

**STUDENTS' PERCEPTION OF TEACHER'S PERSONALITY
IN MOTIVATING STUDENTS IN ENGLISH LEARNING AT
SMP TA'MIRIYAH SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree

Of Sarjana Pendidikan (S.Pd) in Teaching English



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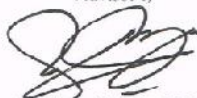
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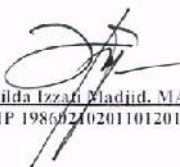
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ABSTRACT

Rofiqoh, Nur. (2019). *Students' Perception of Teacher's Personality in Motivating Students in English Learning at SMP Ta'miriyah Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Dr. Irma Soraya, M.Pd, and Hilda Izzati Madjid, MA

Keywords: Students' Perception, Teacher's Personality, Motivation

Teachers have a great responsibility for the learning process in school. The task of a teacher is not just to deliver all knowledge but also educating someone to be a good person. Teachers who have a good personality will foster students' motivation. Many students were excited, passionate, and fun to learn with a teacher because the personality of the teacher is good and interesting. This qualitative study is aimed at knowing the students' perception of teacher's personality in motivating students in English learning and examining the students' motivation in English learning. The instruments used are questionnaire and interview. The research subject is 30 students of VIII B at SMP Ta'miriyah Surabaya. Findings on research showed in terms of 3 aspects, agreeableness (96,7%) in positive perception, conscientiousness in positive agreement with (94,4%) respondents and openness with the total number (88,8%). The finding related to second question, there are 7 students are motivated in doing tasks and 6 students are motivated in facing difficulties. In conclusion, the students' perception of teacher's personality in motivating students is positive and also highlight that teacher's personality can increase students' motivation in doing task and facing difficulties in English learning

ABSTRAK

Rofiqoh, Nur. (2019). *Students' Perception of Teacher's Personality in Motivating Students in English Learning at SMP Ta'miriyah Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Dr. Irma Soraya, M.Pd, and Hilda Izzati Madjid, MA

Kata Kunci: Persepsi Siswa, Kepribadian Guru, Motivasi

Guru memiliki tanggung jawab besar untuk proses pembelajaran di sekolah. Tugas seorang guru bukan hanya untuk memberikan semua pengetahuan tetapi juga mendidik siswa untuk menjadi orang yang baik. Guru yang memiliki kepribadian yang baik akan menumbuhkan motivasi belajar siswa. Banyak siswa yang bersemangat dan senang belajar karena kepribadian guru tersebut baik dan menarik. Penelitian ini bertujuan untuk menggali persepsi siswa tentang kepribadian guru dalam memotivasi siswa dalam belajar bahasa Inggris; dan juga mencari motivasi siswa dalam pembelajaran bahasa Inggris. Instrumen yang digunakan yakni: kuesioner dan wawancara. Subjek penelitian adalah 30 siswa kelas VIII B di SMP Ta'miriyah Surabaya. Hasil penelitian menunjukkan dalam aspek 3 aspek kepribadian, yaitu Agreeableness yang ditunjukkan nilai (96,7%) dalam persepsi positif. Aspek kedua adalah Conscientiousness, aspek ini memiliki nilai (94,4%). Aspek terakhir adalah Openness dengan jumlah total (88,8%). Temuan terkait pertanyaan kedua, terdapat 7 siswa termotivasi dalam melakukan tugas dan 6 siswa termotivasi dalam menghadapi kesulitan. Kesimpulannya, persepsi siswa terhadap kepribadian guru yang memotivasi adalah positif dan hal ini juga membuktikan bahwa kepribadian guru dapat meningkatkan motivasi siswa dalam melakukan tugas dan menghadapi kesulitan dalam pembelajaran bahasa Inggris.

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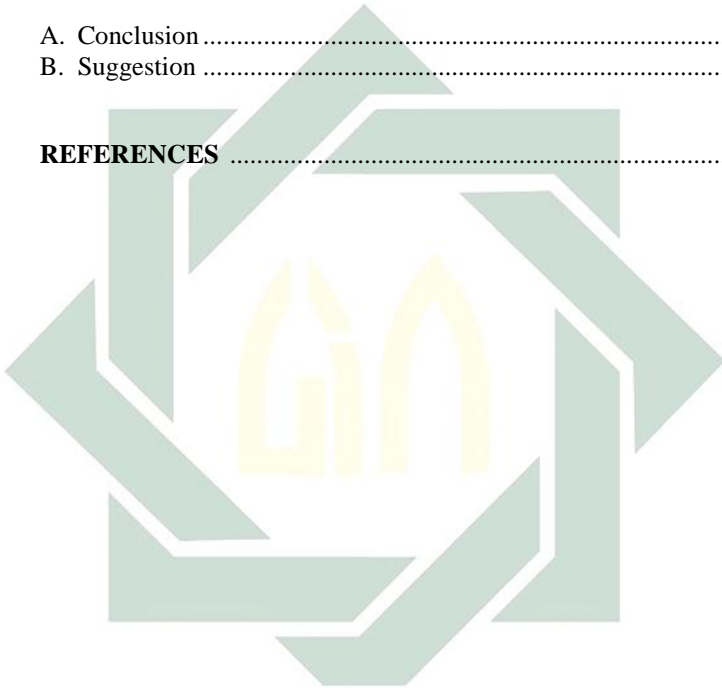
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LIST OF ABBREVIATION

- EFL : English Foreign Language
- SMP : Sekolah Menengah pertama
(Junior High Scholl)
- IPA : Ilmu Pendidikan Alam
(Science)



CHAPTER I INTRODUCTION

This chapter presents an introduction to the study that explains the reason for settling this research. It consists of research questions, goals of the study that shows as aims of conducting this research, and significance of the study as the benefit of this study. Furthermore, the scope and limitations of the study are also presented in this chapter. Finally, a definition of key terms defining the variables used in this research is also provided to avoid misunderstanding of those terms.

A. Background of the Study

Teachers have a great responsibility for the learning process in school. All things related to the teaching and success of educational goals, it turns out of a teacher's personality is a decisive success of learning. To avoid apathy and students' forced obedience, the teachers should improve their personality competence. how a teacher can be a student learning partner, featuring a good personality that can serve as a role model for their students and become a driving force in learning.¹

Based on the national policy perspective, the government has formulated the type of teacher competencies stated in the Regulations Explanation Government No. 19 of 2005 concerning National Education Standards, namely: pedagogical, social, professional and personality competencies.² Personality competence is a very important thing that must owned by a teacher because the teacher will not educate students if they don't have a good personality. A teacher's personality refers to the inner-qualities of a teacher, observed from the teacher's expression of

¹ Mualimul Huda, *Teacher Personality Competence and Student Learning Motivation*, Research Journal, Vol. 11, No. 2, August 2017. 238

² Jejen Musfah, *Peningkatan Kompetensi Guru : Melalui Pelatihan dan Sumber Belajar Teori dan Praktik* (Jakarta: Kencana Prenada Media Grup, 2011), p.30.

values, beliefs, behavior, and attitude.³ A teacher's personality not only is the basis for the teacher to behave, but also will be exemplary models for students in arousing desire for following a lesson.

As an example for the students, teachers must have a personality that can be imitated for students because teachers are models for the students.⁴ Teachers provide knowledge and also moral education. Each teacher will have an influence on students. The influences that happened through education and teaching carried out intentionally. Sometimes it happens accidentally and realizes by the teacher, through attitude, style and variety appearance of the teacher.⁵ Therefore, each teacher should have a personality that will be exemplified and emulated by good students intentionally or not. For students, the teacher is a role model in their growth and the first person after parents who influence the development such as students' personalities.

The task of a teacher is not just to deliver all knowledge but also "educating" someone to be a good person. Educating means that transferring values to students. These values must be manifested in behavior every day. Therefore, the teacher's personality itself is an embodiment and the values to be transferred. Essentially it is in the education process, the teachers do not only act as "teachers" who transfer knowledge but also "educators" who transfer values. Teachers are not only

Based on Mc Crae & Costa Stated there is one approach that is used to see the human personality through traits arranged in 5 dimensions of personality that have been formed using factor

³ Sronge, J. H. Tucker, P. D. & Hindman, J. L. *Handbook for Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD). (2004).

⁴ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta : Rineka Cipta, 2000), 41-42.

⁵ Khan, A., Shah, I. M., Khan, S & Gul, S. teachers' stress, performance & resources the moderating effects of resources on stress & performance. *International Review of Social Sciences and Humanities*, 2(2), (2012). 21-29

analysis.⁶ The big five personalities are often described as a universal framework to measure individual personality comprehensively. The three of five personality traits are openness, agreeable, and conscientiousness.

The first is openness to experience represents the tendency to engage in intellectual activities and experience new sensations and ideas such as imaginative, creative, and prefer variety. For example, the teacher makes constant connections between course topics and ideas in another course, then teacher will support the learning with cartoons, newspapers, clipping, TV shows, T-shirts, ties and also bring the students in new areas such as outside the class. The second is agreeableness that refers to friendly character, considerate and modest behavior. Teachers associated with a tendency towards friendliness and nurturance such as trusting, soft-hearted and good-natured, a simple example is the teachers learn or memorize students' names and bring the students at every opportunity. The last is conscientiousness, it's associated with pro-activity, responsibility, and self-discipline such as conscientious, hardworking, well-organized, punctual and ambitious. Furthermore the best teacher will prepare the course well before the onset of classes such as textbooks, syllabus, website, then careful and methodical in the preparation of examination materials, even when using textbook- prepare questions. Those are just a few examples that teachers should have good personality to improve the teaching-learning process to be a success.⁷

Teachers who have a good personality will foster students' motivation.⁸ Many students were excited, passionate, and fun to learn with a teacher because the personality of the teacher is good and interesting. On the contrary, there are also some students

⁶ McCrae, R. R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4(4). (2002).

⁷ Jess Feist, Gregory J Feist, *Teori Kepribadian Theories Personality*, (Jakarta: Salemba Humanika 2009). 422.

⁸ Mualimul Huda, Teacher Personality Competence and Student Learning Motivation, *Research Journal*, Vol. 11, No. 2, August 2017.

who feel discouraged, lazy, indifferent, sleepy, noisy inside the class because the teachers are not good and interesting enough.⁹

Motivation to learn can arise when a good response comes from the students especially in terms of their teachers' personality. It proved in research of teacher personality and motivation that around 37.94% of students' motivation to learn was influenced by the teacher's personality competence, while the rest was influenced by other factors not examined, such as factors in student conditions, aspirations, school environment conditions, and other elements in learning.¹⁰ In other words, students will have a good response to the competence of the teacher's personality, if the teacher is showing a good model to them that deserves to be imitated by students. While teachers who show a lack of personality, this will lead to a negative response.

Students' motivation contributes to the success of the process learning. According to Sardiman the effect of high students' motivation will have a positive impact on learning activities such as¹¹

- 1) Students are diligent in facing the task, which can work continuously for a long time, not stopping before it is finished.
- 2) Tenacious students will face difficulties, not easily discouraged in doing the task to achieve the best possible.

