

**THE CORRELATION BETWEEN ENGLISH TEACHERS' PERSONALITY AS  
PERCEIVED BY THE STUDENTS AND THE STUDENTS' ENGLISH LEARNING  
OUTCOME ON THE TEACHING LEARNING PROCESS  
AT SMP N 2 KOTA SOLOK**

**THESIS**

*Submitted as Partial Fulfilment of the Requirements  
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## **HALAMAN PERSETUJUAN SKRIPSI**

**Judul : The Correlation between English Teachers' Personality as Perceived by the Students and the Students' English Learning Outcome on the Teaching Learning Process at SMP N 2 Kota Solok**

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## ABSTRAK

Ummami. Dwinta Anggun. 2011. Hubungan Antara Kepribadian Guru Bahasa Inggris yang dinilai oleh Siswa dengan Hasil Belajar Bahasa Inggris Siswa pada Proses Belajar Mengajar di SMP N 2 Kota Solok. Skripsi. Padang. Jurusan Pendidikan Bahasa Inggris. Fakultas Bahasa Sastra dan Seni. Universitas Negeri Padang.

Pemerintah Indonesia telah berusaha untuk meningkatkan kualitas pendidikan di Indonesia melalui perubahan kurikulum, melengkapi sarana dan prasarana sekolah dan sertifikasi guru. Namun masih banyak siswa-siswa yang gagal pada Ujian Nasional dikarenakan nilai Bahasa Inggris mereka yang masih dibawah standard Ujian Nasional. Lebih lanjut, penelitian ini mencoba untuk mencari penyebab dari kegagalan tersebut, dengan asumsi bahwa terdapatnya keterkaitan antara kepribadian guru dengan hasil belajar siswa. Untuk mengetahuinya, penelitian ini memfokuskan tujuan penelitiannya sebagai berikut: (1) untuk mengetahui kepribadian guru Bahasa Inggris di SMP N 2 Kota Solok, (2) untuk mengetahui hasil belajar Bahasa Inggris siswa SMP N 2 Kota Solok, dan (3) untuk mengetahui hubungan antara kepribadian guru dan hasil belajar Bahasa Inggris siswa di SMP N 2 Kota Solok.

Penelitian ini merupakan penelitian deskriptif kuantitatif dengan metode korelasional. Populasi yang diambil adalah siswa kelas 2 SMP N 2 Kota Solok. Teknik pengambilan sample yang digunakan adalah *Simple Random Sampling*. Sampel yang digunakan adalah 15% dari total populasi, yaitu 48 orang siswa. Teknik yang digunakan dalam pengumpulan data adalah angket tentang kepribadian guru Bahasa Inggris dan dokumentasi guru yang berisikan nilai-nilai siswa.

Dari hasil penganalisaan data, didapat nilai t-hitung (1.802) > t-tabel (1.679), ini berarti  $H_a$  diterima dan  $H_o$  ditolak. Lebih lanjut, berdasarkan penghitungan Analisis Koefisien Determinasi menggunakan Program SPSS, didapat korelasi variable X (Kepribadian guru) terhadap variable Y (Hasil belajar siswa) sebesar 33.6%. Dengan demikian dapat disimpulkan bahwa kepribadian guru Bahasa Inggris memiliki hubungan dengan hasil belajar siswa di SMP N 2 Kota Solok.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problems**

Indonesian government has been trying to improve the quality of Indonesian education. Some of the efforts are teacher certification, renewing curriculum, raising the passing grade and equipping structure and infrastructure. Nevertheless, these efforts have not improved the quality of Indonesian education well yet. Many obstacles are still found. For example, lack of teacher's creativity, lack of teacher's teaching style, uninteresting teaching media, and students skipped out the class.

The structure and infrastructure is one of the education difficulties in Indonesia. Some of schools do not have equipments like language laboratory to support teaching language. Such equipment is essential to improve the students' ability in listening. Also, another school even do not have a proper teacher to a certain subject matter. For example, a teacher whose major in history also teaches English because of lack of English teacher.

The teaching media is one of the key to catch the students' attention in teaching. A good teaching media is emerging the students' curiosity. That is why a teaching media is supposed to be interesting and fresh. However, sometimes the media is not perfectly prepared; therefore, the media cannot seize the students' interest.

