

CHAPTER II

REVIEW OF RELATED LITERATURE

This part describes about the description of the previous related findings, some pertinent ideas, conceptual review and conceptual framework:

A. Review of Relevant Research Results

In the review of relevant research results are used as support for the research to be conducted. On the one hand it is also a material comparison to existing research, both regarding the advantages or disadvantages that existed before, as well as to strengthen the argument, so in this case the author take research related to the theme raised.

The first researcher was conducted by Aswin Abbas 2010, *The Influence of Lecturers 'Personality toward Students' Achievement in Learning English in The Second Year Student (Academic Year 2009/2010) Of the English and Literature Department*. The research uses quantitative methods. The results of this research are the influence between lectures 'personality and the students' achievement in speaking, reading, writing and listening subject.¹

The research conducted by Aswin Abbas has similarities with the research that will be conducted by the writer, which is both examining the personality of educators. Meanwhile, the difference is that Aswin Abbas is focused on achievement in learning English and restoring effectiveness in the English learning process.

¹Aswin Abbas, *The Influence of Lecturers 'Personality Toward Students' Achievement In Learning English In The Second Year Student (Academic Year 2009/2010) Of The English And Literature Department*, (Skripsi Sarjana; English Language and Literature Departement Adab and Humanities Faculty Alauddin State Islamic University 2010).

The second research conducted by Binti Afidatur Rohmah 2017, with the title "The Effect of Teacher Personality Competence on Student Motivation in Madrasa Ibtidaiyah Raden Patah Pujon Malang". This research method uses quantitative methods. The results of this study indicate that the teacher's personal competence can influence existing student learning motivation so that if the personality competency is good the learning motivation is also good.²

The research conducted by Binti Afidatur Rohmah has similarities that will be examined by the writer, that are both studying the personality of the teacher, but what distinguishes it is the writer researching in the learning process while the Binti Afidar Rohmah research examines in terms of student motivation.

The third study conducted by Elli Marlinda, with the title "The Effect of Teacher Personality Competencies on Student Learning Achievement in SMAN 1 of the Great Mosque of Aceh". The research uses quantitative methods. From his research Elli Marlinda concluded that the relationship between the teacher's personal competency and student achievement is still weak, this is evident from the teacher's personal competency that does not contribute significantly to the student's learning achievement.³

Based on the findings results of Elli Marlinda in schools that the teacher's personal competence in SMAN 1 of Great Mosque of Aceh has not fully contributed

²Binti Afidatur Rohmah, *Pengaruh Kompetensi Kepribadian Guru Terhadap Motivasi Belajar Siswa Madrasah Ibtidaiyah Raden Patah Pujon Malang* (Skripsi Sarjana; Program Studi Pendidikan Guru Madrasah Ibtidaiyyah Jurusan Pendidikan Guru Madrasah Ibtidaiyyah Fakultas Ilmu Tarbiyah Dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang 2017).

³Elli Marlinda, *Pengaruh Kompetensi Kepribadian Guru Terhadap Prestasi Belajar Peserta Didik Di Sman 1 Mesjid Raya Aceh Besar*, (Skripsi Sarjana; Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar- Raniry 2017).

to the learning achievement of students, this is due to the still low aspects of personality competencies possessed by teachers at the school and it is evident that the results of the test mean test by researchers from the seven aspects of the teacher's personal competence it proved to be weak.

Research conducted by Elli Marlinda has similarities in teacher personality indicators. While what distinguishes the writer research with Elli Marlinda's research is Elli Marlinda refers to student presentations while the writer is in the process of learning effectiveness. Some of the research described above makes clear the difference between the researches that the writer will examine with previous studies, so the writer wants to research the influence of the teacher's personality on the effectiveness of English learning in SMP Negeri 1 Parepare.

B. Some Pertinent Idea

1. Definition of Teacher

The teacher is someone who plays an important role in education. In a simple sense, the teacher is a figure who provides knowledge to students. Whereas teachers according to the perception of the wider community are people who carry out education in certain places, not necessarily in formal educational institutions but can also be carried out in non-formal education institutions such as in mosques, at home, and so on.⁴ Based on this theory the teacher's position in guiding students is very influential.