One of the factors of motivation to learn is students' perceptions of the teacher's personality. Someone's perception will influence the way of view on an object. A more positive perception of students about the personality of the teacher, it will give students a higher motivation to learn.¹² Conversely, more negative students' perceptions toward the teacher's personality, will give students lower motivation for learning.¹³ Therefore the teacher must be able

⁹ 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

¹⁰ Mualimul Huda, *Teacher Personality Competence and Student Learning Motivation*, Research Journal, Vol. 11, No. 2, August 2017. 263

¹¹ Sardiman, *Interaksi & Motivasi belajar Mengajar*. Jakarta PT. Raja Grafindo Persada. 89

¹² Ade Een Kheruniah., *ibid*

¹³ *ibid*

to cultivate learning motivation at one of themselves by forming positive perceptions in students with the personality that the teachers have. The teacher must be hard working, soft-hearted, creative, imaginative and also trusting. With the characteristics of the teacher, thus, will lead to a good perception of students and also arise students' motivation

There is some research examining similar problem-related teacher's personality and motivation. Research is written by Nik Mohd Hasrul Nik Hasyim, this research employs a quantitative design. The researcher used a survey questionnaire to respondents and also free social desirability response bias. It focused on the influence of teacher-student interpersonal engagements, namely teacher's personality, and monitoring, on EFL student communication proficiency. Personality and college facilities, respectively, the coefficient interaction effects became significant.¹⁴

The second research is conducted by Chunmei, this research adopts a questionnaire, it used to express and verify the research question. The focus of this study was to find out the unfavorable factors, the researcher presented some suggestions to arouse the students' English motivation and improve the efficiency of English learning and teaching in Junior Middle School.¹⁵

The third research is from Elim Trika Sudarsi.¹⁶ This research was conducted to describe the kinds of lecturers' personalities they have at the English Education Study Program of FKIP UKI Toraja. This research employed a qualitative descriptive design and the instruments of the research in collecting data consist of observation, and interviews, whether the lecturers' personalities affect students' learning motivation at English Education Study Program of FKIP UKI Toraja and discuss personalities which give a positive and negative effect to students' learning motivation.

¹⁴ Nik Mohd Hasrul Nik Hasyim, "Relationship between Teacher's Personality, Monitoring, Learning Environment, and Students' EFL Performance."

¹⁵ Chunmei Long, *The Study of Student Motivation on English Learning in Junior Middle school- Case Study of no 5 Middle School in Geuji*. journal of English language teaching. Vol 6 No 9, 2013

¹⁶ Elim Trika Sudarsi, "The Effects of Lecturers' Personality on Students' Learning Motivation"

In brief, this research is conducted to make a difference from the previous studies. The first study discusses the influence of teacher-student interpersonal engagements, namely the teacher's personality and monitoring, on EFL student proficiency that explore teachers' characteristics and the environment learning factors of students' communication. The second refers to arouse the students' English motivation and improve the efficiency of English learning in junior high school that presents some suggestions of students' need motivation to learning English such as establish the right goals to enhance learning well. The last deals with describing the lectures' personality to students learning motivation that explain the lectures' personality affect students' learning motivation in studying English. It uses extrovert, sensing, thinking, feeling and judging.

In this study, the researches focus on exploring in-depth the students' personal perception toward the teacher's personality, that is, how several students assess the personality of their one teacher's English in terms of his intellectuality, relationship acts of the students, responsibility, and self-discipline. And also, the researcher is interested to see students' motivation in learning English by having this teacher such as how students cope with their difficulties and task.

B. Research Question

In relation to the background of the study previously outlined above, the problem of the study can be formulated as this following questions.

1. What are the students' perceptions of the teacher's personality in Motivating students in English Learning at SMP Ta'miriyah Surabaya?
2. How is the students' motivation in English learning process at SMP Ta'miriyah Surabaya?

C. Objectives of the Study

This research will be aimed to find out:

1. to find out students' perceptions toward the teacher's personality in motivating English learning at SMP Ta'miriyah Surabaya.
2. to describe students' motivation in English learning process at SMP Ta'miriyah Surabaya.

D. Significance of the Study

This research is expected to have uses or benefits. Usability or the benefits of this study are presented below.

1. For the teacher

This study can help and guide the teacher to concern more about their personalities' competence related to the appropriateness characteristic that should be shown in front of the students. It also helps the teachers to be good future teachers where they must be able to be good models of their students.

2. For the next researcher

This study is expected to be useful for the other researcher to inspire the next study with the same topic. Actually there are 5 components in personality that should be analyzed by the researcher but in this case, just focus on 3 components. The next researcher can continue this research uses 2 components that have not analyzed by the researcher.

E. Scope and Limitation

The scope of this study is in analyzing the data. The researcher used the theory of 5 big factors of personalities based on Mc Crae & Costa, Actually, there are 5 personalities, but in this research, the researcher just focuses on 3 of 5 such as agreeableness, conscientiousness, and openness. The reason why the researcher just take 3 of 5 aspects because the two aspects focus to anxiety and social life. For the students' motivation, the researcher takes Sudirman's motivation theory for teaching-learning books that focus on 2 of 7 points such as diligent in doing tasks and resilient in facing difficulties.

The limitation of this study is the students in eight grade of junior high school at SMP Ta'miriyah Surabaya. There are 3 classes with the same teacher. In this study, the researcher will take one class consisting of 30 students to collect the data of the questionnaire and 10 students to be interviewed.

F. Definition of Key Terms

In this research, the researcher provides some key terms to make the reader understand easily, they are described as follows.

1. Student Perception

Perception is vision, how someone sees something. It can be called that student perception is students' view or understanding that to looks at or interpret something.¹⁷ This research, students' perception means the students's understanding and view about teachers' personality in motivating students in English learning .

2. Teacher personality

Personality can be interpreted as the overall quality of an individual's behavior who have characteristics of interacting with the environment.¹⁸ This research, teacher personalty means that pure character that distinguish with the others. It focuses on three aspect personality such as openness, agreeableness, and conscientiousness. Openness represents the tendency to engage in intellectual activities. Then agreeableness considerate and modest behavior. The last is conscientiousness that associated with pro-activity, responsibility, and self-discipline.

3. Motivation

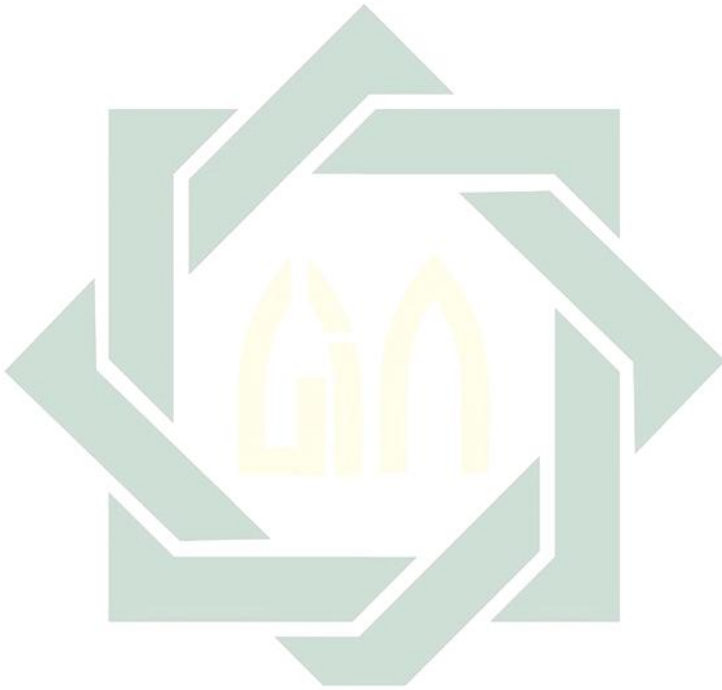
Harmer stated that motivation is some kind of internal drives that encourage somebody to encourage action.¹⁹ Motivation is the set of reasons that determiner one to engage in a particular behavior. Then it can be said as the overall power

¹⁷ Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, Psychology (United States of America: Worth Publishers, 2009), 123.

¹⁸ Zarabian, F, Farajollahi, M. Yousefpour, Z. & Sajadiseresht, A. *The relationship between teachers' personality types and female high school third graders' achievement motivation in Mashhad*, International Research Journal of Applied and Basic Sciences, 9 (6), (2015). 815-823.

¹⁹ Harmer, J. *Practice of English Language Teaching* (London and New York. Longman.1991).13

movers in students that cause learning activity, and ensure the continuity of learning activities. This research focus to find students' motivation that influence by teacher's personality.



CHAPTER II REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the problems of the research, which are used as a reference to strengthen the problems discussed in this research. There are some points that discussed such as perception, personality, and motivation. Another point is the review of some previous studies related to this research.

A. Theoretical Framework

1. Students' perception

Every person is created differently, each individual has a different understanding of something. It really depends on how the individual responds something with its perception. Perception in the narrow sense is a vision, how someone sees something, while in the broadest sense perception is about understanding that is how someone views or interprets something.²⁰

According to Pickens, the perception process follows four stages: stimulation, registration, organization, and interpretation.²¹ Stimulation means to touch, to smell, to hear, to taste and to see. Registration means selected stimuli when a person limits the stimuli and choose stimuli as the basic knowledge for their perceptions. Organization means organizing information based on prior experience, belief, and etc. While interpretation means, to analyze and to understand information based on prior experience, belief, and etc.

Gibson provides a definition of perception as a cognitive process that is used by individuals to interpret something and understand the world around it (the object).²² They also explain that the perception is the process of giving meaning to the environment

²⁰ Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Disabilities," *Pennsylvania State Univ* 18, no. Remedial and Special Education (1997): 46–53.

²¹ Hybel. *Self Perception and Communication*. 2003

²² Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. *Teacher efficacy: A construct validation*. *Journal of Educational Psychology*. Vol. 76, (1996) 569-582.

by the individuals. Therefore, each individual gives a different meaning to the stimulus of the object, even on the same object. How people view the situation is often more important than the situation itself.²³

Understanding student perceptions are the most important thing for the teacher. According to Chen, the students' perception is important to evaluate teaching effectiveness.²⁴ Students' perceptions arise because of the response to the stimulus. The stimulus received by students is very complex, the stimulus enters the brain, then is interpreted and given meaning through a complicated process and then perception is generated.²⁵ The close relationship in this research is the perception or response given by students as a result of stimuli that have been given in advance by the teacher in the class.

From the definitions above, it can be concluded that student perception is how students' views or interprets the object that existed in the school through their senses. Perception starts with four stages, stimulation, registration, organization, and interpretation. The students will hear and see the object, then they choose stimuli as a registration, then organizing the information and the last is interpretation to analyze and understand the information. So that students can give meaning and interpret the objects that are observed and given value as a reaction to an object or it can be called a students' perception. In this case, this study would like to know the students' perception of the teacher's personality in motivating English learning.

