Chapter One

Introduction

This chapter explains the introduction of the research. There are several important points mentioned in this chapter. In this chapter one, it provides the background of the research, statement of the problem, the delimitation and limitation of study, research question, objective of the research, and significance of the research. In the last part of this chapter, the researcher mentions organization of this study.

Background of the Study

Learning process comes as significant aspect for most of people to achieve in the education context since it will be able to help them to pursue their own higher-level study or carrier of work. Rosmiati, Mahmud and Talib (2016) presented that in the world of education, learning process is the most important activity because through the process the goal of education, it will be achieved by the learners. The achievement of educational goals will be determined by various elements including the interests and talents of learners, parents' support, teaching and learning facilities as well as teacher's work ability. Makmum (2006) stated that the elements contained in the learning process include the students with all the characteristics that strive to develop their own learning ability as optimally as possible through learning activities. Besides, the goal of learning is something to expect after the teaching and learning activities. Finally, the teachers who always seek material to create the right situation to teach. Regarding the mentioned explanation, the learning process shows the two subject positions of the teachers as instructors and the students as the learners.

Teacher as one element in the learning process has a role not only as a teacher who transfers knowledge to the students, but also as a mentor and trainer to develop the potential and mobilize students in learning process (Hamalik, 2006). Teachers have a duty and responsibility in achieving educational goals, where they are not only required to master the

knowledge taught and have a strong knowledge and teaching skills. However, the teachers are required to display a capable personality of being a motivators and role model for students (Pakpahan and Sada, 2017). Henceforth, the personality traits of teachers have a direct and cumulative effect on students' behavior, and influential behavior includes discipline, learning motivation, and study habits.

In addition, the personality displayed by the teacher will always be seen, observed and assessed by the students. From the statement mentioned, the students have a certain perception about teachers' personality (Hamalik, 2006). It is the personality trait that becomes the benchmark of whether the teachers will become educators and constructors for their students or become a distractor for the future of students, especially for those who are young (primary school level) and those who are experiencing mental shock (Syah, 2017). Besides, the teachers should be able to create situations which can support the development of students' learning such as cultivate students' learning motivation. Therefore, all those aspects cannot be separated from how the teachers display their personality skills during the learning process, and this is called as the role of teachers as motivators for their students in the teaching-learning process.

Teacher's personality is a crucial aspect in the education quality, and it influences the students' motivation in learning process. How the teacher increases the competence of personality comes as an important one in the process of teaching and learning. Regarding the statement mentioned, it is in line with Dost and Hafshejani (2017) who stated that the education quality is based on the teachers' ability, hard work, personality and also behavior. In this case, the teachers should be aware of their personality since it has a paramount role, and the teacher is deemed to be the most important factor in applying all the material purpose and students' performance. Thereby, the teacher's personality determines whether or not students are happy in participating in the learning process in class.

Appropriate personality rises as a main factor in influencing students' academic so that the teachers who have good personalities can help students in the learning process (Khan et al, 2016). In regards to the mentioned statement, the teachers must have good personalities in building students' learning and personal motivation to obtain learning goals and optimal learning outcomes. In addition, Tanveer et al (2012) also stated that teachers' behavior takes an important role in creating, encouraging and maintaining the students' motivation levels. Thereupon, because the students usually choose from the teachers to increase their motivation, the teachers need to adopt various techniques in teaching in order to increase the level of students' motivation during the process of learning.

As a matter of fact, however, teaching and learning in the classroom often shows a lot of problems. Those are not only faced by the teachers but also by the students so that the goal of teaching and learning process is often not achieved optimally. Moreover, in learning English, many students and teachers are always confronted with a serious problem which makes the process of language learning seem not to be affective (Khajloo, 2013).

In the teaching-learning context, the teachers and students usually face the barriers, for example, the teachers still do not have adequate teaching experience and the teachers so that their students seem that they will have lack of learning exposure. Also, the students do not have good interest in joining the class due to the monotonous learning given by their own teachers in the process of teaching and learning.