Teachers are all authorized people and are responsible for guiding and fostering students, both individually and classically, both in school and outside of

⁴Imas Kurniasah dan Berlin Sani, Sukses Mengajar Panduan Lengkap Menjadi Guru Kreatif dan Inovatif, p. 1.

school.⁵ The teacher's responsibility in guiding students is not easy because the success of students is in the hands of a teacher.

Teachers are educators who provide a number of knowledge to students. A teacher is someone who is experienced in their professional field and with the knowledge they have, they can make students and other people smart. So from there the teacher's personality is very important because the teacher is like a model or artist who is appearing in front, every appearance, behavior, or habits is very much considered by students.

2. Teacher's Role

Teachers as educators certainly have many roles in accordance with the learning needs of students. All the roles expected by the teacher are as follows:

a. Teacher as Facilitator

The teacher as a facilitator encourages children to find their own meaning through real problem solving so that students are able to construct their own knowledge. As a facilitator, the teacher must develop active learning. Learning like this will provide sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. There are four main components of active learning that teachers must understand namely experience, communication, interaction, and reflection. The relationship between the four components, namely:

¹⁰Syaiful Bahri Djamarah, Guru dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis, p. 32.

1) Experience

Theory experiential learning theory has been able to explain the basic concepts of human learning behavior. This concept can be applied in various forms, for example by observing, conducting experiments, conducting investigations, and conducting interviews. These types of activities will make students learn a lot through direct experience by activating all the five senses.

2) Communication

The meaning gained through experience is communicated to others so that it is open to getting responses. Through communication, teachers can find out the meaning building in students. The form of communication that can be done is in the form of expressing opinions, presenting reports, and expressing ideas.

3) Interaction

Interaction is done to facilitate students in building competencies and correcting perceptions or meanings that are wrong. Thus, the meaning that is built is more stable and the quality of learning increases. Interaction can be done in the form of discussion, question and answer, throwing questions back, and group learning, and discussion.

4) Reflection

Reflection or reflection is done so that students are aware of their strengths and weaknesses so that the competency that is mastered is more stable. Reflection can be done in the form of activities to rethink what has been done and thought to improve ideas or meanings and to avoid the same mistakes. The questions that mark the reflection of "Why is that?" And "Does that apply to ...?"

b. Teacher as Motivator

Motivation can be interpreted as a driving or pulling force that causes behavior towards a certain goal. Motivation can be divided into two namely intrinsic and extrinsic motivations. Intrinsic motivation is motivation that comes from within an individual, whereas extrinsic motivation is motivation that comes from outside the individual.

Intrinsic learning motivation actually already exists in humans. For example, toddlers have an instinct to continue learning to talk without knowing despair. Nevertheless, environmental engineering needs to be done so that individuals continue their learning tasks. Environmental engineering, among others, can be done in the form of extrinsic motivation.

The factors that influence learning motivation are anxiety, curiosity, perception, and hope. Anxiety is an unpleasant sensation as a feeling of worry and irritability. Curiosity is the cognitive activity of a person when he realizes the conflict between what he believes with what actually happened. Perception is the view of someone who influences his behavior. Meanwhile, hope is a factor that influences learning motivation because if students still have hope then they will have motivation.

c. The Teacher as a Learning Booster

Students must be motivated to learn so that their potential can be explored optimally. To stimulate learning enthusiasm the teacher must understand the factors that influence learning. Factors that influence learning are classified into two, namely internal factors and external factors. Internal factors are factors that exist in

individuals who are learning, while external factors are factors that exist outside the individual.

Internal factors are divided into 3 groups, namely physical factors, psychological factors, and fatigue factors. The following description:

1) Physical Factor

Physical factors include the health and condition of students with disabilities. Health is a very important thing in learning. In addition, the condition of students with disabilities also affects the learning process. Therefore, if the disability really makes learning difficult, it is better for students to use assistive devices or go to special schools.