²³ Ibid

²⁴ Yining Chen and Leon B Hoshower, "Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation," Carfax Publishing 28, no. Assessment & Evaluation in Higher Education, (2003).

²⁵ Gibson, J. L., Ivancevich, J. M., and Donnelly, J. H. *Teacher efficacy: A construct validation*. Journal of Educational Psychology. Vol. 76, (1996) 569-582.

a. Types of Perceptions

Types of perception divide become two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. This perceives influences the behavior each individual obtains and choices and each human being makes all the way through life.²⁶

a. Positive perception

The perception that describes all knowledge and the response continued with the effort to use it. That will be continued with activeness or accepting and supporting the object being perceived. It increases the construction of relationships and giving to others. The chatagoration of positive perception is when someone agrees what someone action and support by saying like, affirm or excited of the object.

b. Negative perception

The perception that describes all knowledge and responses that are not aligned with objects that are perceived. That will be continued with passivity or refusing and opposing the object being perceived. Furthermore, the chatagoration of negative perception is when someone disagrees what someone action and supported by saying not really like, not excited or hate of the object.

Thus it can be concluded that positive or negative perception will always affect a person inside do an action. Positive or negative perceptions will appear depending on how individuals have described all their knowledge about an object that is perceived.

2. Teacher's Personality

In a simple sense, personality means that the pure character of an individual reflected in attitudes and actions that distinguish from others. Mayer defined personality as a system of parts that are

²⁶ Catherine E. Burns, Ardys 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

organized develops and expressed in a person's actions.²⁷ He further clarified the system of parts as components such as "motives, emotions, mental models, and the self" In another definition, Atkinson, Smith, Daril, Hoksma, and Nolen stated that personality refers to certain patterns of behaviors and thinking ways which determine individual's adaptation to the environment.²⁸

From the description of the above, it can be concluded that Personality is the overall pattern behavior, traits, habits, skills body shape, and other psycho-physical elements. In other words, personality can be said all actualization of appearance and characteristic behavior that always appears in a person.

Since, in the area of teaching and learning, persons deal with individuals as teachers and learners, personality is supposed to be an effective factor. According to Sronge, Tucker, and Hindman "teacher's personality refers to inner-qualities of a teacher, observed from the teacher's expression of values, beliefs, behavior, and attitude."²⁹ In psychological reviews, personality in principle is a unity between aspects of mental behavior (thoughts, feelings and so on) with aspects of behavioral (real actions). These aspects relate functionally in an individual, thus making them behave in a typically.

The teacher's personality influences the role of an educator and mentor. a teacher educates and guides students not only with the material with the delivery methods they use but automatically they use with all personality. Educating and guiding does not only occur informal interactions but also informal interactions, not only taught but also transmitted. The teacher's personality is a unity between their personal traits, and role as an educator, teacher, and mentor. Therefore, the personality of the teachers is fostered and developed as well as possible, expected to be able to show the

²⁷ Mayer, J.D Asserting the definition of personality. *The Online Newsletter for Personality Science*, . (2007). 1-4. Retrieved from <http://www.umassmed.personality.arp.org/html/newsletter01/jdm.pdf>

²⁸ Atkinson, Smith, *Pengantar Psikologi*. Eleventh edition.

²⁹ Hashim, H. N., Mohd, N., Shah Alam, S., & Yusoff, N. M. *Relationship between teacher's personality, monitoring, learning environment, and students' EFL performance*. GEMA Online Journal of Language Studies, 14(1) (2014). 101-116.

qualities of good personality traits, such as being honest, open, merciful, helper, patient, independent and so on.

a. Big Five Factors of Personality

In the teaching-learning process, the teacher holds the role of the actor in the class. The teacher will influence the success of the teaching-learning process. Furthermore teacher is a very dominant factor in determining the smooth way of the teaching to other factors. Thus, to achieve these goals, teachers must have basic abilities in carrying out their duties. One of these abilities is the teacher's personality. In the world of psychology, there are several theories that reveal a personality called the big five personality factors. These factors are neuroticism, extraversion, openness, agreeableness, and conscientiousness. This case just focuses on openness, agreeableness, and conscientiousness.³⁰

1. Openness (O)

Openness is key to the teaching-learning process. Openness to experience appears to be related to any of the motivational strategies such as creativity and curiosity about the material.³¹ Then openness is a person can accept a new idea or situation. Based on the research teachers who have high scores on openness have unlimited, broad-minded, creative and are able to see the beauty of the world differently.³² The teacher will be creative and have a higher curiosity to reach solutions for the problems. Then teachers with low openness scores have high debates and low curiosity. The dimension of openness there is a fantasy scale (high imagination and active), Aesthetics (teachers who have a high

³⁰ McCrae, R. R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4(4). (2002).

³¹ Barrick, M.R. and Mount, M.K. *The Big Five personality dimensions and job performance: A meta-analysis*. *Personnel Psychology* (1991) 44, 1-26.

³² Feist, J & Feist, G, J. *Theories of Personality*. New York: Mc Graw Hill. (2009). 223

appreciation of art), Feelings (conscious of being transferred), Action (high curiosity, desire to try new things), ideas (open-minded to various things and new ideas), values (caring about the values contained in society). Teachers are also generally looking imaginative, fun, creative, and artistic.³³

2. Agreeableness (A)

Agreeableness refers to such traits as selflessness, good-natured, gentle, co-operative, flexible, tolerance, generous, sympathetic, courteous, striving for common understanding, and maintaining social affiliations. Based on Goldberg found that agreeableness to be associated with tendencies toward kindness, unselfishness, generosity, and fairness.³⁴ Agreeableness also refers to the quality of a teacher's interpersonal orientation starting from feelings of caring to feelings of hostility in thoughts, and actions.³⁵ Teachers are low in agreeableness tend to be more aggressive and less cooperative. Teachers will have 6 scales that are in the dimensions of conformity, trust (directness to others), simplicity (any relationship), Altruism (having an interest in helping others), Compliance (obedience that appears to interpersonal relationships), Simplicity (ease and low heart), care for others). Teachers with agreed dimensions will be called gentle, not demanding, avoids conflict, patient, and humble. It can be shown that good teachers will try to memorize students' names and call them in every academic opportunity.

3. Conscientiousness (C)

³³ Friedman, H.S. & Schustack, M.W. *Personality: Classic Theories and Modern Research*. Boston, M A: Pearson. (2012).

³⁴ Goldberg, L.R. *The Development of makers for the big five-factor structure, psychological Assessment*, (1992). 4, 26-42

³⁵ John, O.P., & Srivastava, S. *The Big-Five Trait Taxonomy: History, measurement, and Theoretic al Perspective s*. Barkeley, University o f California (1999).

Conscientiousness describes people who are organized, exacting, disciplined, diligent, dependable, methodical, and purposeful and has been linked to educational achievement and particularly to the will to achieve.³⁶ It is demonstrated that teachers perceive cognitive ability and conscientiousness as the most important attributes related to an applicant's hirability.³⁷ De Fruyt & Mervielde Blicke has demonstrated that conscientiousness is related to learning outcome mediated by learning strategies.³⁸ Conscientious teachers are good at organizing their work, managing their time and doing hard with clear goals such as self-discipline and thinking before acting³⁹ Teachers like this will provide intrinsic motivation and a positive attitude.⁴⁰ Moreover, teachers are low in conscientiousness tend to be less careful, less focused and more likely to be distracted from tasks. Teachers with high Conscientiousness tend to always give the best in performing tasks to the students, so that success produces a positive mood, increases self-esteem.

So, it can be concluded that teachers who have high values in the Openness dimension generally look

³⁶ Howard, J & Howard, M. *An introduction to the five-factor model of personality for human resource professionals*. (1998). Available on: www.centacs.com/quik-pt3.htm, site accessed 7.6.1999.

³⁷ Mount, M & Barrick, M. *The Big five personality dimensions: Implications for research and practice in human resource management*. Research in Personnel and Human Resource Management (1995). 13, 153-200.

³⁸ Blicke, G. *Personality traits, learning strategies, and performance* European J of Personality, (1996).10, 337-352.

³⁹ Entwistle, N & Tait, H. *Approaches and study skills inventory for students*. Centre for Research on Learning and Instruction. University of Edinburgh. (1996).

⁴⁰ Entwistle, N. *Motivational factors in students' approaches to learning in: Learning strategies and learning styles*. In R.R. Schmeck (Ed) New York: Plenum Press. pp. (1988) 21-49.

imaginative, fun, creative, and artistic. Conversely, if the value in its dimensions is low, generally teacher will look be shallow, boring, or too simple. It is different from agreeableness, teachers who have high values of agreeableness will tend to be friendly, cooperative, trustworthy, and also warm. But on the other hand, teachers who have low values of this, it will tend to look cold, confrontational, and cruel. The last is conscientiousness, teachers who have high values of that are generally careful, reliable, organized, and responsible. But contrary who have low values, it will tend to be careless, messy, and unreliable

Table 2.1 Three of Big Five Personality Dimension

Personality domain	Description	Low score	High score
Openness to experience (O)	Represents the tendency to engage in intellectual activities and experience new sensations and ideas.	Down-to-earth Uncreative Conventional Prefers routine Uncurious Conservative	Creative Original Prefers a variety Curious Liberal
Agreeableness (A)	Refers to friendly, considerate and modest behavior. Associated with a tendency towards friendliness and nurturance	Ruthless Suspicious Stingy Antagonistic Critical Irritable	Soft-hearted Trusting Generous Acquiescent Lenient Good-natured
Conscientiousness (C)	Associated with proactivity, responsibility, and self-discipline	Negligent Lazy Disorganized Late Aimless Quitting	Conscientious Hardworking Well-organized Punctual Ambitious Persevering

3. Motivation

a. Definition of Motivation

Motivation is a key factor in explaining the success or failure of any difficult activity. The success in a task is due to the fact that someone is motivated. It is easy in second language learning to state that a learner will be successful with the right motivation.

There are many different definitions of the term motivation. According to Harmer motivation is the internal drive which encourages someone to do things in order to achieve something.⁴¹ Motivation is closely related to achievement or learning achievement. Therefore the teacher must be able to foster learning motivation. Cultivating student learning motivation is one of the techniques in developing learning abilities and willingness.

According to Elliot and Covington, motivation gives the reasons for people's actions, desires, and needs. Motivation can also be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa.⁴² Based on Narayanan said that motivation is the reason behind one's actions or behaviors.⁴³ it can be concluded that motivation to learn is the overall driving force that becomes a strength in individuals who are learning to make changes all behavior so that the expected learning goals can be achieved.

Based on the description above, Conceptually motivation is closely related to achievement or learning acquisition. Students who are generally highly motivated will get good achievements in learning. Vice versa, students who have moderate motivation will obtain standard achievements. Therefore learning motivation is very urgent in increasing learning acquisition. Even people who are successful are mostly caused by their high motivation have it

⁴¹ Husni Mubaro, English Education Journal, *The Use of Peer Feedback Strategy to Motivate Students in Narrative text writing*. Vol. 2 No. 2, 2012,164.