There are some determining factors of learning outcome at school. According to Ali in Maiputri (2005: 2), the education components in teaching learning process are classified into three main categories, they are teacher, content and student and well correlation among these components result a better learning outcome. That explanation indicates that every component has their own role. The teacher has a role in delivering content (materials, norm, attitude, etc) to the students. The interaction process between teacher and students in delivering and accepting contents happen in the teaching learning process; therefore, the atmosphere of teaching learning process should be good.

The teachers have a multiple roles in teaching learning process. They do not only teach and transfer knowledge, but also educate the students to develop the value of life. Such as responsible, respecting each other, not arrogant, polite, honest, and so on. Slameto (1995) says that a teacher is supposed to have personality skill such as attitude, value, knowledge, behaviour and ideal performance. Therefore, it is necessary to a teacher to have knowledge and good personality.

Teachers' personality is a major aspect in teaching learning process. Roqib and Nurfuadi (2008: 3) say that personality determines whether the teachers will become a good educator for their pupils, or will ruin and break up the pupils' future from the basic level (elementary school) to them who are in unstable psyche (teenager). They add that teachers' performance and their personality in teaching process will be imitated and followed by the students. In summary, when teachers want to educate the students to have a good personality and knowledge,

the teachers should give a good model by showing the good personality by their own self.

The teachers have their own teaching style that commonly influenced by their personality. Harmer (1998: 67) states that students tend to be interested to the teachers who share their personality with their classes; and these teachers tend to achieve a better learning outcome than those who do not. This statement indicates when students have a positive view toward the teachers' personality, the students may have high motivation to follow the lesson and attempt to comprehend the lesson well and may get good outcome. On the other hand, there are teachers who do immorality that can be seen in mass media and reality. For example, slapping their students, coming late, and smoking in the classroom. This condition may be one of the reasons why the students do juvenile delinquency, smoking, leave out the class and come late to school. These students' behaviour may influence their learning outcome. Therefore, when teachers show a bad behaviour, their students may imitate it and as the effect of it is a bad learning outcome.

There was an interview with the second grade junior high school students, the topic was about students' outcome and the opinion about their teacher. The result shows that, there are some students who achieve good outcome say that they like their teacher personality who show her warmth that is by asking the students' problem. On the other hand, some students who achieve low mark say that they dislike their teacher who tends to give more attention to the smart

students only. Based on this interview, it can be said that teacher personality may have an effect to the students learning outcome.

Based on the explanation above, it is supposed to be important to study about the correlation between teachers' personality in teaching learning process and the students' learning outcome. In order to focus the research, it is acknowledged that English teacher is the research subject. Therefore, this research focuses at the correlation of English teachers' personality and the students' English learning outcome on the teaching learning process at the second grade students of SMP N 2 Solok.

### **B. Identification of the Problems**

Based on the background above, there are several research problems. First, the school is lack of structure and infrastructure. Secondly, some of the teachers are lack of creativity. Third, some of the students are skipped out the class. Fourth, the students' English learning outcome has not reach the national standard yet. The last, some of the teachers do actions that are not proper to be imitated by the students.

### **C. Limitation of the Problems**

The research problem is limited on the correlation of English teachers' personality and the students' English learning outcome at the first semester of the second grade students of SMP Negeri 2 Kota Solok.

#### **D. Formulation of the Problems**

The problem of this research is formulated in this following question. “Is there any significant correlation between English teachers’ personality and the students’ English learning outcome at the second grade students of SMP Negeri 2 Kota Solok?”

#### **E. Hypothesis**

The hypotheses of the research are:

1. Ho: there is no significant correlation between English teachers’ personality and the students’ English learning outcome of the second grade students at SMP Negeri 2 Kota Solok.
2. Ha: there is a significant correlation between English teachers’ personality and the students’ English learning outcome of the second grade students at SMP Negeri 2 Kota Solok.

#### **F. Purposes of the Research**

The purpose of this research is to describe the correlation between English teachers’ personality and the students’ English learning outcome at SMP N 2 Kota Solok.

#### **G. Significance of the Research**

The research is conducted in order to give a significant contribution to English teaching learning. First, by using the information from the research

findings, teachers are expected to pay more attention, to apply, and to improve their personality in teaching learning process. Second, as a consideration to the Universities that produce teachers, the universities are expected to pay more attention about teacher personality. And the last is an input to the Education Department to increase their awareness about the importance of teacher personality in teaching learning process.

#### **H. Definition of Key Terms**

The definitions of the key terms are:

Correlation : The relationship that exists between two or more quantifiable variables.

English teacher's personality : Teacher's activities (actions) while teaching learning process that can be see and judged by students.