2) Psychological Factor

There are at least seven factors that are classified as psychological factors that influence learning.

First, intellectuals are skills which consist of three types, namely the ability to deal with and adapt to new situations quickly and effectively, know or use abstract concepts effectively, know relationships, and learn them quickly. Intellectuals have a very big influence on students' learning progress.

Second, attention is mental activity on an object. Learning will succeed if students have attention to the learning material. The teacher can attract the attention of students by using a variety of variations. Whether it's variations in learning styles, media, and variations in interacting with students. Variations are adjusted to the interests of students but do not deviate from the learning objectives.

Third, interests that tend to be permanent and must be accompanied by feelings of pleasure. The teacher's task is to make students have a great interest in

learning. Embed that learning is very important because it is useful for yourself and others.

Fourth, talent which is the ability to learn. The ability will only be realized into tangible skills after learning or practicing. If the learning material learned by students is in accordance with their talents, the learning outcomes are better because they enjoy learning and they will be more active in their learning. It is important to know the talents of students and place them in school in accordance with their talents.

Fifth, motives are things that encourage people to think, feel, and act. The motive is to encourage people to act, determine the direction of the action, and select the action.

Sixth, maturity is closely related to age. Therefore, the teacher must adjust the learning objectives, materials, and strategies used according to the level of student maturity.

Seventh, readiness which is a willingness to respond or react. Student readiness is closely related to maturity. Therefore, if students mature physically, psychologically, and cognitively, they are automatically ready to receive lessons. In addition, readiness also has a close relationship with attention. If the students have matured but do not have attention to the lesson, the same students are not ready.

3) Fatigue Factor

Someone's fatigue can be divided into two kinds, namely physical fatigue and spiritual fatigue. Physical fatigue can be known if a person's body condition is weak and helpless. Spiritual fatigue is marked by a decrease in the spirit of life. Spiritual fatigue can occur due to facing very severe problems, boredom in routine, compulsion, and loss of meaning in life.

d. Teachers as Learning Engineers

Learning is a process of behavior change that exists in individuals regarding the growth and development. Learning activities can be viewed from two angles, namely the angle of the student and the teacher's angle. From the point of view of students, learning activities are learning activities to achieve competence. From the teacher's point of view, learning is an attempt to engineer the environment to encourage students to carry out learning activities.

Learning engineering can be interpreted as an action to apply the rules of learning to encourage students to learn. Its application includes the planning and implementation stages of learning. So, the competency that must be possessed by a teacher as a learning engineer is to be able to develop a learning design and apply it in the learning process.

e. Teachers as Givers of Inspiration

Inspiring teachers are teachers who are able to provide stimulus to students to change their way of life for the better. Inspiring teachers do not need to give orders, but touch students' minds and emotions (stimuli). Students who are touched by their thoughts and emotions will be called to improve the quality of their knowledge, attitudes, and skills.

Teachers who teach less but are able to inspire their students are better than teachers who lecture a lot but do not give any meaning. Inspiring teachers not only teach, but also understand their students. In teaching the teacher invites students to think and find for themselves the material they need. Educational material is not presented in the finished form, but is presented in raw form.

f. Teachers as Evaluators

As an evaluator, the teacher is required to be a good and honest evaluator, by giving an assessment that touches on extrinsic and intrinsic aspects. Assessment of intrinsic aspects touches more on the personality aspects of students, namely the aspects of values. The teacher must provide assessment in a broad dimension. Assessment of students' personalities is certainly preferred over the assessment of students' answers when given a test.⁶

As an evaluator, the teacher not only evaluates the results of teaching, but also assesses the teaching process. From both of these activities will get feedback about the implementation of educational interactions that have been carried out.⁷

The teacher plays a role in conveying the knowledge that is owned to students. The teacher is a source of student learning. From the teacher, students are taught to read, write and count, and it is from the teacher that students get new knowledge. The teacher is the second parent at school after the biological parent is at home. Often teachers are used as role models by student, therefore teacher also play a very important role in shaping the character of student.

