

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and the discussions of the research about the effect of teachers' personality toward effective English learning at SMPN 1 Parepare.

A. Findings

The research findings were the answering of research questions that formulated in the first chapter. This part is also present the data of teachers' personality. In order to collect the data, the interview and questioner were used to find out teachers' personality that referred into aspects.

According to the theory, this research used mix method which combining qualitative and quantitative data, the research firstly presents the result of qualitative data.

1. The Teachers' Personality

Teachers' personality basically is very important to be identified, by knowing the teachers' personality in the class can help us to take attention students. The researcher followed the interview instrument to answer the research question number one, it focused on identifying the teachers' personality where are consist of having good morals, steady, stable, mature, wise, prudent, evaluate your own performance, and self-development. The interview was conducted to 5 different teachers from the teachers, the interview was conducted on 28 December 2020 and supported by audio recorder at SMPN 1 Parepare.

The aspects that was identified has theory on chapter II, it was very strong to be valid as indicator of the research instrument, the interview followed the instruction of analyzing the data used data display, coding and conclusion.

Interview has very great instrument to be used for identifying the teachers' personality, it was conducted by semi structure interview, several teachers answer direct the question before asking the proper question on the interview list. This interview was analysis qualitative data and answer the first question of chapter 1.

The result data from interviewed that has been processed through data display and coding are representative responds present below:

a. Informant 1

From: Hj. Fausiah, S.Pd., M.Pd.

Saya memulai pembelajaran dalam kelas dengan menjelaskan tentang materi, lalu mengakhiri materi dengan melakukan evaluasi, direview anak-anak. Setiap detik saya selalu mengarahkan anak-anak untuk berperilaku baik, pada saat belajar ada anak-anak yang tidak memperhatikan saya menegurnya langsung. Suasana dalam kelas harus selalu disiplin tidak boleh bermain karena kelas itu tempat belajar. Saat siswa ribut saya memberikan arahan, terkadang kalau ribut ditegur umpama tidak mendengarkan kita pukul meja, kalau ditegur berkali-kali masih ribut untuk terfokus sekali pukul meja atau benda sejenisnya. Adapun untuk medidik siswa untuk berbakti kepada orang tuanya selalu diingatkan untuk menjabat tangan kedua orang tuanya. Saya tidak pernah menunjuk langsung siswa untuk menjawab pertanyaan karena itu akan membuat siswa tegang.¹

b. Informant 2

From: Ika Merdeka Sari, S.Pd, M.Pd.

Ada beberapa yang harus kita patuhi terutama dalam adanya RPP, ada kerangka pembelajaran yang mesti kita sampaikan seperti biasa proses belajar mengajar pada umumnya. Saya pribadi kalau di sekolah kita punya acara after school (pelajaran tambahan) selepas sekolah selama 30-40 menit, jadi mereka tidak langsung pulang setelah selesai pelajaran sekolah. 1 bulan atau bulan kita melihat bagaimana kondisi siswa yang saya beri nama outdoor learning. Outdoor learning ini saya rancang bagaimana siswa belajar dengan fun dan menitikberatkan siswa untuk learning by doing dengan menciptakan suasana selayaknya mereka sedang rekreasi semua ranah saya masukkan mulai dari afektif, kognitif, psikomotorik yang saya gabungkan menjadi satu. Kalau siswa sedang boring belajar saya akan menanyakan siswa mau apa, kadang mereka mau menyanyi, bermain maka saya ikuti kemauan mereka dengan selalu memasukkan pelajaran di dalamnya.