Students' English Learning outcome : The result of a teaching learning process that can be seen from the students' tests score.

Teaching learning process : The interaction between teacher and students that happen at school.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Teacher Personality**

The experts have proposed a variety definition of personality. Psychologists place it as a divergence of someone characteristic to the others. Atkinson et al in Roqib and Nurfuadi(2008) state that personality is a particular point of view and stable behaviour that determine someone's adaptation and interaction with his or her surroundings. For example, when someone wants to solve a problem, the desire to solve it is called personality and the action to prove that desire is called behaviour. In short, personality can be seen from someone's action in his or her daily life.

Morgan (2002) states several characters that are needed by a teacher; confident in front of the class, firm, appreciated the students' opinion, humorous, fair, organized, resolved the problem as soon as possible, and well prepared with the teaching materials.

A teacher will do teaching as her own knowledge and skills. Teaching activity will reflect the teacher's personality. Therefore, the teacher is supposed to have an integrated personality at the teaching learning process. According to Burton in Hamalik (2001), the criteria of integrated personality are:

1. Teacher should be helpful with the schoolwork. Explaining the lesson and assignment clearly, using example in teaching, firm, smart, has control of the class and showing no favouritism.

2. Teacher should have a pleasing personality. Such as patient, kindness, sympathetic, friendliness and fair in marking and giving test.
3. Teacher is required to considerate pupils' feeling in the presence of the class, courteous, and respect pupils' opinion.
4. Teacher should be helpful with students' personal problems, including matters outside of class work.
5. Teacher should be dress attractively, appropriately, neatly, modern, and gentle, prompt, and sincere.

Nasution (1995: 12) states 10 teacher's behaviour that students like the most, those criteria are further explain as follow:

1. Helping the students in doing task and explaining the lesson clearly and properly

In the teaching learning process, teacher should be able to deliver discourse well, explain and give the task clearly. A teacher is supposed to master explaining skill. According to Djamarah in Maiputri (2000), there are several reasons why explaining skill is needed. First, the teacher rather than the students dominate most of the speech; therefore, the speech should be effective and become a significant explanation for students. Second, not all of students can learn by reading textbook only, teachers need to explain some part that cannot be understood by students. Third, lack of textbook sources that can be used by the students, teacher should help students in giving spoken information.

## 2. Cheerful and having sense of humour

Students need a comfortable situation while teaching learning process. Monotonous teaching style will make the students bored, sleepy, and hard to follow the lesson. For that reason, teacher should be able to create a comfortable atmosphere through making joke for instance.

## 3. Friendly

The teacher and the students are interacting in classroom. When the teacher place herself as a friend and merge with the students' environment, the students will feel comfort to ask the teacher communicatively. As the result, teaching learning process will be smooth.

## 4. Showing attention to the students

Teacher's attention will make the students feel motivated and enthusiastic to study. Helping the students in solving their learning problem would be one of the ways to show attention and understanding.

## 5. Increasing students' motivation in study

The teacher is supposed to be able to create interesting task that motivate students to study. For example, in doing writing task, the teacher invites the students to go outside of classroom in order to raise the students' idea.

## 6. Well class management and rising students' respect to the teachers

A teacher is obligated to have a firm character, because they will face many situations, attitude and condition of the students. Sometimes, students make noise and do not pay attention that forces the teacher to control the class and her

emotion. Also, the teacher is asked to create a respectful situation among the students and to the other teachers.

#### 7. Having no gold student

The teachers should not give more attention to one student than the others should. It will make the other students feel jealous. Consequently, the classroom atmosphere will not be effective because there is envy among the students.

#### 8. Not doing insulting

As the ideal model that will be imitated by the students, a teacher is supposed to not do insulting, and mocking in the class. By doing this, the teacher can keep her charisma and respect in front of the students.

#### 9. Teaching as the objectives

Teaching something that is out of the students' needs will make the students confused. Good teaching materials depend on teacher's preparation.

#### 10. Having a gratify personality

Some characters that are supposed to be had by a teacher are friendly, honest, patient, wise, and consequent.

Glenn (2001) explains some characteristics of an effective teacher:

1. Exhibit enthusiasm. It means that a teacher should be enthusiastic about teaching. The eagerness for teaching will make a difference in the motivation of the students.
2. Know the content. It means that the teacher should keep up with the field of knowledge. Teacher should always update her knowledge by attending seminar and subscribing journals.