Based on a study conducted by Hossain (2018) and Khajloo (2013), there are some problems in teaching and learning process such as the teachers have lack of experience in teaching. For instance, the teachers are not able to manage the classroom activity to be conducive and interesting so as to achieve the goals of learning for the students. Regarding the statement mentioned, the teachers are lack of personality competence, and the learning activities in the classroom are poor such as not showing good attitude when they try to deliver

and give the suggestion in the teaching-learning process. Besides, the students do not dare to ask and share their opinion due to the lack of motivation in learning. For instance, the students are afraid of making mistake to convey their own point of learning views related to the material delivered by their own teachers since they prevent to receive ineffective comments. Also, the methods and learning media is not appropriate, and the material is not authentic and overly difficult. In addition, the students and teachers are lack of interaction or even they have lack of concentration in class. Henceforth, those problems can lead the learning process in the classroom to be monotonous, and not a few of students feel bored so that the students' learning activity cannot be gained optimally. Besides, the Regarding the previous study conducted by Kheruniah (2013), the results showed that the personality competence of a teacher extended the positive contribution to the students' learning discipline of Fiqih lesson. If the teachers tended to show good attitude or personality during the teaching-learning process, the students could feel motivated to learning something new from their own teachers. As a reason, the teachers could give positive effect for their own students due to their personality competence shown in the process of teaching. Besides, based on another previous study Sudarsi, Hamra, and Mahmud (2016), the lecturers' personalities which influenced the process of students' learning in studying English at English Education Study Program of FKIP UKI were extrovert, sensing, thinking, feeling and judging so that they gave positive and negative effect on the students' learning motivation. In addition, the personalities of lecturers had the positive and negative impact which effected on students' learning motivation. To sum up, the previous studies do not mention the influence of teachers' personality towards the students' learning motivation which comes as crucial aspect of enhancing the learning process. Besides, the teacher's personality can significantly correlate to the students' motivation in teaching and learning process. Both teacher's personality and students' motivation cannot be separated in teaching and learning process.

From the statements mentioned, this research concerns not only on investigating the teachers' personality towards the students' learning motivation but also the correlation between those two aspects in the teaching and learning process.

Based on the background described above, it can be concluded that teachers come as the main part in education especially in the teaching-learning process (Jamil, 2014). The teachers also have a big role in education for the students not only about giving the information and knowledge such as forming their personality but also stimulating and increasing the students' motivation during learning. From the statement mentioned, the objectives in teaching and learning process and the students' achievement can be gained optimally. Furthermore, in this case, the researcher is interested in analyzing the research entitled "The Correlation between Teacher's Personality and Student's Motivation in Teaching Learning Process". The researcher has taken this research title because she wants to know the extent of the teacher's personality in teaching and learning process in terms of building students' motivation during learning.

Statement of the Problem

Based on the researcher's experience who has participated in some teacher's classes at a private university in Yogyakarta, Daradjat (2016) stated that the concept of teachers' personality in the teaching and learning process will relate to the theory of motivation in educational psychology. They mentioned the theory of motivation from a hierarchy of basic needs including physiological needs, need for security, need for love and belonging, need for self-esteem, need for cognitive and need for self-actualization.

In addition, each teacher has their own personality. There are some teachers who have an attitude of favoritism towards smart students while students who are less intelligent, they feel that they are not cared for. From the statement mentioned, the students feel less comfortable and less motivated when learning activity takes place. Based on the researcher's

preliminary interviews with her friends, graduated students' batch 2014 at English language education department (ELED) of a private university of Yogyakarta, they had similar opinions as they felt less motivated to take part in learning in that class. For example, the students argued that there were some teachers who had an unstable personality, were in a less pleasant mood and indifferent and irritable, and had a high speaking tone when communicating with students. Regarding the statements mentioned, the students felt afraid of their teachers such as when there was a lesson which had not been understood, they did not dare to ask for fear of being scolded and yelled at. Therefore, the students faced a lack of learning motivation in learning because the the teachers did not show good personality in the teaching and learning process.

Based on the description above, it is really crucial for the teachers to have a personality because they will spontaneously transfer knowledge, attitudes, emotions and mentality to their students. Besides, there are some teachers who are able to make their students feel comfortable and motivated in participating in classroom learning activity. For instance, as the teachers, they should have a pleasant personality such as joke and approaching the students, so that they will feel comfortable, cared for and loved., Therefore, this research aims at investigating the correlation between the teachers' personality and students' motivation in the teaching and learning process. In addition, both teacher's personality and students' motivation cannot be separated in teaching and learning process.