3. English Teacher Competency

Teacher competence is a combination of personal, scientific, technological, social, and spiritual abilities that simply forms the standard competencies of the teacher's profession, which includes mastery of the material, understanding of students, learning that educates, personal development and professionalism.

¹¹Barnawi dan Mohammad Arifin, *Etika & Profesi Kependidikan* (Jogjakarta: Ar-Ruzz Media, 2012), p. 70-97.

¹²Syaiful Bahri Djamarah, *Guru dan Anak Didik Dalam Interaksi Edukatif Suatu Pendekatan Teoritis Psikologis*, p. 48-49.

Teacher competence is the ability of a teacher to carry out obligations responsibly and properly.⁸ As an English teacher he must carry out educational and coaching assignments for students, in helping the formation of personality, moral development besides growing and developing the students' faith and devotion. With this heavy task, English education teachers are required to have skills in carrying out learning.

With competencies, in addition to mastering the material and can process teaching and learning programs, teachers can also carry out evaluation and administration. In order to carry out their duties properly, professionally and accountably, the teacher must have a steady, stable and mature personality.

Sardiman in Mappanganro stated that there are 10 teacher competencies, namely mastering materials, managing learning programs, managing classes, using media as a source, mastering educational foundation, managing teaching and learning interactions, assessing student achievement for teaching purposes, getting to know the functions and programs of guidance and counseling at school, know and organize administration in schools.⁹ Furthermore the term teacher competency according to Broke and Stone in the book Asef Umar Fakhruddin teacher competence is a qualitative description of the meaningful nature of teacher behavior.¹⁰

Educators and teachers are required to have a set of competencies in accordance with the National Education System. Article 28 PP No. 19 of 2005

⁸Moh Uzer Usman, *Menjadi Guru Profesional* (Bandung:PT REMAJA ROSDAKARYA, 2008), p. 14.

⁹Mappanganro, *Kepemilikan Kompetensi Guru* (Cet. Pertama;Makassar: Alauddin Press, 2010), p. 6.

¹⁰Asef Umar Fakhruddin, *Menjadi Guru Favorit; Pengenalan, Pemahaman, dan Praktek Mewujudkannya* (cet. II, Yogyakarta: Diva Press, 2010), p. 19.

concerning National Education Standards states educators are learning agents who must have four types of competencies, namely: pedagogical competence, personality competence, professional competence, social competence.¹¹

- a. Pedagogic competence is the ability to manage learning that includes understanding of students, designing and implementing learning, evaluating learning and developing students to actualize their various potentials.
- b. Personality competence is the condition of the teacher as an individual who has a steady personality as an example of an authoritative educator.
- c. Professional competence is the mastery of broad and in-depth knowledge and technology materials regarding the field of study or subjects that will be provided to students by using instructional systems and appropriate learning strategies.
- d. Social competence is related to the influence of the teacher's role on moral development is the ability of teachers as part of a social group that is able to communicate effectively and efficiently with students, fellow teachers, parents or guardians of students and surrounding communities in providing moral education.

From various sources that discuss teacher competencies, teacher competencies can be identified including pedagogic, social, personality, and professional competencies. Pedagogic competence is the ability to manage student learning that meets the rules of teacher teaching style. Personality competence is an important competency for a teacher to have with regard to having good morals, and being able

¹¹Umbu Tagela Ibi Leba, *Profesi Kependidikan*, (Yogyakarta:Penerbit Ombak, 2014), p. 143.

to be a role model for a teacher. Social competence is the teacher's ability to communicate socially interacting with students, and professional competence is the teacher's ability to demonstrate his expertise as a teacher.