3. Be organized. It means that a teacher has an efficient organization of time that allow her to spend more learning time with the students. One way to have an efficient organization is creating routines; collecting student work, handing out materials, posting assignments, and communicating class news. An established routine will keep the class on track and give teacher more time for teaching.
4. Teach actively. It means that the teacher is supposed to move around the class to help students in learning.
5. Show a good attitude. It means that the students need model with positive attitude; therefore, teacher should be displaying care, concern, and respect.
6. Establish classroom management. It means that the classroom management system should be established from the first day of class. Discipline and reasonable structure are essential for students to be on task and to have an orderly class environment
7. Work well with others. It means that a teacher should have good human relations skill because it is imperative for successful teachers.
8. Communicate clearly. It means that an effective teacher give information clearly. While presenting new information a teacher has to give accurate directions. This process includes explaining, outlining, summarizing, and reviewing
9. Differentiate instruction. It means that the teacher needs to mix auditory, visual, and hands-on techniques. For specific lessons, subgroup students with similar weaknesses or skill gaps.

10. Create a pleasant atmosphere, cheerful and happy classroom that stimulate learning.
11. Be flexible. It means that the teacher should stay in control of her emotions and positive when the lesson plans have to be altered due to circumstances beyond control.

Haskvitz (2009) explains some traits of a good teacher.

1. Be unsatisfied. A teacher is supposed to be eager to learn new things, expand her knowledge, and experiment with better ways to achieve success.
2. High expectations. A fine teacher sets a high standard to form a feeling of accomplishment for the students.
3. Create independency. A good teacher is not the center of the classroom. The teacher should encourage the students to find answers on their own.
4. Knowledgeable. A good teacher possesses a deep knowledge of the subject matter and is able to manipulate and simplify the materials to become easier. To gain this the teacher is not just a hard worker, but has a passion for the subject. In addition, a teacher should be able to empathize with students who might not like that subject and turn into lack of enthusiasm, then the teacher need to present the material from a different angle.
5. Humorous. The teacher should have a good sense of humor. She should be able to make and accept jokes, tell stories, point out silly things, and bring joy to difficult situations. She uses humor to connect with her students.
6. Insightful. A good teacher provides quick and accurate assessment of student work. The student work may not be filled with red marks or gold

stars, but it is returned with the understanding of what was right and what could be improved.

7. Flexible. The best teacher uses the community as her resource. For example, she brings in guest speakers, seek donations from the community as the needs, and allow her students to display their work for the citizenry to critique and enjoy. The teacher uses technology as an extension of the community and finds new resources to make the lessons more attractive. The teacher uses a newspaper and current events to open student's mind to what is happening in the world. That is any instance where a student expresses an interest in something that could be used to stimulate their learning.
8. Diverse. It means that the teacher is supposed to integrate the lessons among several subjects, has a research paper, artwork, poetry, and even physical education as part of the learning process. For example, when the students study an explorer, the teacher shows them how many miles per hour they walk, how to create a graph of the calories they would need, make a map of the trip with legend, write a journal of what they saw, draw pictures of the flora and fauna, and make a presentation of what the students felt were the best and worst part of the discovery.
9. Unaccepting. Education is in essence the disciplining of the mind. A student who knows the rules knows what to expect and knows what is right. The best teachers are those who have appropriate standards and build good habits.

10. A communicator. A teacher should be able to communicate with her students well.

Teacher as a person whose personality will be impersonated by the students should show an ideal personality, Roqib and Nurfuadi (2008) explain some characteristics that should be had by a teacher.

1. Sympathy

Sympathy is a tendency feeling with another person. Sympathy is pleasure feeling or interested to someone. By having sympathy character, students will feel interested to the teacher personality, teaching style and appearance. As a result, students will be enjoying the teaching learning process.

2. Open minded

Teacher should open her mind in accepting critics and suggestions, so that the students feel comfortable to share their feeling with the teacher. Teacher will find easier to give suggestions and critics to other teachers if she has this personality.

3. Having sense of humour

Being a teacher is not always have to keep distance from the students in order to keep her authority. Teacher should have a sense of humour. By giving students time to laugh will put away feeling bored. A well-placed humour will create an comfortable and cheerful atmosphere between teacher and student.



#### 4. Low profile

Low profile means not being arrogant and not put herself up of the students. By having low profile personality, students will respect more to the teacher. Low profile also creates charisma for the teacher.

#### 5. Creativity

Creative is ability in creating a new thing. Since media is mediator in delivering discourse, teacher should be creative in creating media. Therefore, students will be interested in learning.