Bagi saya tidak selamanya guru itu benar dan anak-anak yang salah. Jika ada siswa yang tidak menyelesaikan tugasnya maka saya akan cari tau

¹ Fausiah, Interview at SMPN 1 Parepare On 15 January 2021

kenapa bisa karena kita harus pahami anak-anak. Setiap saya memiliki kelas saya kadang datang tidak tepat waktu karena saya memiliki banyak kesibukan diluar, tapi saya sering quality time dengan siswa saya sehingga siswa saya selalu mencari-mencari saya.²

c. Informant 3

From: Hj. Nursiah, S.Pd

Pemberian materi dalam kelas saya lakukan dengan metode ceramah tapi yang paling sering itu metode diskusi. Evaluasi diri saya lakukan dalam setiap pertemuan. Kalau pada saat kita mengajar siswa menjadi ribut yang saya lakukan diam biarkan siswa beberapa menit ribut kemudian setelah saya telah memberikan waktu secara langsung siswa akan diam. Kalau ada siswa yang tidak mengerjakan tugas maka saya akan melakukan pendekatan ke siswa tersebut. Dalam proses Tanya jawab saya tidak memakai system tunjuk tapi dari inisiatif siswa itu sendiri yang berani menjawab dan jika jawaban siswa tersebut salah saya tetap apresiasi jawaban siswa tersebut atau memberikannya reward. Dalam mengakhiri kelas saya meminta siswa merangkum materi atau menanyakan kepada siswa ada yang bisa menyimpulkan materi yang disampaikan tadi. Setiap saya memiliki jam pelajaran di sekolah saya selalu datang tepat waktu karena siswa kadang protes jadi saya membuat kesepakatan kepada siswa 10 menit saya di dalam kelas dan belum datang saya akan kasi berdiri di depan kelas atau mengeluarkan dari kelas.³

d. Informant 4

From: Jismayadi M, S.Pd

Dalam menyampaikan materi dalam kelas saya mengikuti apa yang ada di RPP dan menyampaikan dengan memberikan motivasi dan rangsangan terhadap materi kepada siswa dan saya memberikan penilaian selama pembelajaran. Dalam setiap proses pembelajaran saya selalu datang tepat waktu karena itu akan berdampak pada ketepatan waktunya siswa masuk dalam kelas juga. Saya selalu menanamkan tanggung jawab kepada siswa agar pada saat pembelajaran ia bertanggung jawab untuk memperhatikan materi. Saat siswa ribut dalam kelas saya mengembalikan fokusnya dengan memberikan game dan kegiatan-kegiatan yang menarik perhatiannya siswa. Kalau ada siswa yang tidak mengerjakan tugas saya akan menanyakan kendala siswa tersebut dan memberikan solusinya. Sedangkan dalam proses Tanya jawab siswa tidak bisa menjawab pertanyaan maka saya akan memberikan peratanyaan yang umum ke khusus.⁴

² Ika Merdeka Sari, Interview at SMPN 1 Parepare On 15 January 2021

³ Nursiah, Interview at SMPN 1 Parepare On 16 January 2021

⁴ Jismayadi, Interview at SMPN 1 Parepare On 18 January 2021

e. Informant 5

From: Ismail Bin Takka, S.Pd

Dalam menyampaikan pembelajaran saya selalu mengikuti metode yang ada di RPP. Setiap waktu saya juga selalu datang tepat waktu. Setiap KD saya juga selalu melakukan evaluasi diri. Saya selalu menanamkan sikap tanggung jawab kepada siswa. Ketika kelas ribut saya akan mengarahkan siswa tersebut dan tidak semua siswa akan ditegur tapi yang hanya ribut saja. Kalau ada siswa yang tidak bisa mengerjakan tugas yang saya berikan maka saya akan menyuruh mereka menyelesaikannya. Jika ada siswa yang saya berikan pertanyaan dan ia tidak bisa menjawab pertanyaan maka saya akan menanyai siswa tersebut materi mana yang tidak ia pahami. Sebelum mengakhiri kelas saya selalu memberikan penguatan materi kepada siswa.⁵

From the information obtained through teacher interviews at SMPN 1 Parepare, it can be concluded that teachers in SMPN 1 have good morals because among the most important tasks of a teacher is to strengthen the positive power that students have, by giving changes in behavior to students from bad to good by providing examples of good behavior and always advising students. The teacher positions himself as a role model so that he shows a responsible, disciplined, and professional personality. It performs its role to help students find themselves, overcome, prevent discipline problems, and strive to create pleasant situations for learning activities, so that they adhere to all established rules. At the end of each lesson the teacher always conducts self-evaluation of what is lacking to develop in the next meeting.