4. Teacher Personality Competence

Personality competence is competence related to the teacher's personal behavior which later must have noble values so that it radiates in daily behavior.¹²

Personality competencies that teachers need to have are as follows:

- a. The teacher as a human being created by an almighty God is obliged to increase his faith and piety to God in line with his religion and beliefs.
- b. The teacher has advantages compared to the others.
- c. The teacher needs to develop an attitude of tolerance in exposing the differences he encounters in interacting with students and the community.
- d. The teacher is expected to be a facilitator in developing a culture of critical thinking in the community, mutual acceptance of differences of opinion and being democratic in conveying and accepting ideas about problems that are around him so that the teacher becomes open and does not close himself from things that are outside himself.
- e. Teachers are expected to be patient in the sense of persevering and resilient in carrying out the educational process can not immediately be felt at that time but requires a long process.
- f. The teacher is able to develop himself in accordance with renewal, both in his professional field and in his specialization.

¹²Moh. Roqib and Nurfuadi, *Kepribadian Guru: Upaya Mengembangkan Kepribadian Guru yang Sehat di Masa Depan*,(Yogyakarta: Grafindo Litera Media, 2009), p.122.

- g. Teachers are able to live up to the goals of education both nationally, institutionally, curricular to the objectives of the subjects they provide.
- h. Human relations, namely the ability of teachers to be able to relate to others on the basis of mutual respect between one another.
- i. Self-understanding, namely the ability to understand various aspects of himself both positive and negative.
- j. The teacher is able to make changes in developing his profession as an innovator and creator.¹³

Teachers who are most happy by children are teachers who behave like helping in learning, are cheerful, happy, and have a sense of humor, happy to make friends with friends, help members in class groups, ask attention to students and help them, try to make the activities given to interesting children, who invite those who want to learn, are assertive, are able to master the class and understand respect for students, do not choose to thank, criticize, ridicule and insinuate, teach something useful to students, and ask for a pleasant personality.

Furthermore, teachers who are disliked by children are teachers who behave often angry, never smile, often denounce and criticize, do not like to help students do learning activities, be compassionate, suppress certain students, arrogant, arrogant and do not know students, cruel, intolerant, rude, too hard and blurring the lives of students, not giving fair treatment to students, not taking care of children's feelings, yelling at students so that they are afraid and feel insecure, not paying attention to students and not understanding students, asking children to do activities that are not

¹³Djam'an Satori, etc, *Profesi Keguruan*, (Jakarta: Universitas Terbuka, 2007), p. 28.

in accordance with their development, unable to maintain discipline in the class, unable to control the class, and not respecting themselves as a teacher.

Personality competencies are personality abilities that:

1) Having good morals

Quality national education is directed to develop the potential of students to become human beings who believe and be devoted to an almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizen. This national education direction is only possible if the teacher has a noble character, because the student is a mirror of his teacher.

The essence of learning is behavior change. The teacher will be able to change the behavior of students if he has become a good human being, the teacher's person must be good because the core of education is behavior change, as the meaning of education is the process of liberating students from incompetence, untruthfulness, dishonesty, and from bad hearts, morals, and faith.

2) Steady, stable and mature

The difficulty of changing behavior and teaching skills must be lived through not only by teachers and principals, but also by parents. Thus, it is hoped that there is an awareness to work together between them to both teach and educate students. Teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline.

3) Wise and prudent

The teacher not only becomes a human learner but becomes a wise person, a pious person who can influence the minds of the younger generation. A teacher should not be arrogant with his knowledge, because he feels most knowledgeable and

skilled in the field of other teachers, so that they underestimate and underestimate their peers.

4) Be a role model

Being a teacher means we must be prepared to be role models. The teacher personally plays a very important role in shaping the learner's personality. This is understandable because humans are creatures who like to imitate, including copying the teacher's personality in forming his personality.

a) Evaluate your own performance

Experience is the best teacher. Teaching experience is a great asset for teachers to improve teaching in the classroom. Class experiences provide insights for teachers to understand the characteristics of children, and how best to deal with diversity. Experience can be useful for the teacher if he always evaluates at the end of each teaching.

b) Self-Development

Among the qualities that must be possessed by teachers are good learners or independent learners, which is a great passion for studying. A small example is his fondness for reading and practicing skills that can support his profession as an educator. Growth and growth can only occur if the teacher is able to be consistent as an independent learner, who is smart in utilizing the existing educational facilities in the school and its environment.¹⁴

Personality competence has a great influence on the personal growth and development of students. This personality competence has a very important role and

¹⁴Jejen Musfah, *Peningkatan Kompetensi Guru*, (Jakarta: Kencana Prenada Media Group, 2011), p. 42-50.

function in shaping the child's personality, in order to prepare funds to develop human resources, as well as the welfare of society, the progress of the country, and the nation in general.