⁴² Elliot, A. J., & Covington, M. (2001). *Approach and Avoidance Motivation Educational Psychology Review*. 13(2).

⁴³ Narayanan, R. *Motivation Variables and Second Language Learning*. Vinayaka Mission Research Foundation University, Kanchipuram, India. (2006).

Moreover learning motivation is a psychological factor that is non-intellectual. Its distinctive role is in terms of growth of passion, feeling happy and passion for learning. A student who has strong motivation will have a lot of energy to do learning activities.

b. Types of Motivation

The motivation was separated into two main types that are intrinsic motivation and extrinsic motivation. That will be presented below.

a. Intrinsic motivation

Intrinsic motivation is the motives that become active that do not need to be stimulated from the outside because each individual has an urge to do something.⁴⁴ Intrinsic motivation goals are inherent in the learning situation and the needs of students to master values contained in that lesson. Students are motivated in lesson material, not because of other desires to get praise, high grades, or gifts and so on.

According to Emily in her research, intrinsic motivation appears from students' personal such as their comfort, happiness, and interest.⁴⁵ Students who have intrinsic motivation also will be quicker and more simply to achieve their goals because they have motivation inside themselves

b. Extrinsic motivation

Extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is active and functioning of external stimuli. Learning motivation is said to be extrinsic if students place their learning goals outside the situation factors study (resides in some factors outside the learning situation).

⁴⁶Students learn because they want to reach goals, for example, to reach a high number.

⁴⁴ Harmer. *The Practice of English Language Teaching. Fourth edition.* 98

⁴⁵ Emily R.Lai. *A Research Report Motivation Literature review*,(Pearson, April, 2011) .4

⁴⁶ Biggs, J. *Teaching for Quality Learning at University.* (The Society for Resrarch into Higher Education & Open University Press.2002).p .61

Extrinsic motivation is needed, in order for students want to learn. Various ways can be used that students are motivated to learn. Teachers who are good at teaching will be smart arouse the interest of students in learning, by utilizing extrinsic motivation in various forms.

c. **Indicator of Student's Motivation**

According to Sardiman the motivation contained within the student has the following characteristics:⁴⁷ (1) Students are diligent in facing the task, which can work continuously for a long time, not stopping before it is finished. (2) Resilient students face difficulties, namely not easily discouraged in doing the task to achieve the best possible. (3) Students will be showing interest in various problems, for example, critical of the problems of development, religion, politics, economics that occur around. (4) Students prefer to work independently, preferring to work on their own tasks not seeing friends' answers. (5) Students get bored quickly on routine tasks, things that are repetitive are not liked because they do not hone creativity.

Students are happy to find and solve problems. If someone has these characteristics, it can be said that students have sufficiently high learning motivation needed in learning activities. Students who have strong motivation will encourage themselves to study passionately.

d. **Teacher's Personality toward Student Motivation**

The teacher must be a good example for students, protect, educate with all their heart, authority, wise, and most important noble. With the characteristics of the teacher, this will lead to a good perception of the student, so the teacher will be emulated and idolized by students.

Students are happy with the good attitude and behavior showed by the teacher. As quoted by Syaiful Bahri Djamarah in the research that had been conducted by Frennd W,

⁴⁷ Sardiman, A.M. *Interaksi & Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo Persada. . 2011.83

Hart. From the results of his research, he put forward ten good attitudes and favored students such as ⁴⁸ (1) helping school work and explaining lessons clearly and deeply then use good examples in teaching. (2) cheerful and happy, have a sense of humor and like to accept jokes over him. (3) be friendly, feel like a member of a group class. (4) putting attention and understanding their students. (5) be fair not favoritism, there is no golden student or step-student.

Admittedly there are also teachers who are disliked by students at school. Time to time regardless of the teacher will be observed by students. At least in a year, teachers and students will be living together in a span of time is not impossible all attitudes and teacher behavior regardless of the observations of students. In the first meeting, the school students have begun to assess who the teacher really is.

As we students have their own views on the teachers who will teach and educate them. There are some teacher traits that are disliked by students as follows: ⁴⁹ (1) the teacher who is very often angry, trouble, never smiling, insulting, sarcastic. (2) the teacher who doesn't like to help in students' homework, no explain the lesson and tasks clearly. (3) a teacher who is arrogant, he thinks of himself more than anyone else. (4) a teacher who is not interested and understand them. (5) a teacher who gives homework too much.

A teacher should show personality traits as described above. So, that with that personality owned can lead to positive perceptions in students. More positive students' perceptions of the teacher's personality, the higher the motivation to learn. Conversely, the more negative the students' perceptions about the personality of the teacher, the lower the motivation for learning.

Motivation in learning functions as a driving force students to study. Students who are motivated will continue to persevere learn. Therefore to get good results in learning, one student must have a motivation that will encourage him to continue learning. Motivation is closely related to achievement

⁴⁸ Syaiful Bahri, *Psikologi Belajar*.71

⁴⁹ *Ibid*. 73

or learning gain. Student those who have high motivation will generally get achievements good in learning. Then, students who have low motivation, his achievements will also get standard achievements. Therefore learning motivation is very urgent in improving learning acquisition. Even students who are successful in their study, more due to the high motivation they have.

B. Previous Study

The first researcher is Cipto Wardoyo.⁵⁰ This paper conducted to analyze the effect of professional competence variables on teacher performance. It is expected that the final of the research can be used to make up the curriculum of teacher education. This study used quantitative approach to the ex-post facto design. The number of samples is 76 teachers (50%) of the population in Malang. The finding of this research shows that social competences have no significant effect on teacher performance, while pedagogic, personal but professional competences of teachers have significant effects. Personality competence showed a significant effect on the teacher's performance, these quantitative findings also supported the results of interviews with informants

Second researchers are Erni R. Dewi, Patta Bundu, and Suradi Tahmir.⁵¹ The aim of this research is to find out whether the antecedent variable indirectly affects the teachers' performance through the achievement motivation of high school teachers. It was used quantitative research with 130 respondents using Structural Equation Model Analysis AMOS 18. The finding is the antecedent variable in the form of emotional intelligence and competence had a positive and significant effect directly on teacher performance. Furthermore, the variables of the antecedent, emotional intelligence,

⁵⁰ Cipto Wardoyo “*The Measurement of Teacher’s Personality Competence and Performance Using Embedded Model*” *Journal of Education and Practice* Vol.6, No.26, 2015

⁵¹ Dewi, Patta Bundu, and Suradi Tahmir “*The influence of the antecedent variable on the teachers' performance through achievement motivation in senior high school*” *International Journal Of Environmental & Science Education* 2016, Vol. 11, No. 9, 3161-3166

and teachers' competence indirectly have a positive and significant effect on the teachers' performance through achievement motivation.

The last researcher is Elim Trika.⁵² This research was conducted to describe the kinds of lecturers' personalities they have at English Education Study Program of FKIP UKI Toraja, whether the lecturers' personalities affect students' learning motivation at English Education Study Program of FKIP UKI Toraja and also discuss personalities which give a positive and negative effect to students' learning motivation. This research employed a qualitative descriptive design and the instruments of the research in collecting data consist of observation, and interviews. The result said that lecturers' personalities affect students' learning motivation in study English at English Education Study, which has the positive and negative effect to students' learning motivation in which may have positive effect of the lecturers' personalities are; extrovert, sensing, thinking, feeling and judging, and negative effect of the lecturers' personalities are; extrovert, thinking, feeling and judging.

The difference between those previous researchers above with the current study is that the current study focuses on students' perception toward teacher personality in motivating English learning. This research tries to figure out positive and negative students' sense of the teachers' personality and to measure students' motivation for there. Moreover, the setting is also in SMP Ta' miriyah Surabaya.

⁵² Elim Trika Sudarsi, "The Effects of Lecturers' Personality on Students' Learning Motivation" State University of Makassar, Indonesia

CHAPTER III RESEARCH METHOD

This chapter describes some aspects related to the research methodology. It presents research design, research subject, setting of the research, data and source of data, data collection technique research instrument and data analysis technique.

A. Research Design and Approach

This research was designed as basic qualitative-descriptive research. Creswell states that qualitative research begins with the assumption, a worldview, the possible use of the theoretical lens, and the study of a research problem of individual or groups problem as a human problem.⁵³ Principally, descriptive qualitative research is used to reveal the condition of the phenomena as clearly as possible without any special treatment.

This study is using qualitative descriptive research to find out the answer to the research questions. It aims to understand and explain the phenomenon that happens to be a research subject by describing it into words. Based on Mandalis assert that a descriptive approach is to describe or to get information about the current condition of a certain object includes describing, taking notes, analyzing, and interpreting the existing facts.⁵⁴ These features of qualitative and descriptive approaches are reflected in this current research.

B. Research Subject and Setting

This study takes place in the SMP Ta'miriyah Surabaya. It is located at Indrapura Street. 2, Krembangan, Surabaya, Jawa Timur 60175. The main subject of this research is the students of Junior High School Ta'miriyah Surabaya in the academic year 2019-2020.

In selecting the participant in this study, the researcher uses purposive sampling. According to Creswell, the aim of purposive sampling is to understand and learn the main

⁵³ Creswell, *Designing Qualitative Study* (New York, 2001), 37

⁵⁴ Mardalis, *Metode Penelitian* (Jakarta: Bumi Aksara, 1995), 26

phenomenon by selecting the participant in the research.⁵⁵ Specifically, there are 3 classes but the researcher focuses on 1 class that consists of 30 students to answer the questionnaire, then the researcher only focused on 10 students to answer the interview guideline.

C. Data and Source of the Data

The data and source of the data of this study are:

1. Data

Data in this study are students' perceptions toward teacher personality in motivating English learning and students' motivation inside the teaching-learning process.

2. Source of Data

The Source of data were students' questionnaire for the students perception of teacher's personality and students' interview results for students' motivation. The data were gotten from the students of SMP Ta'miriyah Surabaya in academic year 2019- 2020. Mainly, the researcher took the data from 1 class of eight grade of junior high school that consists of 30 students to answer questionnaire. Then took 10 students to be interviewed.

D. Data Collection Technique

The data collection or the procedure of development is by some steps, the researcher follows the theory of Ronald and Lynn to conduct the qualitative method research. The sources of the data include the questionnaire and interview.⁵⁶

1. Questionnaire

In this study, the researcher used the questionnaire because the researcher needs to get information from the respondent about students' perceptions towards the teacher's personalities and also students' motivation in English Course.

⁵⁵ John W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition, (Boston: Pearson Education, Inc., 2012), 206

⁵⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches, Second Edition* (California: Sage Publications, Inc, 2013), 17

The researcher distributed the questionnaire to students of English class of visual communication design that are taught the researcher at SMP Ta'miriyah Surabaya in the academic year 2019-2020. Questionnaires will be distributed into 8th grade of Junior high school which contains thirty students in each class. Specifically, the researcher focuses on one class since this study uses purposive sampling. It takes time when the students are having break time in the school, approximately it might take their time almost 10 or 15 minutes to answer the questionnaire.