Delimitation of the Study

In this present study, the researcher focuses on investigating the teacher's personality as well as students' motivation used in the teaching and learning process. The respondents of this study are the students of English Language Education Department (ELED) at a Private University of Yogyakarta in the academic year 2015. In addition, the researcher also has

limited time in designing the instrument of the study such as questionnaire which consists of the students' motivation and teacher's personality in order to investigate and solve the problems more accurately, exactly, clearly, and correctly. Furthermore, in this recent study, the respondents who are given and asked to accomplish the questionnaire are only the students while the teacher is not. Therefore, this research especially focuses on how is the relationship between teacher's personality and students' motivation during teaching and learning process.

Research Questions

This research is intended to answer the following questions:

1. How is the teacher's personality in ELED of a Private University in Yogyakarta?

2. How is the students' motivation in learning at ELED of a Private University in Yogyakarta?

3. What is the correlation between teacher's personality and students' learning motivation at ELED of a Private University in Yogyakarta?

Objectives of the Study

Based on the research questions, the objectives of the research are:

1. To find out the personality of the English teacher's at ELED of a Private University in Yogyakarta.

2. To find out students' motivation in learning at ELED of a Private University in Yogyakarta.

3. To find out whether there is a relationship between the personality of the English teacher's and students' motivation in learning English at ELED of a Private University in Yogyakarta or not.

Significances of the Study

The results of the study are expected to give benefits for other researchers, teachers, students and institution of education.

For the other researcher. By conducting this research, other researchers can know the correlation teacher's personality and students' motivation in the teaching-learning process at university level. Besides, the other researchers can utilize the research findings as the theoretical overview of further research on the same topic which may become further research recommendation. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the correlation of the teacher's personality and students' learning motivation in depth way at senior or junior high school level context in the process of teaching and learning.

For the teachers. The findings of this research can be used as teachers' additional reference to enrich and develop their personality competence in teaching and learning process in order to encourage the students' motivation during learning in the classroom. As educators, the teachers should have good personality in the classroom to stimulate the students in having strong motivation so that the goals of learning process can be gained optimally. Hence, this research can be useful for the teachers as a reflection to their teaching

For the students'. The existence of this research serves as input to students' that they can provide good teacher's personality competencies as examples for the future. Besides, this research is to know more that students want to have the teachers who have good personality and competency. Therefore, by reading this research, the students can practice to learn how to respect their teacher's so that they will able to gain useful knowledge from their teacher's independently.

For institution. This research can give information for the institution among others in terms of recruiting prospective teaching staff. Besides, the school institution at least has the

idea that the prospective teaching staff should have the quality traits of personality competence in accordance with the regulation. Thereupon, this research will become additional information for the institution to renew the program, syllabus or curriculum related to developing students' motivation through the teacher's teaching personality.

Organization of the Study

The organization of the study research provides five chapters which explain an overview of each research chapter. Besides, this organization of the study will be able to ease the readers to read all chapters of this study. Therefore, each chapter is explained in the following paragraphs briefly.

Chapter one presents the introduction of the research. In introduction, there are six parts namely background of the study, statement of the problem, delimitation and limitation of the study, research questions, objectives of the study, and significance of the study. At the end of this chapter one, it presents the organization of the study.

Chapter two of this research is a literature review. This chapter provides all the information and basic theory which covers a topic discussion the use of flashcard as teaching media. In the literature review, it highlights some theories related to this research. Besides, this chapter two covers definition of teaching and learning process, role of teachers in teaching and learning process, definition of personality, types of teacher's personality, role of teacher's personality in teaching and learning process, definition of motivation, types of students' motivation, role of students' motivation in teaching and learning process, review of related studies, hypothesis.

Chapter three discusses research methodology used by the researcher to measure the correlation between teacher's personality and students' motivation in teaching and learning processes. This chapter gives clear illustration of how this research is conducted and how the data are collected. Besides, this chapter three consists seven parts of methodology, namely

research design, research setting, research population and sample, research instrument, data collection method, data collection procedure, validity and reliability, and data analysis.

Chapter four of this research explains findings and discussion. This chapter provides the detailed information about the data gathering from the conducted research and analysis of the data. Besides, the researcher also relates the findings of the research to the relevant literature reviews or theories provided in this research to be the discussion of the research. The findings are divided into three sections such as the teacher's personality, students' motivation, and correlation between teacher's personality and students' motivation.

Chapter five explains conclusion of the whole study and recommendations of this research. In the conclusion part, the researcher summarizes the research findings. In recommendation part, the researcher provides several suggestions concerning about teacher's personality and students' motivation for some parties related to this research.