In this case, the teacher is not only required to be able to interpret learning, but and the most is how he makes learning as a place to form competencies and improve the personal quality of students. For this purpose, this section discusses various matters relating to personality competencies that are steady, stable, mature, wise, and authoritative, being role models for students, and having good morals.¹⁵

Personality is actually an abstract problem, it can only be seen through its actions, speech, how to get along, dress, and in dealing with any problems or problems, both mild and severe. Personality is a whole of individuals consisting of psychic and physical elements. In this sense, all one's attitudes and actions are a description of the person's personality, as long as it is done consciously. And good deeds are often said that a person has a good personality or noble character. Conversely, if a person does an attitude and behavior that is not good according to the view of the community, then it is said that the person does not have a good personality or has a character that is not noble.

Therefore, the personality problem is a matter that determines the level of authority of a teacher in the view of students or the community. In other words, whether a person's image is good or not is determined by personality. Even more so for a teacher, personality problems are a factor that determines the success of carrying out their duties as an educator. Personality can determine whether the teacher

¹⁵E.Mulyasa, *Standar Kompetensi dan Sertifikasi Guru*, (Bandung: Remaja Rosdakarya, 2009), p. 118.

becomes a good educator and coach or will be a destroyer for the future of students, especially for students who are still young (elementary school level) and those who are experiencing mental turmoil (adolescent level).¹⁶

The teacher's personality is a supporter of the effectiveness of learning English because teachers who have good personalities will create an attractive classroom atmosphere and their behavior can be a factor in attracting students' attention to learning English.

5. The Nature of Effective English Learning

Learning Effective is a condition in certain activity that indicates the extent to which goals can be achieved, the more a plan can be achieved then the more effective a learning can be effective can also be interpreted as the success rate that can be achieved from any supporting action or effort in accordance with the objectives to be achieved.¹⁷

a. Characteristics of Effective Learning

The effectiveness of learning can be achieved refers to the following characteristics below:

- 1) Successfully to improve students in achieve the objectives of the instructional goals.
- 2) Provide an attractive learning experience, actively engaging students to support the achievement of the learning process.
- 3) Have facilities and infrastructure that can support the learning process.

¹⁶Syaiful Bahri Djmail, *Guru & Anak Didik*, (Jakarta: Rineka Cipta, 2010), p. 40.

¹⁷Slavin, R.E, *Educational Phycology*, (Sixth Edition Boston: alley and bacon, 2009).

b. The Criteria of Effective Learning

The effectiveness of the learning method is a measure that related to the success rate of a learning process, the criteria of effectiveness always refer to quantitative approach theory or evaluation scores and qualitative or verbal responses of students as follows:

c. Criteria of Qualitative Approach

The results of the learning process are effective when verbal respond

Following criteria below:

- 1) Students are able to explain the purpose of the learning materials that have been formulated.
- 2) Demonstrate an active response, as well as motivated towards the learning process.
- 3) Having good understanding.
- 4) Having intelligence.
- 5) Quick mastery of concepts.
- 6) Apply it in their lives.
- 7) Having behavior change.
- 8) The achievement of attitude value and role in the learning process is more or equal to Good.¹⁸

¹⁸Agung,iskandar, *Menghasilkan Guru Standard dan Professional*, (Jakarta: Bee media. 2012)

d. Criteria of Quantitative Approach

The results of the learning process are effective when descriptively following criteria below:

- 1) The average score of study results (daily evaluation, final evaluation) is more or equal to the KKM score of 70 (According to the curriculum).
- 2) The average of attitude value refers to verbal respond which at least in the moderate category (60%).

e. The Effectiveness indicators

1) Learning Quality

The level of information presented so students can easily learn or the error rate is minimum/less, the minimum error rate is the more effective learning is.