2. Interview

In this study, the researcher used a semi-structured interview. The researcher has a list of key themes, issues, and questions to be covered. Based on Dr. Bonnie Nastasi said that data collection on phenomenology research can interview less than 10 people, but in this study the researcher took 10 students to be interviewed. The interview held on three days after the researcher got the data of the questionnaire. The researcher directly interviewed the students by coming to the class and have face to face with the students in person. In case of taking so many times, the researcher interviews the students when they have broken or when the teaching-learning activity has done at school. This interviewed conduct to know deep information about students' motivation that facing any difficulties and tasks in English lessons.

E. Research Instrument

Measuring instruments in research are usually named as a research instrument. A research instrument is a tool used to measure both natural and social phenomena observed. The researcher provides two research questions. The first question is to identify the students' perception of the teacher's personality in motivating English learning, while the second question is to know the students' motivation for learning English. To answer first questions the researcher used a close-ended questionnaire. The second question used the interview guideline.

1. Questionnaire

In this study, researchers collected data by using a questionnaire where the contents of the questionnaire adopted

from the journal and theory. The type of questionnaire used in this research is a close-ended questionnaire that contains 24 statements. While the close-ended questionnaire here used a rating scale questionnaire. It used a Likert Scale to get the information from the participants, Likert scale is to measure the extent of subjects' agreement with each item. The questionnaire contains 3 aspects such as openness, agreeableness, and conscientiousness. The number of questions will be shown in the table.

Table 3.1 Questions of Students' Perception of Teacher's Personality in Motivating English Learning

Indicator 1 Openness	Indicator 2 Agreeableness	Indicator 3 Conscientiousness
No 1, 2, 3, 4, 5, 6, 7 and 8	No 9, 10, 11, 12, 13, 14, 15 and 16	No 17, 18, 19, 20, 21 and 22

2. Interview

The interview is a method of gathering useful in-depth information story-based participants' experiences.⁵⁷ Therefore interview is used to get specific information from each student. This instrument focuses on students' motivation in doing tasks and facing difficulties. The researcher will apply a semi-structured interview. The interview is used to answer the second research question. So that the researcher would take note of the interview guidelines about the students' motivation for facing difficulties and doing tasks. There are 13 number questions that the researcher made to the interview guideline. For the number of the question will be explained in the below:

⁵⁷ Stated by Mc Namara in Dapzury Valenzuela and Pallavi Shrivastava. "Interview as a Method for Qualitative Research" (<https://www.public.asu.edu/~kroel/www500/Interview%20Fri.pdf> accessed May 22, 2019)

Table 3.2 Interview Guideline of Students' Motivation in English Learning

Indicator 1 Sudents are Diligent in Doing Task	Indicator 2 Sudents are Resilient in Facing Difficulties
No 1, 2, 3, 4, 5, 6 and 7	No 8, 9, 10, 11, 12 And 13

F. Data Analysis Technique

1. Data from the questionnaire

The data analysis technique is an important role in conducting research since analysis could help the researcher to get a valuable meaning to solve the problem.²¹ There were several steps applied by the writer to the data from the students' motivation in choosing an English course. These steps are as the following.

- a. Identifying the data based on the statement of problems that is students' perception of the teacher's personality in motivating English learning.
- b. Classifying each answer based on each item of the questionnaire. To know about the students' perception, the researcher used a qualitative method based on how many students answer each item in the questionnaire.
- c. Arranging the data taken from the questionnaire in the form of a table. The format of the summarize the responses of the questionnaire is as follows.
- d. The data taken from the questionnaire were analyzed by using a simple percentage in each aspect using the formula below:

$$P = \frac{F}{N} \times 100\%$$

Where P: percentage of students' perception.

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

N: the number of respondents

- e. Verifying and interpreting the data of the questionnaire.
- f. To determine the results of positive and negative perceptions, researchers add the score of strongly agree and agree into the positive categories. Then add the score of disagree and strongly disagree in the category of negative perception.
- g. Drawing the conclusion by making a description, an explanation about the result of the discussion. The researcher related to the theories also made argumentation writing in the discussion.

2. Data from interview

The data were analyzed by using steps.

- a. In this step, the researcher collected the 10 students to be interviewed in students' motivation that focus in facing the task and difficulties of English learning.
- b. The researcher prepared and divided the data based on the purpose of students motivation .
- c. The researcher decided which data were appropriate for answering the question. While reading the data, the researcher gave notes on the result of interview.
- d. In this section, the researcher started to analyze the data or information which were found in the interview. This step also used to identify which data were needed or can be reduced. There were 13 questions were provided, but only two question was the main question to be answered.
- e. The researcher combined the result of the interview that is students' motivation with the result of the questionnaire.
- f. The result of the interview was used to support the previous data collected by the questionnaire and presented together as the finding of this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion of the study. The finding focus on answering two research question which about students' perception of teacher's personality in motivating English learning and students' motivation to facing task and difficulties in English lesson. The discussion describes research findings that related to the theory. Moreover, analyzing the data is based on the order of the research question.

A. Research Findings

The description of findings in this study is based on the information of the two research questions; (1) what is students' perception of teacher's personality in motivating English learning? and (2) How do students' motivation in English learning process that focuses on facing the tasks and difficulties? Whether a teacher's personality can improve students' motivation in doing tasks and difficulties. To find out about the students' perception of a teacher's personality, this research shared questionnaires to 30 students. The questions in the questionnaire consist of 22 kind questions that use close-ended questions. For the students' motivation, the researcher collected 10students.

1. Students' Perception of Teacher's Personality in Motivating Students in English Learning.

This research was conducted on Thursday, August 22nd, 2019. The researcher used the questionnaire to know deeply students' perception of the teacher's personality in motivating English learning. This questionnaire distributed to 30 students. Around 22 questions are contained in this questionnaire and consist of 3 factors based on the theory of big five personalities.

Mc Crae & Costa stated that there are five factors of personality, but the researcher just focuses on three of them. Those are openness, agreeableness, and conscientiousness. Openness represents the tendency to engage in intellectual activities and experience new sensations and ideas. Then agreeableness refers to friendly, considerate and modest

behavior, associated with a tendency towards friendliness and nurturance. Moreover, conscientiousness is associated with pro-activity, responsibility, and self-discipline.⁵⁸ This is the result of a questionnaire toward students' perception of a teacher's personality in motivating English learning. The first is a factor that is openness. There are 8 indicators or points that related to openness aspect.

Table 4.1 Student's Perception of Teacher's Personality in Motivating Students in Openness Aspect

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I was very excited when the teacher slipped the game in the middle of the learning process.	60%	26,7%	10%	3,3%
2. I am happy when my teacher provides a variety of different games in the classroom	56,7	36,7%	6,6%	
3. I am excited when my teacher uses variations in learning styles as well as volume, eye contact, or body and hand movements	43,4%	50%	3,3%	3,3%
4. I am more excited when my teacher provides variety in learning activities as well as group discussions, simulations, or individuals.	36,7%	46,7%	16,6%	
5. I am interested if my teacher creates curiosity and makes students ask questions.	26,7%	50%	20%	3,3%

⁵⁸ McCrae, R. R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4(4). (2002).

6.	I am happy when my teacher gives freedom to ask students	46,6%	43,4%	10%	
7.	I prefer that my teacher gives freedom of opinion to students.	43,4%	50%	6,6%	
8.	I am more interested in my teacher gives a simple example with his own thoughts to make it easier for students to understand the lesson.	63,3%	30%	6,6%	

Related to students' perception of teacher's personality in motivating English learning, table 4.1 shows that the first factors from those aspects are Openness which has eight statements. This is indicated by responses to the first statement " I was very excited when the teacher slipped the game in the middle of the learning process." around 18 people (60%) stated that they strongly agree, 8 people (26,7%) stated agree, 3 people (10%) choose to disagree and the other which is 1 people stated strongly disagree.

The second statement is "I am happy when my teacher provides a variety of different games in the classroom " the result showed 17 respondent (56,8%) strongly agree, while 11 respondent (36,7%) stated that they agree, then 2 people (6,6) said that disagree with this statement. The data show that students mostly excited when the teacher used some of the game in the class

The third statement is "I am excited when my teacher uses variations in learning styles as well as volume, eye contact, or body and hand movements " the result is (43,4%) 13 students said strongly agree, (50%) 11 students take an option to agree. From the disagreement, 2 student (3,3%) takes an option to disagree and the rest said strongly disagree (3,3%). The data explain that students like when having an energetic teacher.

The fourth statement regarding these factors is "I am more excited when my teacher provides variety in learning

activities as well as group discussions, simulations, or individuals." it describes that 11 students (36,7%) strongly agree, 14 students (46,7) stated agree. The other takes a disagreement option with the number of respondents, that are 5 students (16,6%) take to disagree with this statement. It can analyze the students very interested when the teacher gives any variation such as grouping or individual.

The fifth statement is "I am interested if my teacher creates curiosity and makes students ask questions ", the student's responses are (26,7%) which is 8 students give positive agreement that stated strongly agree, then the other (50%) also have the same opinion by choosing to agree. Then, for the disagreement there are (20%) doesn't like it when their teacher invites the curiosity and 1 student responses (3,3%) that strongly disagree if the teacher did it.

While the sixth statement shows "I am happy when my teacher gives freedom to ask all students ". The data analysis 14 students strongly agree (46,6%), the other also said the same responses with (43,4%) consist of 13 students take agree. The result for the negative responses are around (10%) or three students said they disagree.

Based on the seventh statement is "I prefer that my teacher gives freedom of opinion to all students " the number of students that giving agreement is (46,4%) or 13 students said that they strongly agree. The others which are (50%) said that they agree of giving freedom in delivering an opinion. Furthermore came with 2 students (6,6%) stated that they strongly disagree with this statement. From this point, we can know that mostly the students excited about delivering their opinion.

The last statement of openness aspect is " I am more interested in my teacher gives a simple example with his own thoughts to make it easier for students to understand the lesson." in this statement (63,4%) the students give a positive response that they strongly agree, the other (30%) also have the same response it is agreed. While the rest of the respondents (3,3%) give the negative response that they disagree.

Furthermore, this is the next of the questionnaire toward students' perception of a teacher's personality in

motivating English learning for the second factor that is agreeableness. There are 8 indicators also that related to agreeableness aspect.