#### 6. Friendliness

Friendly is a character that is fond of to socialize with the others. Friendly can be shown by smiling, giving attention and greeting. By having this personality, students will feel comfortable to interact with the teacher.

#### 7. Charismatic

Charisma is someone's presence that creates the feeling of reluctant from the other. Having high charisma will make teacher easier in delivering discourse, because students will follow teacher instruction by their own self, not because of they feel afraid to the teacher.

#### 8. Actuality

Actuality means that the teacher knows the development of the world. Teacher should update their information about technology and the development of the world. Therefore, when students have a question about news from overseas, teacher can answer it well.

#### 9. Honesty

Honesty is a basic personality, which have to be had by teacher in order to keep trusteeship as teacher. Honesty means that teacher should be honest in scoring students as their ability. Also, doing the teachers' duty as the stated rule and norms.

#### 10. Discipline

In education, discipline not only means as be on time, but also means as a well-arranged action. In order to apply discipline in education; teacher should obey the rule and policies which has been stated.

#### 11. Fair

Fair means the same amount or balance on every aspect. Teacher not only should be fair in grading but also in giving service and attention to whole students. Fairness will show that the teacher is not having gold students and disappearing feeling envious from the students.

#### 12. Patient

Teacher should be patient in teaching students; teacher should not expect something happen instantly. For example, teacher should be patient in achieving a good result of teaching learning process, because some students may need extra time to understand a lesson.

#### 13. Response to the globalization era

Teacher is demanded to be more active and proactive about the globalization era and the current issues, so that teacher is not left behind. This

personality will help teacher to know some globalization's effect that can threat students. Therefore, teacher can prevent students from such effect.

#### 14. Rationality

In teaching, teacher is supposed to use a rational explanation, for instance giving slice of daily life as an example. By doing this, the student will feel the lesson as a part of their life not as a describing image only.

Based on the explanation above, it can be concluded that the ideal personalities of teachers in teaching learning process can be classified into the following aspects:

1. Teacher pedagogic aspect toward discourse and teaching method; mastering the lesson and explaining the lesson systematically and clear, using a variety of teaching method and well-class management.
2. Teacher social aspect in communication toward the students: capable communicating in good and well manner, showing democratic attitude, responsive to the class, and perceiving students as partner in teaching learning process.
3. Teacher personalities aspect such as discipline, honest, responsible, friendly, charismatic, cheerful, having sense of humour, restrict, fair, creative, sympathy, polite, modest, intelligent, rational, actual, and wise; not temperate, able using humour in order making a cheerful and not boring teaching learning process atmosphere, capable in answering students question well, fair to the whole students and companionable.

## **B. The Role of Teachers' Personality in Teaching Learning Process**

Teaching learning process is the entire shape of education process that the integral activity between teacher and students happen. The teacher takes the main responsible, because she is the one who gives opportunity to have an effective learning process for the students. Roqib and Nurfuadi (2008) state that teacher's roles in teaching learning process is still irreplaceable by machine, tape-recorded and even a very high computer technology. This is caused by some aspects of humanity like feeling, system of value, attitude, and motivation that only had by a human (teacher). This statement indicates that teacher's personality has an important role in teaching learning process.

Hamalik (2001) says that teaching process happens in a situation that every components such as teacher, students, method etc, lead into an activity to reach the objectives.

The teacher is supposed to realize that the students will imitate their personality as the role model. Therefore, teachers should show their well-behaved personality in order to accomplish their roles or duties as a teacher. Moreover, Roqib and Nurfuadi (2008) state several roles of the teacher in the teaching learning process, those are:

### **1. Corrector**

As a corrector teacher need to correct the right and the wrong norm of the students. All of the students have experienced both of these norms before they enter school. As the backgrounds of every students are different as their socio-

cultural and environment, the teacher should be able to correct the students' wrong norm and endure the right norm.

## 2. Inspiring person

As an inspiring person the teacher is supposed to be able to give a good inspiration and direction for the students' progress. One of the students' big problems is technique in study. Teacher should be able to inspire the students to have a good study technique, which can be based on teachers' experience or theory. Teacher should show her creative personality in order to inspire the students.

## 3. Informer

As an informer teacher is supposed to be able to give new information to the students. In the role of informer, teacher should always update her information; this is the reason why teacher should have actual personality.