2. The Result of the Questionnaire

The researcher presents the result of the questionnaire after the English teachers' done an interview, this questionnaire referred to the dominant aspect. This questionnaire was analysis quantitative data by given the questionnaire to students at SMP 1 Parepare. In analyze the questionnaire; the researcher used the formulas as follow:

⁵ Ismail Bin Makka, Interview at SMPN 1 Parepare On 18 January 2021

a. Teachers' Personality

The researcher presents the result of the questionnaire. This questionnaire referred to the aspects teacher personality. In analyze the questionnaire, the researcher used the formulas as follow:

- 1) Having good morals
 - a) The teacher delivers the English learning material politely

Tabel 4.1 Question 1 positive statement

No	Category	Scores	Frequency	Sum the score
1	Strongly agree	4	33	132
2	Agree	3	17	51
3	Disagree	2	0	0
4	Strongly disagree	1	0	0
Total			50	183

The teacher delivers the English learning material politely, namely $183/200 \times 100 = 91.5\%$, it is categorized as strongly agree.

- b) The teacher is being arrogant

Tabel 4.2 Question 2 negative statement

No	Category	Scores	Frequency	Sum the score
1	Strongly agree	1	0	0
2	Agree	3	0	0
3	Disagree	3	21	63
4	Strongly disagree	4	29	116
Total			50	179

The teachers are arrogant to students, namely $179/200 \times 100 = 89.5\%$, it is categorized as strongly disagree.

- c) The teacher shows bad attitudes and morals in the classroom

Tabel 4.3 Question 12 negative statement

No	Category	Score	Frequent	Sum of Score
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1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	26	78
4	Strongly Disagree (SD)	4	24	96
Total			50	174

The teacher shows bad attitudes and morals in the classroom, namely $174/200 \times 100 = 87\%$, it is categorized as strongly disagree.

2) Steady, stable, and mature

a) Between the teacher's expression and behavior there is harmony

Tabel 4.4 Question 3 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	34	136
2	Agree (A)	3	16	48
3	Disagree (D)	2	0	0
4	Strongly Disagree (SD)	1	0	0
Total			50	184

Between the teacher's expressions and behavior there is harmony, namely $184/200 \times 100 = 92,5\%$, it is categorized as strongly agree.

b) During the learning process the teacher scolded those who did not understand learning

Tabel 4.5 Question 4 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	10	30
4	Strongly Disagree (SD)	4	40	160
Total			50	190

During the learning process the teacher scolded students who did not understand learning, namely $190/200 \times 100 = 95\%$, it is categorized as strongly disagree.

- c) The teacher explains the material with humor

Tabel 4.6 Question 5 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	27	108
2	Agree (A)	3	22	66
3	Disagree (D)	2	0	0
4	Strongly Disagree (SD)	1	1	1
Total			50	175

The teacher explains the material with humor, namely $175/200 \times 100 = 87,5\%$, it is categorized as strongly agree.

- 3) Wise and Prudent

- a) Teachers get angry easily with students who are slow in understanding English lessons

Tabel 4.7 Question 6 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	1	2
3	Disagree (D)	3	37	111
4	Strongly Disagree (SD)	4	12	48
Total			50	161

Teachers get angry easily with students who are slow in understanding English lessons, namely $161/200 \times 100 = 80,5\%$, it is categorized as strongly disagree.