Table 4.2 Students' Perception of Teacher's Personality in Motivating Students in Agreeableness Aspect

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I like it when my teacher has a smiley character for all students.	86,7%	13,3%		
2. I feel happy when my teacher has a helper character when students have difficulty in answering questions.	80%	16,7%	3,3%	
3. I don't like to have arrogant teachers in the classroom.	73,4%	23,3%	3,3%	
4. I am excited when I have a teacher who always keeps his promises.	73,4%	23,3%	3,3%	
5. I am very happy to have a forgiving teacher when students do wrong inside or outside the classroom.	76,7%	16,7%	6,6%	

6.	I am interested when my teacher explains the lesson in a smooth, non-snapping voice.	73,4%	23,3%	3,3%	
7.	I prefer it when my teacher reflects the polite nature of students.	80%	16,7%	3,3%	
8.	I am happy when my teacher apologizes when he got wrong to explain the lesson.	53,3%	46,7%		

Based on the data of table 4.2, the researcher found that the first statement of student's perception of teacher's personality in motivating English learning that focus agreeableness aspect which is "I like it when my teacher has a smiley character to all students" the analysis data stated that all of the students that consist of 30 people give positive responses. It is shown of the data (86,7%) 26 respondents said that they strongly agree, while the other which is (13,3%) or 8 people stated agree.

In the second statement of table 4.2 is "I feel happy when my teacher has a helper character when students have difficulty in answering questions." It shows that there are 24 people such as (80%) choose strongly agree about that. Around 5 people (16,7%) also have a positive response because they also agree for having a good teacher like that. While the hand 1 people (3,3%) stated that strongly disagree with this statement.

This data can explain that most students agree to have a teacher who gives his smiling to the students.

For the third statement said "I don't like to have arrogant teachers in the classroom." it shows that 22 respondents (73,4%) take an option strongly agree, and 6 respondents (20%) also have the same option which is agreed and the number of respondents that take an option to disagree is 2 students (6,6%).

Related to the fourth statement is "I am excited when I have a teacher who always keeps his promises". 22 students (73,4%) choose to strongly agree, 7 students (23,3%) agree with this statement, and the other is disagree with 1 person (3,3%). From this data, we can know that the number of positive agreement is higher than the disagreement. It can be seen that students are happy with the teacher keeping the promises.

The fifth statement regarding with this aspect is "I am very happy to have a forgiving teacher when students do wrong inside or outside the classroom" it describes that only 24 students (76, 7%) strongly agree, the other is take an option to agree with the number of respondents is 5 students (16,7%), and the rest takes to disagree with this statement (6,6%) or 2 students. It can analyze that students' perception of teacher's personalities in motivating English learning is positive. Students are interested to have a forgiving teacher.

The sixth statements is "I am interested when my teacher explains the lesson in a smooth style, non-snapping voice.", the data shows that only 22 respondents (73,4%) strongly agree, (23,3%) or 7 students choose to agree, then the other hand are 1 student (3,3%) take strongly disagree.

Based on the table above, the seventh statement is "I prefer it when my teacher reflects the polite character of students." the responses from the students are mostly (80%) or 24 students strongly agree and 6 others (16,7%) have the same opinion by choosing to agree. Then, the rest of the students have a negative response by taking opinions disagree with the number (3,3%) or 1 student response. This point shows that most students excited with a teacher who carries on politeness in the class.

The last statement to agreeableness aspect is "I am happy when my teacher apologizes when he got wrong in explaining the lesson." in this statement all of the students support to take an agreement option. It is shown that (53,3%) or 16 students choose strongly agree and around 14 students take agree with the total number (46,7%).

Based on to the data analysis of agreeableness aspect, we can see that mostly the students' perception of teacher's personality in motivating English learning is positive, it figures from the total of 8 statement answer that (96,7%) agree on an option and another side (3,3%) disagree option.

Table 4.3 Students' Perception of Teacher's Personality in Motivating Students in Conscientiousness Aspect

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I am excited when my teacher prepares something well, such as designing a bench before the lesson begins.	40%	46,7%	13,3%	
2. I am excited when my teacher repeated the explanation until all the students understood the material.	73,4	26,6		
3. I am excited when my teacher uses all her	56,7%	33,3%	10%	

strength in doing any activities in the class				
4. I am happy when my teacher does teaching inappropriate times.	53,3%	46,7%		
5. I like it when my teacher comes to class on time.	36,7%	56,7%	6,6%	
6. I am happy when my teacher leaves the class on time	60%	36,7%	3,3%	

Based on table 4.3 there are six statements include that explain in conscientiousness aspects. The first statement is " I am excited when my teacher prepares something well, such as designing chairs before the lesson begins." the responses from the students are mostly (40%) or 12 students strongly agree and 14 others (46,7%) have the same opinion by choosing to agree. Then, the rest of the students have a negative response by taking opinions disagree with the number (13,3%) or 4 students' responses.

The second statement of this aspect is " I am excited when my teacher repeated the explanation until all students understood the material " the result of the questionnaire is 22 students (73,4%) strongly agree. The rest of the students who are 8 students (50%) agrees. The data analysis shows that all the number is 100% choose the agreement option.

The third statement is "I am excited when my teacher uses all her strength in doing any activities in the class " the result is (56,7%) 17 students said strongly agree, (33,3%) or 10 students take an option to agree. The disagreement comes from 3 students (10%) who take an option to disagree. The data

explain that the students like with teacher who try to make all students understand with the lesson.

The fourth statement in the conscientiousness aspect is "I am happy when my teacher does teaching inappropriate time" the result of the questionnaire shows that 16 students (53,3) strongly agree, and the same response also agrees with the number of respondents is 14 students (46,7%). This data shows that all of the students take to agree on options with the total number 100%.

The fifth statement regarding with this factors is "I like when my teacher comes to class on time." it describes that 11 students (36,7%) strongly agree, then 17 students (56,7%) choose to agree, the other is take an option disagreement with the number of 2 students (6,6%). It can analyze that students interested with discipline teacher, it shows from the number of agreement with this statement is (93,4%) or 28 students from the total number of 30 students.

The last statement is "I am happy when my teacher leaves the class on time ". The data shows that only 18 respondents (60%) choose to strongly agree, (36,7%) or 11 students agree, then the rest of it is 1 student (3,3%) takes to disagree. It can be said that mostly the students fell happy with a teacher who comes and leaves the class on time. From those data analysis, we can know that the total of conscientiousness aspect shows positive agreement with (94,4%) and (5,6%).

Based on the finding of the questionnaire, the researcher found students' perceptions in three aspects such as openness, agreeableness, and conscientiousness. The most aspect that shows positive perception is agreeableness with the number of respondents is (96,7%). It proved by the statement "I like it when my teacher has a smiley character to all students, I feel happy when my teacher has a helper character when students have difficulty in answering questions and I don't like to have arrogant teachers in the classroom"

The second aspect after agreeableness is conscientiousness, these aspects have a positive agreement with (94,4%) respondents. It showed by students' answer "I like when my teacher comes to class on time, I am excited when my teacher repeated the explanation until all students

understood the material and I am excited when my teacher uses all her strength in doing any activities in the class”

The last aspect is openness with the total number (88,8%) with the statement *“I prefer that my teacher gives freedom of opinion to all students, I am excited when my teacher uses variations in learning styles as well as volume, eye contact, or body and hand movements and I was very excited when the teacher slipped the game in the middle of the learning process”*

2. Students’ Motivation in English Teaching-Learning Process

The result of this analysis is gotten from the informer, those are four students and taken in an outdoor class. The interview was conducted on Monday, 26th August 2019. There are fourteen questions included in the interview section. The thirteen questions for answering how is students’ motivation to face English tasks and English difficulties, and also to make sure that a good teacher’s personality can increase students’ motivation do the tasks and difficulties in English lessons. Then eleven questions are introductory questions. Then the rest is the main question of students’ motivation by the respondent.

Based on the interview result of students’ motivation for facing tasks and difficulties in English learning. The researcher found that the motivation of students is good enough. Seven of the students stated they felt motivated in doing a task. Then six students show that they are still patient in facing difficulties because the teacher is comfortable with them. But another student stated that they still did the task such as homework in the class and another problem. Furthermore, there are ten respondents of this research such as Student A, B, C, D, E, F, G, H, I and J. The result of interview is can be seen in the table below:

Table 4.4 Students' Motivation in English Teaching-Learning Process.

Indicator of Motivation	Students Motivation									
	A	B	C	D	E	F	G	H	I	J
Students are Diligent in Doing Tasks	✓	✓	-	✓	-	✓	✓	-	✓	✓
Students are Resilient in Facing Difficulties	✓	-	✓	-	✓	-	✓	✓	✓	-

Table 4.4 above shows that there are two sources of indicator motivation. Motivated students can be measured when they can diligent in doing the task and also facing difficulties. from 10 students, 7 students stated that the personality of the teacher can affect them in doing the task. The second indicator there 6 students from 10 students tend that they still try to enjoy in facing difficulties of English lesson. The findings are more described as follow:

a) Students' Diligence in Doing Tasks

The data above show that there are 7 students who are motivated by the personality of the teacher in doing English tasks. The students' motivation is felt among students' A, B, D, F, G, I and J. The result of the interview is presented below:

Based on Student A and Student D stated that they feel excited about doing tasks such as tasks inside the class or homework. Because good teachers will make students understood the material easily.

"Enthusiasm, for me a good teacher's personality such as nice, friendly, polite and not angry, can make students

easily understand the lesson. When we like the teacher it will automatically like the lesson. Similarly, when doing tasks in the class or homework, I will be more enthusiastic and not be lazy to do it. If the teacher explains the material in front of the class then many students will listen” (Student A and D)

According to Student B and Student F said that comfortable teacher is one important tool in teaching-learning. Because personality that will make them more enthusiastic in doing their tasks.

“Studying with a teacher who is comfortable for me is important, because of this personality that will make me happy to take lessons as well as doing the tasks given and such as including gifts as rewards this makes children more enthusiastic in doing their work. That is where the added value of the teacher is very rarely present. Students who are often scolded will often rebel instead of obeying it. Therefore I do not like teachers who teach by not using love” (Student B and F)

Based on Student G and Students I stated that they like a teacher who gives any variation inside the class such as a game or style in teaching. That way can provide a good atmosphere and also foster in doing tasks.

“Encouragingly, I like teachers who are not monotonous inside teaching-learning, who often provide new variations in the classroom. For example, in the first, second and third weeks the teacher explains the material and tasks in class, then the last week the teachers mixed with games, it will provide a new atmosphere and reduce boredom in the class. For me, the teacher's personality is important to foster student motivation in doing tasks in class or homework” (Student G and I)

The last result interview with student J said that for her teacher is a figure in the class, that behavior will be seen to other students. Then the personalities of a teacher *can* affect students' moods in doing homework and tasks. A good teacher will be awaited to the teacher.

“Exited, for me, the teacher is a figure for all students. All of his behavior will also be seen. A good teacher such as

fun, soft-hearted and on time is one important thing in class because it can affect students' moods in doing homework and tasks. When the teacher matches the criteria of being good, friendly and not easy to be angry. A teacher like that will be awaited to the students". (Student J)

b) Students' Resilience in Facing Difficulties

According to the table above shows that there are 6 students who are motivated in facing difficulties of English lesson. The students' motivation is felt among Students' A, C, E, G, H, and I. The result of the interview is presented below:

Based on Student A and Student I stated that these difficulties can be solved and not the reason for not being enthusiastic in learning English. Because they can ask the problem to their friend then the last is for the teacher.