2) Learning level Conformity

The extent to which teachers ensure students' level of readiness in receiving new materials.

3) Teacher motivation Incentives

The effort of the teacher to motivate students in completing or do the task and learn by given material, the more motivation given then the more effective the learning.

4) Learning Time/Duration

The duration also takes to keep up with learning activities. Effective learning if students can complete the lesson according to the specified time.¹⁹

That brings certain influences and meanings to the student (at least to a certain extent) relatively permanent and at all times needed can be produced and used as in

¹⁹Slavin, R.E. *Educational Phycology*. (Sixth Edition Boston: alley and bacon. 2009).

problem solving both test exams and everything and self-settlement in daily life in order to maintain his life. Effective learning can be demonstrated as follows;

1. Timely, time efficient.
2. Simple questions can be complete information.
3. Feedback related to structured learning subject matter.
4. Appropriate methods according to basic competencies, competency standards, indicators.
5. cost-efficient.²⁰

Thus the writer can state that in the effective learning English process the teacher is very instrumental, especially in terms of the approach which is certainly influenced by the teacher's personality.

6. The Relationship of Teacher's Personality with English Learning Effectiveness

Teacher's personalities are closely related to their performance and skills in doing a job, "Research findings show that the experience done to do a job (teaching), is not the main determinant for effectiveness in work." However, the quality of one's personality will affect the results of the performance of a teacher in the field. Personality is a characteristic of someone who is manifested through patterns of behavior or how to respond consistently in situations including its relationship with the environment. This behavior or attitude will be more visible in the ways they interact with students, such as displaying an attitude of sympathy, empathy, open, authoritative, and responsible.

²⁰Syaiful Sagala, "*Kemampuan Profesional Guru dan Tenaga Kependidikan*", (Bandung: Penerbit Alfabeta, 2009), cet. K-1, p.174.