## 4. Organizer

As an organizer a teacher is supposed to be able to arrange the materials, school policy and class activity well. In order to do all of the preparation of study and make policies, teacher should have patient, firm, responsible and discipline personality.

## 5. Motivator

As a motivator teacher is supposed to be able to emerge students' enthusiasm in learning. There will be students who are lazy to study; therefore the teacher should motivate the students by varying teaching technique and analyzing the reasons that reduce students' intention in learning. By having high charisma,

creativity and cheerful, teacher will be easier to motivate her students to do their best in learning.

#### 6. Initiator

As an initiator the teacher should give a new idea or a new looks of learning, so that through teaching learning process at school, students will acquire a new and better point of view of learning. The role as initiator obliges teacher to have actual, diligent and creative personality.

#### 7. Facilitator

As a facilitator, teacher should be able to facilitate the students to have a comfort teaching learning process for students; for example well-arranged chair and well-lighted class. Discipline, wise and creative personality is needed in order to create a comfortable class.

#### 8. Advisor

As an advisor, teacher should guide the students in facing students' self-development. Without teacher guidance, students will doubt in facing their self-development and afraid in making decision. In addition, teacher should be able to recognize and diagnose the causes of students' problem, then help to find a solution. Teacher should have open minded, honesty, wise, politeness, friendliness, sympathy and empathy personality in order to help their students in solving their problems

#### 9. Demonstrator

As a demonstrator the teacher should be able to demonstrate the lesson well because every student has a different ability in comprehending the lesson.

Sometimes teacher need to demonstrate discourse deductively. Moreover, teacher has to demonstrate a good attitude that is seen and imitated by the students. In demonstrating something, teacher needs to be diligent and creative to catch students' attention and shows a sublime moral

#### 10. Class controller

As the class controller the teacher should be able to control all of the class aspect in order to have an optimal outcome Class is the place where teaching learning process happens. Well-controlled class will subsidy a well educative interaction. In contrast, if the class is dirty, noisy and not well lighted, the students will lazy to study. Discipline, restrict, and charismatic personality will help teacher to control the class well.

#### 11. Mediator

As mediator, teacher has function as the communication tool that makes the process of transferring knowledge become effective. In a class discussion, teacher also has a role as mediator to smooth the discussion process and teach the students how to respect someone's opinion. Therefore, diligent, wise, polite, open and honest personality will be needed in communication.

#### 12. Supervisor

As a supervisor, teacher should be able to see, help, develop, guide and judge the teaching learning process. In supervising students, teacher will need some personality such as open minded, fair, honesty and sympathy.

### 13. Evaluator

As the evaluator the teacher should be able to evaluate the extern and intern aspects of students. Intern aspect is students' personality and extern aspect is the students' score. Teacher should give an honest and fair judgment; therefore, the education objective will be achieved

Teacher should evaluate the strength and the weakness of the students in learning process. Also, evaluate the extern and intern aspects of students. Therefore, the students' ability can be improved as causes of it.

According to Sudjana (2009), the Teacher duty and role are classified into three components, those are:

1. Planner, as aplaner who prepare all of the components which needed in teaching learning process. This role needs some personalities, such as creativity actuality, discipline, rational, steady, stable and logic
2. Organizer, the one who creates a leading situation, stimuli, motoring, and directing teaching leraning process as planned. She or he acts as the source person who have to be wise person as long as teaching learning process. This role needs some personalities, such as diligent, well organized, and restrict.
3. Evaluator, the one who evaluate, analyze, and give judgement to the students. This role needs some personalities, such as fair and honesty.

Based on the explanation above, it is clear that the teachers' roles need to be supported by good personality. The teachers' roles such as planner will not be success if the teacher does not have a well-organized trait. Therefore, it can be



concluded that teacher's personality may influence the teacher's successful in doing her roles in the teaching learning process.

### **C. Learning Outcome**

In educational practice, evaluation is needed in order to know the achievement of a teaching learning process. The Council for Higher Education Accreditation (2003) explain that learning outcome is properly defined in terms of the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences. A view from American Association of Libraries (2004) adds that learning outcome is statement that specifies what learners will know or be able to do as a result of a learning activity. Outcome is usually expressed as knowledge, skills, or attitudes. Learning outcomes should flow from a needs assessment. The needs assessment should determine the gap between an existing condition and a desired condition.

There are some factors that influence learning outcome. According to Maslow in Hasan (2006) learning outcome is influenced by intern factor, like intellectual, interest, talent, perception, attention and motivation; and extern factor like family, school, society and environment.

