)
- Student : Ya. (*yes*).

Transcript interview with Students 7

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Nurul Inayah

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : lumayan suka. (*quite like it*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : seru, lebe banyak ba jelaskan. (*It's fun, there's a lot to explain*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : sir kalo ba kase belajar nyanda yang tegang-tegang sekali. (*sir, if you want to study, don't be very tense*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*not*).

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : ya. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : pernah, kayak dia mo kase teka-teki ato kuis. (*ever, like he wants to do puzzles or quizzes*).

Researcher : Has your teacher ever implemented group learning in the classroom?(*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Kong lebe berkelompok. Supaya torang mo belajar banyak masukan deng pendapat supaya mo dapa jawab sama-sama. (*Ever. And I prefer to be in a group. So that people can learn a lot of input with opinions so that they can answer together*).
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? (*Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?*)
- Student : Pa Sir. Kalo mo batanya pa sir, sir mo ba jawab serius kalo pa tamang mo ba jawab baku-baku sedu. (*To Sir. If you are serious, sir, sir, you will answer seriously, if your friend, you will answer in a sobbing manner*).
- Researcher : Does your English teacher give students the freedom to ask questions?(*Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?*)
- Student : Iyo. Supaya ada yang torang nintau kong torang batanya pa guru kong torang jadi tau. (*Yes. So that there is something that you can ask your teacher to tell you*).
- Researcher : Does your English teacher's personality motivate you in learning English ? (*Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?*)
- Student : ya, karena sir dp orang bukung orang yang suka bamarah-bamarah. (*Yes, because sir, people are not people who like to get angry*).



Transcript interview with Students 8

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Zulkifli M. Utia

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Biasa jo. (*it is normal*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Bagus. (*good*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Sir p cara mengajar bagus no, lucu, sir ja se tatawa-tatawa orang, lengkali serius no. Ada dp waktu lengkali serius lengkali lucu. (*Sir, the way you teach is good and, funny, sir, people laugh but sometimes they are serious. There are times that are both serious and humorous*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*not*).

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : Ya. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : nyanda jaga menyelipkan permainan. Kalo nanti ada permainan suka yang tanya jawab. (*Didn't slip into the game. If there is a game later, I like questions and answers*).

- Researcher : Has your teacher ever implemented group learning in the classroom?*(Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?)*
- Student : Pernah. Kong lebe suka berkelompok. Boleh deng tamang sama-sama. *(Ever. And prefer to be in a group. Can be with friends together).*
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? *(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)*
- Student : Pa Sir. Supaya lebe mangarti. *(Sir. So you can understand it more easily).*
- Researcher : Does your English teacher give students the freedom to ask questions?*(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)*
- Student : Iyo. Kong seru jadi torang boleh tau itu materi-materi yang nda paham.Senang. *(Yes. And it's fun so people can know the materials that they don't understand).*
- Researcher : Does your English teacher's personality motivate you in learning English ? *(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)*
- Student : Iyo, sir jaga cerita dp pengalaman masa lalu. Baru dp pembelajaran babakusedu, pangbalawa. *(Yes Sir, keep the story from past experiences. And his way of teaching is punctuated with jokes).*

Transcript interview with Students 9

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Fauzan Buke

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Nya talalu suka. (do not really like.)

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Seru. (*exciting*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Sir p penjelasan ada ba lucu-lucu. (*Sir, there are some funny explanations*).

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*not*).

Researcher : Is your English teacher someone who leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : Ya. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : Belum pernah. Tapi suka kalo nanti ada permainan dalam kelas rupa tebak kata. (*Never. But I would love it if there was a game in class like charades*).

Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Lebih enak berkelompok. Supaya boleh kerjasama dengan teman. (*Ever. It's better to be in a group. So you can co-operate with your friends*).
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? (*Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?*)
- Student : Ke teman. (*to friend*).
- Researcher : Does your English teacher give students the freedom to ask questions? (*Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?*)
- Student : Iya, saya senang karena boleh bertanya yang saya butuhkan. (*Yes, and I'm happy because I can use the data that you asked for*).
- Researcher : Does your English teacher's personality motivate you in learning English ? (*Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?*)
- Student : Iya, karena dia lucu-lucu. (*Yes, because she's funny*).