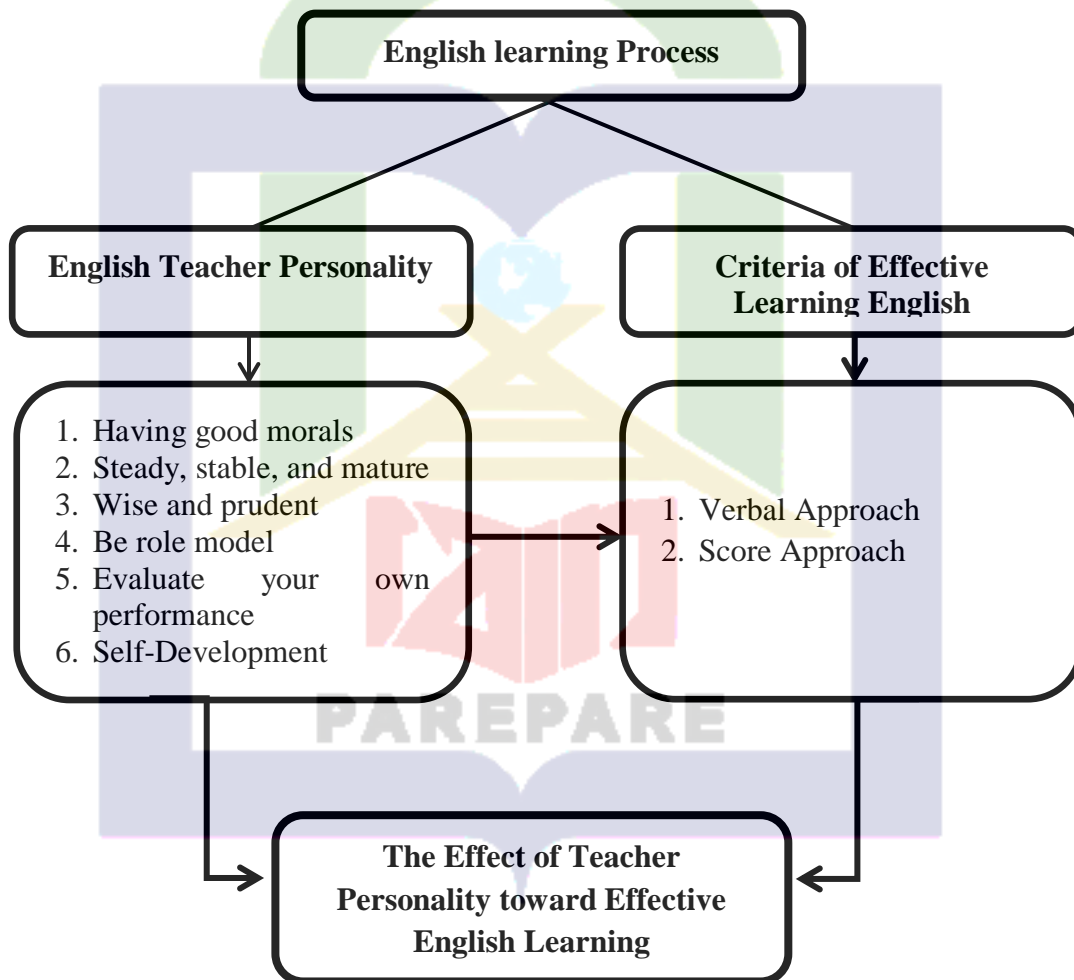
The teacher in the learning process plays a very important role, because his role cannot possibly be replaced by other devices such as television, radio, computers, and so on, because students are developing organisms that need guidance and assistance from adults. At all levels of teaching, there is a relationship between the teacher's personal style with the way they communicate subject matter to students, and the response of students who are learning, in achieving learning objectives. Student self-concepts tend to be more positive in classrooms where the teacher is "socially integrative", and supports students to learn. Teacher personality characteristics will be manifested in the form of attitudes in interacting with students in class.

Therefore the teacher's role is needed in the teaching and learning process, in addition to the importance of developing pedagogical competence, personality development, maintaining self-esteem as a profession that will change students both academically and in character, it must be realized in building a pleasant classroom atmosphere when teaching and learning not forgetting his responsibility in helping students who experience delays in improving achievement.

C. Conceptual Framework

Framework is a picture of the pattern of relationships between concepts or variables in a horror manner which is a complete picture of the focus of research. The framework of thought is usually put forward in the form of a schematic chart.²¹

To facilitate this research the writer makes the following framework of thought:



²¹Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

D. Hypothesis

The hypothesis is a statement and a temporary answer to the problem under study. Formulation of hypotheses based on theoretical studies and frameworks that have been done, and then the hypothesis requires a research process to test the truth.²²

Based on the previous explanation, researcher formulated hypothesis as follow:

1. Ho (Null hypothesis): There is no effect of teacher personality toward Effective English Learning at SMP Negeri 1 Parepare.
2. H₁ (Alternative Hypothesis): There is effect of teacher personality toward Effective English Learning at SMP Negeri 1 Parepare.

E. Definition of Variable Operational

To avoid mistakes or interpretations from the reader as well as to facilitate understanding of the meaning contained in the topic of this research, it will be explained some of

the notions that are considered necessary.

1. English Teacher Personality

This research will research about the Teacher Personality; all English teachers at SMP Negeri 1 Parepare will become subject of the research, it will be explain in the next chapter.

The personality in this research will refers to theory of Jejen Musfah which focuses on having good morals, steady, stable, and mature, wise and prudent; be role model, evaluate your own performance, self-Development.

²²Sekolah Tinggi Agama Islam, *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013) p. 26.

2. Effective English Learning

This research will identify the effect caused of teacher's personality toward effective English learning, which the effective criteria in teaching refers to verbal approach and score approach.