University of Warwick (2004) defines learning outcomes as the skills and knowledge a student will possess upon successful completion of a course. The learning outcomes are divided into four categories:

1. Knowledge and understanding.
2. Specific skills are practical skills, practice of which is integral to the course, e.g. laboratory skills, language skills, counselling skills.
3. Cognitive skills, intellectual skills such as an understanding of methodologies, synthesis, evaluation or ability in critical analysis.
4. Key skills are skills that are readily transferable to employment in other contexts, such as written and oral communication, working within a team, etc.

According to Sudjana (2009), students' learning outcome at national education is classified based on Taxonomy Bloom. Taxonomy bloom divides learning outcome into cognitive side, affective side and psychomotor side. In further, Sudjana (2009) explain the three sides in the following explanation:

#### 1. Cognitive side

The learning outcome of cognitive side is in the form of intellectuality that is contained by three aspects such as, knowledge, comprehension, application, analysis, and evaluation.

- a. Knowledge is represented in the shape of memorizing definition, terms, formulas, rules, etc. These learning outcomes can be achieved by doing tests. For example, written test, true or false, explanation, and completing.
- b. Comprehension can be seen when the students are able to explain a sentence by using their own words then giving a new example. These learning outcomes can be achieved from some tests about topic, theme

and main idea that have been explained before in different teaching material.

- c. Application is an abstraction of ideas and thought in a concrete situation.
- d. Analysis is an action that divides something's integrity into the components in order to see the structure of it.
- e. Synthesis is a unification of components into the whole shape or integrity.
- f. Evaluation is scoring something that should be based on a purpose, idea, method, etc.

## 2. Affective side

The learning outcome of affective side is in the shape of attitude. It consists receiving, responding, valuing, organizing, and internalizing aspect. The further explanations as follow:

- a. Receiving is a kind of ability in receiving stimulus like problem, situation, phenomenon, etc.
- b. Responding is a reaction that is given by someone toward stimulus. It includes the correctness of reaction, feeling and satisfaction in responding stimulus.
- c. Valuing is about the value and belief of stimulus. It includes the intention of receiving value, background, and experience.

- d. Organizing is about the development of value into an organization system. It includes the correlation between a value with another value and the priority of a value that has been had by someone.
- e. Internalizing value, it happens when the system value that has been had by somebody is coherence well. The system value influences someone's personality.

### 3. Psychomotor side

The learning outcome is in the form of skill in action. There are six aspects in psychomotor side; those are reflecting moving, basic moving ability, perceptual ability, complex ability moving, expressive, and interpretative moving.

The learning outcome is a desired condition that is expected to be achieved by students after teaching learning process. For example, achieving knowledge, skills, and attitude that are influenced by external and internal factors. Both factors are running together in influencing students' learning outcome. For example, a smart student (intern factor) may not get a good outcome if there is no well relationship between teacher and the student (the extern factor).

Based on the explanation above, it is clear that students' learning outcome is the result of teaching learning process in the shape of changing attitude and intellectuality of the students. This research limits the students' learning outcome in the form of changing intellectuality only. As has been explained, students' developmental intellectuality can be seen from their knowledge and comprehension, and it can be achieved by doing tests. Therefore, this research