"The solution to dealing with difficulties in English is I ask the problem to my seatmate when he did not know the answer. Then I can ask the teacher directly, a good teacher is a teacher who cares for the students. A small example is when I confused about how to say the word correctly in the conversation section, directly that teacher helps it. In conclusion, these difficulties can be solved and not the reason for not being enthusiastic about learning English." (Student A and Student I)

According to Student C and Student H said that English lesson is no too difficult to learn but they fell happy because English vocabulary can help them to learn any game. So they said motivated enough to learn this lesson.

"I do not feel that English is difficult. Because all this time I have felt that I enjoyed the lessons. Good teachers will play an important role in this to increase their motivation in learning. on the other hand, I also like to study English such as vocabulary which is very useful for us to play games at home, because mostly my online game is using English words" (Student C and Student H)

The last result interview with Student E and Student G said that the teacher who wants to repeat the material

until all students understand the point of the lesson. Then the personalities of teacher can affect students' feeling in doing tasks or facing difficulties.

“As long as listen to what the teacher explained in front of the class well. I will try to understand the material. This also relates to the patient teacher who wants to repeat the material until all students understand the point of the lesson. A teacher like that will make me more active in doing any task or other difficulties” (Student E and Student G)

B. RESEARCH DISCUSSION

This session describes the research finding reflected from theory and the previous study stated in chapter 2. In this discussion, the researcher analyzes the research findings of students' perceptions of teacher's personality in motivating English learning and students' motivation in facing tasks and difficulties by connecting to some theories and previous studies to answer the two research questions.

1. Students' Perception of Teacher's Personality in Motivating Students in English Learning

Perception is how someone sees something.⁵⁹ There is two kinds of perceptions, those are positive perception and negative perception. Based on Catherine stated that positive perception is a perception that presents the positive response of something, supports an object and also tells about the agreement. The negative perception is the perception that gives negative response to something, refuses the object and also tells about disagreement.⁶⁰ As we know that every student has a different perception of their teacher, it also perception their teacher personality.

⁵⁹ Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology* (United States of America: Worth Publishers, 2009), 123

⁶⁰ Catherine E. Burns, Ardys 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

Based on the finding of the questionnaire, the researcher analyzed students' perceptions in three aspects such as openness, agreeableness, and conscientiousness.⁶¹ The most aspect that shows positive perception is agreeableness with the number of respondents is (96,7%). Agreeableness dimension distinguishes between a teacher who is soft-hearted and who is cruel. People who are high on the agreeableness dimension tend to be friendly, cooperative, trustworthy, and warm. The second aspect after agreeableness is conscientiousness, these aspects have a positive agreement with (94,4%) respondents. Then conscientiousness that describes a teacher who is organized, controlled, organized, ambitious, focused on achieving, and have self-discipline.⁶² The last aspect is openness with the total number (88,8%). Openness is people with a high degree usually those creative, imaginative, full of curiosity, open and prefers variations.

Based on the research finding of this thesis, the researcher found that most students at VIII B SMP Ta' miriyah Surabaya stated that student has a positive perception of teacher's personality in motivating in English learning. The result of the questionnaire showed that most students like to teacher who has an agreeableness aspect. Agreeableness includes trust, honesty, altruistic, obedience to rules, humble, friendly, cooperative, trustworthy and warm people.⁶³ Most of the questionnaire answer, students said that they fell motivated when having teacher who has a smiley character to all students, reflects the politeness member of class, helper character when students have difficulty in answering questions and don't like to have arrogant teachers in the classroom.

The next result of the questionnaire is showed the conscientiousness aspect. Conscientiousness describes task-

⁶¹ McCrae, R. R. *Cross-Cultural Research on the Five-Factor Model of Personality*. Online Readings in Psychology and Culture, 4(4).

⁶² Jess Feist, Gregory J Feist, *Teori Kepribadian Theories Personality*, (Jakarta: Salemba Humanika 2009). 422

⁶³ Friedman H.S., & Schustack M.W. *Kepribadian: Teori klasik dan riset modern jilid 1* (Terj. Fransisca dkk). Jakarta: Erlangga. (2008).

oriented behavior, control, competent, obedient to the obligations, full of plans, tends to be careful of doing something, dependable, organized and responsible.⁶⁴ The students give agree to opinion to that aspect such as they fell exited with a teacher who prepares everything before teaching, did teaching-learning inappropriate time, comes to class on time and also leaves the class on time. Then the result of the all of points of the questionnaire showed that most students agree that openness, agreeableness, and conscientiousness are on of strategy that can be applied to the students, it can improve their motivation in learning English.

The last result of the questionnaire is openness. It showed their answer in the openness aspect of the questionnaire. They said that they fell excited when the teacher slipped the game in the middle of the learning process, provided variety in learning activities, gave freedom to deliver an opinion to all students, used variations in learning styles as well as volume, eye contact, or body language and also hand movements. Then the result of the questionnaire showed that most students agree that openness is one important aspect that should be applied to the students in the English lesson.

The finding of this research is supported by Lailatul Chikmah.⁶⁵ The result of the research stated that there were 93% of the positive component and there was 7% of the negative component. It means that students' perception was positive about Proprofs online computer-based assessment software as an assessment tool. Then, it was indicated that from positive perception higher than negative perception. This research also found most students give a positive perception of their teacher's personality in motivating English learning. Important aspects that contribute to the success of the process learning is perception. Someone's perception will influence the way of view on an object. A more positive perception of students about the teacher, it will give students higher

⁶⁴ Ibid

⁶⁵ Lailatul Chikmah. "*Students' perception on Proprofs Online Computer –Based Assessment Software as Assessment Tool*" at English Education Department, UIN Sunan Ampel Surabaya". 2006

motivation to learn.⁶⁶ Conversely more negative students' perceptions toward the teacher, will give students lower motivation for learning.⁶⁷ Therefore the teacher must be able to cultivate learning motivation at one of themselves by forming positive perceptions.

The finding of this research is also related to the previous study that is about a teacher's personality.⁶⁸ This study intends to shed light on the effect of teachers' personality on Iranian EFL learners' motivation. For this purpose, two different groups were asked to take part in the present study: Group one (15 male and 30 female teachers) and group two (115 male and 183 female students). Three instruments were used to collect data. Big five-factor inventory for both group participants. Teachers' questionnaire is regarding Corrective feedback and Students' questionnaire regarding feedback. This study was conducted in three phases. A big five-factor inventory was administered for both groups in the first section. In the second phase, both groups were given corrective feedback tests to present their attitudes and opinions regarding corrective feedback. The last phase of this process was an observation of the corrective feedback questionnaires of both teachers and learners and comparing their answers with the real results in the Institutes. Consequently, the observation indicated that, so as a conclusion some specific personality can lead to improvement in learning.

Those previous studies also connected with this research. The previous research found that teacher's personality can affect students' motivation as an approach, while this research also linked with students' answer of a questionnaire that the students who give a positive perception to the teacher, it can improve students' motivation in English learning.

⁶⁶ Ade Een Kheruniah., *ibid*

⁶⁷ *Ibid*

⁶⁸ 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

2. Students' Motivation in English Teaching-Learning Process

a. Students' Diligence in Doing Tasks and Resilience in Facing Difficulties

The result of the interview indicated that there are 3 of 10 students motivated in English lessons such as Student A, G, and I. It shows that teacher personality can increase students' motivation in doing tasks and facing difficulties. According to Sardiman stated that students who have a strong motivation in learning will have characteristics such as diligently facing the task and also resilient in facing difficulties, students not easily satisfied with achievements that have been achieved.⁶⁹ Motivation becomes something important for students in the teaching-learning process.⁷⁰ High and low the motivation of students in learning English is very affecting the process of learning activities in the classroom.⁷¹

Based on student A stated that for her a good teacher's personality such as nice, friendly, polite and not angry can make students easily understand the lesson. When students like the teacher it will automatically students like the lesson. Similarly, when doing tasks in the class or homework, they will be more enthusiastic and not to be lazy to do it. It proved that with a teacher who has a more noble character, soft-hearted, polite, authoritative and wise. That is able to set a good example for his students. This can be seen from the attitude of students and to the teacher, students become more enthusiastic in

⁶⁹ Sardiman, A. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: PT Raja grafindo persada, 2014. 83

⁷⁰ Gilhotra, Manjit S and Gillian Callender, *The Role Of Individual Factors In Second Language Learning By Dult Migrants*, (Oxford University Press. Oxford.)1997

⁷¹ Tyas Alhim Mubarak, *English Learning Motivation in Madrasa Aliyah Darul Muta'allimin Sugihwaras Patianrowo Nganjuk Students*, Journal of Research and Conceptual Volume 4 Number 1, February 2019

learning. In this case, there is an increase in student motivation.

Based on the previous study related to previous research by Nanda Rizka Naztiti stated that the researchers saw students' motivation will increase when students met a teacher who had a good personality. It can see when students look closer to the teacher, such as familiarity between students and teachers, well communication and student obedience to his teacher.⁷² Besides that, often follow the learning process in the classroom, doing what is given by the teacher, especially in terms of assignments both for work at school and for work at home. Students also repeat learning at school hours, although not often but students have the will to repeat learning at home. Another thing that students do is to imitate their teachers' actions such as throwing trash in their place, following the teacher's way of speaking, following the teacher's dress code and other things that can be imitated by students.⁷³

According to interview result to Student G and I stated that he likes a teacher who gives any variation inside the class such as a game or style in teaching. That way can provide a good atmosphere and also foster in doing tasks. Djamarah mentioned that in order to minimize interference problems in class management it can use the principles of classroom management such as giving varieties in teaching, challenges and also planting self-discipline.⁷⁴ The teacher's ability apply the skills to hold variations in teaching is also one of the ways can be

⁷² Nanda Rizka Naztiti, *The Role Of Teachers Personality Competence In Improving Student Learning Motivation in Mis Nurul Hasanah Walbarokah Medan Marelan*, UIN Sumatera Utara 2018

⁷³ Syaiful Bahri Djamarah, *Guru dan Anak Didik dalam Interaksi Edukatif*, (Jakarta : Rineka Cipta, 2000), . 41-42.

⁷⁴ Djamarah, Syaiful Bahri *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta, 185

used to achieve management effective class and avoid burnout. In teaching and educating, the teacher must emphasize on things that are positive and avoid negative things.⁷⁵

Growing research has examined the effects of the quality of teacher-student dyadic interaction on student academic motivation.⁷⁶The degree to which children develop social and academic competencies in their school lives is a good indicator of successful school adaptation, positive teacher and peer relationships.⁷⁷ Davis and Ashley reported that positive teacher-student interaction enhanced classroom learning and student motivation by building a safe and supportive context for students to become motivated for learning and take intellectual risks. In addition, teachers in this study believed that students tended to work hard if they liked their teachers and had caring relations with them. Therefore, teachers in Davis and Ashley's study preferred to invest time and effort in the development of supportive relationships with their students. In addition, those positive and caring relationships encouraged the teachers to be creative in their instruction. From the previous study, predicting the information as the personality of the teacher can affect students' motivation in facing tasks and any difficulties.