Transcript interview with Students 10

Place : MTs Negeri 1 Bitung

Date : Saturday, 17<sup>th</sup> February 2024

Researcher : What is your name ? (*siapa nama kamu?*)

Student : Dimas Fajar Nugroho

Researcher : Do you like English lessons ? (*Apakah kamu menyukai pelajaran Bahasa Inggris?*)

Student : Suka. (*like*).

Researcher : What do you think about learning English ? (*Bagaimana pendapat kamu tentang pembelajaran bahasa Inggris ?*)

Student : Bagus. (*good*).

Researcher : How to teach your English teacher ? (*Bagaimana cara mengajar guru bahasa Inggris kamu ?*)

Student : Karena sir p cara menjelaskan tegas dan jelas. (*Sir's way of explaining is firm and clear.*)

Researcher : Is your English teacher an angry person in Class ? (*Apakah guru Bahasa Inggris kamu termasuk orang yang pemarah di dalam kelas?*)

Student : nyanda. (*not*).

Researcher : Is your English teacher someone who enters and leaves class on time ? (*Apakah guru kamu termasuk orang yang meninggalkan kelas tepat waktu?*)

Student : Ya. (*yes*).

Researcher : Has your teacher ever included games during the learning process ? (*Apakah guru kamu pernah menyelipkan permainan ketika proses pembelajaran?*)

Student : Belum pernah. Tapi kalo nanti ada permainan mau tentang tanya jawab. (*Never. But if there is a game, it will be about questions and answers.*)

Researcher : Has your teacher ever implemented group learning in the classroom? (*Apakah guru kamu pernah menerapkan pembelajaran secara berkelompok didalam kelas ?*)

- Student : Pernah. Berkelompok itu sadap. Gara-gara, bisa diskusi dan kerjasama dengan teman-teman. *(Ever. Group work is tapping. It's good because you can discuss and co-operate with your friends).*
- Researcher : If there is something you do not understand, are you more comfortable asking an English teacher or friend ? *(Jika ada pembelajaran yang tidak dipahami apakah kamu lebih nyaman bertanya kepada guru Bahasa Inggris atau kepada teman?)*
- Student : Pa Sir karena lebih jelas dan paham. *(Sir, because it is clearer and more understanding).*
- Researcher : Does your English teacher give students the freedom to ask questions?*(Apakah guru bahasa Inggris anda memberikan kebebasan bertanya kepada siswa?)*
- Student : Iyo. Kong senang. Karena bisa langsung bertanya ke Sir. *(Yes. And it's nice to be able to ask Sir directly).*
- Researcher : Does your English teacher's personality motivate you in learning English ? *(Apakah kepribadian guru Bahasa Inggris dapat membuat anda termotivasi dalam pembelajaran Bahasa Inggris?)*
- Student : Ya. *(yes).*

## Appendix 5

### Documentation



### Interview



Menjelaskan tentang kuisiner





Pengisian kuisisioner



## RESEARCHER BIOGRAPHY

Name : Eriyani Ruhendi  
Place and Date of Birth : Bitung, 27 September 1998  
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Phone Number : +6289698852623  
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Parents Name  
Father : Dede Ruhaendi  
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Educational Background  
Elementary School : SDN Inpres 10/73 Bitung (2004-2010)  
Junior High School : SMP N 2 Bitung (2010-2013)  
Senior High School : SMA N 1 Bitung (2013-2016)  
Organizational Experience : • Sharing Circle (2024)  
• Simpatisan Peduli Sosial Manado (2018-present)  
• WCD Sulut (2019-2023)  
• HMI Manado (2019)  
• Female In Action (2021-2022)  
• BUMI Scholar (2020-2021)  
• BRI Scholarship (2018-2021)  
• Relawan Pendidikan Baznas (2021)



Manado, 20 April 2024

The Researcher

Eriyani Ruhendi

17.2.6.034