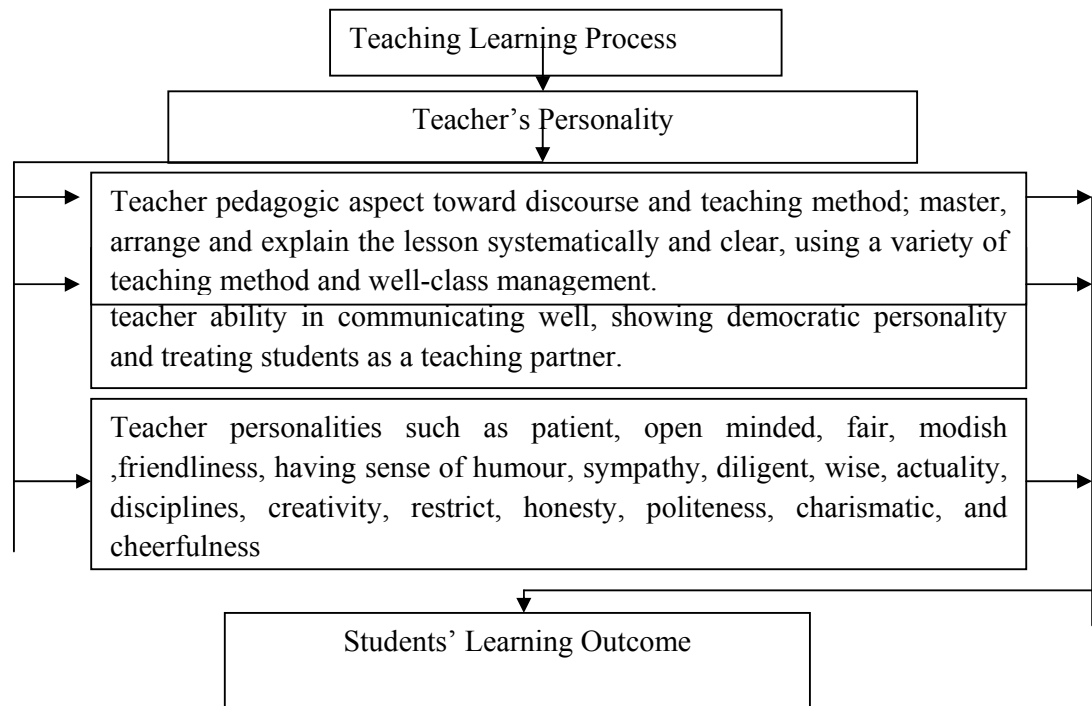
uses students' exercises and midterm score in order to get the students' learning outcome.

#### **D. Related Finding**

Desi Maiputri (2001) has conducted the research about the correlation of teacher personality, which related to the learning outcome. The research emphasized on the students' perception toward teacher's personality. The product of the research shows that when the students have a positive perception about their teacher personality while teaching, the students learning outcome is better or higher. The disparity of this research is the focus of research, place, research sample and time the research is conducted.

Zulizar (2007) has conducted a research about Sport Teacher's behaviour. The research focused on these questions, those are; how was the teacher behaviour toward the preparation before teaching and the teaching learning process, how did the sport teacher take care of their students' condition, and how the teacher did evaluation. The result shows that the teachers' did not give an optimal preparation, did not pay full attention toward students' condition and only gave evaluation at the end of semester, not at the end of every teaching material. The research suggests taking a further finding about students' learning outcome; because it was assumed that when teacher has such behaviour, it would influence students' learning outcome. Therefore, this research will focus on the correlation of English teachers' personality toward the students' learning outcome.

### E. Conceptual Framework



The teaching learning process is the place where the teacher interacts with her students and shows her personality as well. In this research, there are several kinds of teacher's personalities that will be perceived by the students, those are:

(a) Teacher pedagogic aspect toward discourse and teaching method; mastering the lesson well, arranging and explains the lesson systematically. (b) Teacher social aspect in communication with the students; such as teacher ability in communicating, showing democratic character and treating students as a teaching partner. (c) Teacher personalities such as patient, open minded, friendliness, having sense of humour, sympathy, diligent, wise, actuality, disciplines, fair, creativity, restrict, honesty, politeness, modis, charismatic, and cheerfulness.

In short, each student's perceiving will be correlated with the student's outcome in order to see the correlation the English teacher personality to the students learning outcome.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusion**

Based on the result of hypothesis about teacher's personality and the students' learning outcome at SMP N 2 Kota Solok, there is a significance correlation between  $t_{\text{counted}} (1.802) > t_{\text{table}} (1.679)$ , it means that the English teacher personality has a significance correlation with students' learning outcome. Moreover, the sum correlation X toward Y is 0,336 or 33.6%, and the rest is (100-33.6%) 66.4%. It means that the English teachers' personality as the independent variable gives 33.6% correlation toward the dependent variable, the English students' learning outcome. In addition, the rest (66.4%) is influenced by the other variable outside of independent variable.

It is evident that the effective and efficient functioning of any institute primarily depends on the quality and commitment of its human resources. The right attitude towards the profession, involvement in teaching, concern over the profession, aptitude towards teaching zeal and enthusiasm in his profession, mental health of the teacher are essential requisite conditions to prevail in a teacher who could definitely bring success in his school programme

#### **B. Suggestions**

Based on the conclusion above, it can be suggested,

1. The universities that produce teacher are expected to develop teaching materials that may develop good personality teacher.



2. The related university program is expected to add some teaching materials about teacher' personality. For example, English Department adds some texts about teacher's personality to TEFL or TESOL.
3. The teachers are expected to improve their personality in teaching learning process.

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