⁷⁵ Maulinar, *Teacher Competence in Motivating Students in the Learning Process Smp Negeri 1*, Journal of Educational Administration Postgraduate of Syiah Kuala University, . (2006). 142-157

⁷⁶ Davis, H. A., & Ashley, S. M. *Middle school teachers' conceptions of their relationships with their students*. Paper to be presented at the Annual Conference of the American Psychological Association, Toronto, Canada. (2003).

⁷⁷ Birch, S. H., & Ladd, G. W. *The teacher-child relationship and children's early school adjustment*. Journal of School Psychology, (1997) 35, 61-79

b. Students' Diligence only in Doing Tasks

Based on the result of the interview with 10 students, there are 4 students indicated motivated only in doing tasks. Another hand according to Sardiman stated that students who have a strong motivation in learning will have characteristics such as diligently facing the task and also patient in facing difficulties, students not easily satisfied with achievements that have been achieved.⁷⁸ But in this case, only 4 students indicated motivated in doing tasks such as Student B, D, F, and Student J.

Based on the resulting interview from the student B showed that studying with a teacher who is comfortable is important, because of this personality that will make them happy to take lessons as well as doing the tasks given and such as including gifts as rewards this makes students more enthusiastic in doing their work. Based on data obtained by As'adut Tabi'in through interviews, observations, and documentation. This is proven by the enthusiasm of students in participating in activities held by the school to foster enthusiasm for learning, The purpose of growing enthusiasm for learning here is how students always have the desire to learn and do the tasks.⁷⁹ There are several ways that teachers do to foster interest in learning such as giving gifts to students, giving praise and using besides that the teacher must be creative, manage the learning process, learning experiences and activities related the English learning.⁸⁰

Another result of the interview about the tasks that faced by student J said that for her teacher is a figure in the class, that behavior will be seen to other students. All

⁷⁸ Sardiman, A. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: PT Raja grafindo persada, 2014, 83

⁷⁹ As'adut Tabi'in , *Teacher Competence in Increasing Learning Motivation at Mtsn Week Indragri Hulu*, Al-Tariqah Journal Vol. 1, No. 2, December 2016

⁸⁰ Deci, E.L. (1972). *Intrinsic motivation, extrinsic reinforcement, and inequity*, Journal of Personality and Social Psychology. 2 2 .113-120.

of his behavior will also be seen. A good teacher such as fun, soft-hearted and on time is one important thing in class because it can affect students' moods in doing homework and tasks. When the teacher matches the criteria of being good, friendly and not easy to be angry. A teacher like that will be awaited to the students. Then the personalities of a teacher can affect students' moods in doing homework and tasks. A good teacher will be awaited to the students.

Diligent in an effort to reach the goal certain without giving up easily to achieve success in your own class.⁸¹ This is proven with perseverance students when completing tasks within the teaching-learning process with teacher's specified time, diligent students will do it at the right time but lazy students will complete the tasks in overtime. This matter proves that not forever students who have intelligence above average also has high internal learning motivation. This is in line with opinion Coleman students talented not necessarily good at everything, sometimes they get lower classes, behavioral problems and etc.⁸²

The finding of this research supports from Rudi Akbar.⁸³ After the data is collected, it can be obtained the results of diligent indicators in dealing with tasks, class XI IPA1 as much as 80.21% with high criteria and grade XI IPA2 as much as 77.20% with high criteria. It can be seen that students who are diligent in dealing with the tasks given by teachers at school, then these students will keep diligent doing it, even though the tasks are given in large quantities.

In line with research Syahniar, Erlamsah and Solina stated that if students are not diligent in facing

⁸¹ Rajit Singh Malhi. *Enhancing Personal Quality*. . 2005

⁸² Coleman. *Shooling The Gifted Meni O Park*, Ca: Addi Son-Wesi Ey. . 1985, 27

⁸³ Rudi Akbar, *Analysis of Learning Motivation of Xi Ipa Class Students in Biology Subjects in Sman 1 Rambah Hilir*, Faculty of Teacher Training and Education, Pasir Pengaraian University

tasks, students will be constrained in achieving their achievements and vice versa.⁸⁴ To achieve achievements other than being diligent and tenacious in facing tasks students must also be diligent in learning. Suardi said that trying to create conditions of teaching and learning that can lead students to the goal.⁸⁵ Here the teacher's task is trying to create an atmosphere of learning that is exciting and fun for all students so that students can be diligent in their learning. This is consistent with the questionnaire given to the teacher stating 85% of students are diligent in facing tasks with very high criteria. From the previous study, predicting the information as the teacher's personality can increase students' motivation although doing tasks or homework.

c. Students' Resilience only in Facing Difficulties

Based on the result of the interview to 10 students, there are 6 students indicated motivated only in facing difficulties such as Student C, E, and Student H. Based on Student A stated that find any difficulties are not the reason for not being enthusiastic in learning English. Student A said that the solution to dealing with difficulties in English is students ask the problem to their seatmates first when the seatmate did not know the answer. Then they can ask the teacher directly, a good teacher is a teacher who cares for the students. A small example is when students confused about how to say the word correctly in the conversation section, directly that teacher helps it. In conclusion, these difficulties can be solved and not the reason for not being enthusiastic in learning English

Another result comes from Student E said that personalities can affect students' felling in facing

⁸⁴ Syahniar, Erlamsah dan Solin, W. *Hubungan Antar Prilaku Orang Tua dengan Motivasi Belajar Siswa di Sekolah*. Jurnal Ilmiah Konseling 2(1): 2013. 289-294.

⁸⁵ Suardi, M. *Belajar dan Pembelajaran*. Yogyakarta: CV Budi Utama. 2015. 32

difficulties. As long as students listen to what the teacher explained in front of the class well. Automatically students will understand the material. This also relates to the personality of the teacher. Teachers who repeat the material until all students understand the point of the lesson. The teacher like that will make students more active in doing any difficulties

According to the theory, the characteristics of high learning motivation arise can be seen from students not being discouraged when facing difficulties, perseverance in doing the task, interested in various problems solving, happy for working independently, bored with routine tasks, maintain opinions, and it's not easy to give up. The characteristics of learning motivation can be measured from a strong determination in students to learn, succeed, and achieve future goals.⁸⁶ Motivation to learn can also be encouraged by the existence of rewards, interesting activities, and the environment for learning. A student who always has high motivation involves himself actively in learning activities

Students must be resilient in facing learning difficulties, so students are easy to deal with in the learning process provided by the teacher. The finding of this research supports from Rudi Akbar.⁸⁷ After the data is collected, it can be obtained the results of tenacious indicators of facing difficulties in class XI IPA1 that as much as 86.24% with very high criteria, and class XI IPA2 as much as 79.37% with high criteria. This can be proven when there are biology problems that are difficult for students to keep trying to work on and students can also ask friends if they have difficulty answering questions, this is because students are very serious in the

⁸⁶ Sardiman, A. *Interaksi Dan Motivasi Belajar Mengajar*. Jakarta: PT Raja grafindo persada. 2014. 83

⁸⁷ Rudi Akbar, *Analysis of Learning Motivation of Xi Ipa Class Students in Biology Subjects in Sman 1 Rambah Hilir*, Faculty of Teacher Training and Education, Pasir Pengaraian University

learning process so it is easy to deal with learning problems.

This research is in line with research from Ngazizah, Sriyonodan Ngatiqoh states that students who are tenacious in facing difficulties in learning will get good grades.⁸⁸ Students also need creative thinking so students are able to solve their own problems and are not too dependent on the teacher. Each individual student has a different creative potential.

According to Syahniar, Erlamsah and Solina stated resilient means not easily discouraged, accompanied by a strong will and effort in achieving goals.⁸⁹ If we try hard in learning then we will be easy to face difficulties in learning. This is consistent with the questionnaire given to the teacher stating 80% of students are resilient in facing difficulties with high criteria. From the previous study, predicting the information as the teacher's personality can improve students' motivation although facing difficulties. So this research find that students perception of teacher's personality can effect students motivation. when the students' perception of teacher's personality is positive, the student motivation also will be high and also vice versa.

⁸⁸ Ngazizah, N., Sriyonodan Ngatiqoh, S. *Pengaruh Motivasi Berprestasi dan Kreativitas Berfikir Terhadap Prestasi Belajar IPA (Fisika) Kelas VIII SMP Negeri se-Kabupaten Purworejo Tahun Pelajaran 2011/2012*. Jurnal Radiasi 1(1): 2011, 1-4.

⁸⁹ Syahniar, Erlamsah dan Solin, W.. *Hubungan Antar Prilaku Orang Tua dengan Motivasi Belajar Siswa di Sekolah*. Jurnal Ilmiah Konseling 2(1): 2013, 289-294

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of this study about students' perception of a teacher's personality in motivating students' in English learning and students' motivation in facing tasks and difficulties. This chapter also presents a suggestion for this study for English teachers and future researchers.

A. CONCLUSION

Based on the research finding and discussion in the previous chapter, several aspects can be concluded in the following description.

1. The finding of this study shows that students' perception of teacher personality in motivating students in English learning is positive perception. It proven by students' responses in questionnaire. The most aspect that shows positive perception is agreeableness with the number of respondents (96,7%). Students stated they like teacher friendly, soft- hearted and also patient in teaching process. The second aspect is conscientiousness, this aspect has a positive agreement with (94,4%) of respondents. Students agree with teacher who have proactivity, responsibility, and self-discipline inside the class. The last aspect is openness with the total number (88,8%). The result showed that students comfortable with teacher who apply game, keep promises and reflect polite attitude to students.
2. The next finding indicates that there are 7 of 10 students are motivated in doing tasks and 6 of 10 students are motivated in facing difficulties. All of the students are called motivated in different indicator motivation. There are half of students only motivated in doing tasks. Another students are only motivated in facing difficulties. Then half students are motivated in both indicator.

B. SUGGESTION

Based on the conclusion above, there are several suggestions given to the teacher and further researchers who do the same field.

1. For the teacher

As a result of this study, the suggestion for the teacher is to pay attention to their personalities that applied to the students because their personality will affect students' motivation. A good personality will increase to high motivation, then bad personality will decrease to low motivation. After the teacher knows about the criteria of three aspects that influencing student's motivation, the researcher hoped that the teacher can apply it maximally.

2. For the further researcher

The suggestion for the further researcher is, in this research explain about three of five aspects of personality, those are openness, agreeableness, and conscientiousness. The main finding of this research only discusses the students' perception of their teacher personality in motivating English learning. So, the next researcher can use neuroticism and extraversion aspect to measure others personality that discusses yet. Then further researcher also can examine more deeply about 5 indicator motivation such as students will be showing interest in various problems, students prefer to work independently, students get bored quickly on routine tasks that discusses yet.

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