- b) Teachers communicate wisely to students and parents

Tabel 4.8 Question 7 positive statement

No	Category	Score	Frequent	Sum of Score
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1	Strongly Agree (SA)	4	23	92
2	Agree (A)	3	27	81
3	Disagree (D)	2	0	0
4	Strongly Disagree (SD)	1	0	0
Total			50	173

Teachers communicate wisely to students and parents, namely $173/200 \times 100 = 86,5\%$, it is categorized as strongly agree.

c) The teacher gives favoritism

Tabel 4.9 Question 14 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly disagree (SD)	1	0	0
2	Disagree (D)	2	10	20
3	Agree (A)	3	29	87
4	Strongly Agree (SA)	4	11	44
Total			50	151

The teacher gives favoritism, namely $151/200 \times 100 = 75,5\%$, it is categorized as strongly disagree.

4) Be role model

a) The appearance and friendliness of the teacher in teaching does not affect the improvement of students' abilities in learning English

Tabel 4.10 Question 8 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	0	0
2	Agree (A)	3	0	0
3	Disagree (D)	2	26	78
4	Strongly Disagree (SD)	1	24	96
Total			50	174

The appearance and friendliness of the teacher in teaching does not affect the improvement of students' abilities in learning English, namely $174/200 \times 100 = 87\%$, it is categorized as strongly disagree.

- b) The teacher provides role models in class such as speaking politely and being patient

Tabel 4.11 Question 9 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	13	52
2	Agree (A)	3	28	84
3	Disagree (D)	2	9	18
4	Strongly Disagree (SD)	1	0	0
Total			50	154

The teacher provides role models in class such as speaking politely and being patient, namely $154/200 \times 100 = 77\%$, it is categorized as strongly agree.

5) Evaluate your own performance

- a) Teachers like to ask about difficulties students have experienced in learning English

Tabel 4.12 Question 11 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	12	48
2	Agree (A)	3	37	111
3	Disagree (D)	2	1	2
4	Strongly Disagree (SD)	1	0	0
Total			50	161

Teachers like to ask about difficulties students are experiencing in learning English, namely $161/200 \times 100 = 80,5\%$, it is categorized as strongly agree.

- b) The teacher is willing to explain things that the students do not understand again

Tabel 4.13 Question 13 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	17	68
2	Agree (A)	3	30	90
3	Disagree (D)	2	2	4
4	Strongly disagree (SD)	1	1	1
Total			50	163

The teacher is willing to explain things that the students do not understand again, namely $163/200 \times 100 = 81,5\%$, it is categorized as strongly agree.

6) Self- Development

- a) The teacher does not provide opportunities for students to criticize and provide suggestions on the teaching and learning process

Tabel 4.14 Question 10 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	2	2
2	Agree (A)	2	5	10
3	Disagree (D)	3	26	78
4	Strongly Disagree (SD)	4	17	68
Total			50	158

The teacher does not provide opportunities for students to criticize and provide suggestions on the teaching and learning process, namely $158/200 \times 100 = 79\%$, it is categorized as strongly disagree.

b) The teacher motivates students by telling their experiences

Tabel 4.15 Question 15 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	5	20
2	Agree (A)	3	24	72
3	Disagree (D)	2	20	40
4	Strongly Disagree (SD)	1	1	1
Total			50	133

The teacher motivates students by telling their experiences, namely $133/200 \times 100 = 66,5\%$, it is categorized as strongly agree.

b. Effective Learning English

The researcher presents the result of the questionnaire. This questionnaire referred to the aspects effective learning English. In analyze the questionnaire the researcher used the formulas as follow:

1) Verbal Approach

- a) Does not understand well what the teacher explains

Tabel 4.16 Question 16 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	29	87
4	Strongly Disagree (SD)	4	21	84
Total			50	171

Students do not understand well what the teacher explains, namely $171/200 \times 100 = 85,5\%$, it is categorized as strongly disagree.

- b) Students are able to explain the learning objectives described by the teacher

Tabel 4.17 Question 17 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	44	136
2	Agree (A)	3	16	48
3	Disagree (D)	2	0	0
4	Strongly Disagree (SD)	1	0	0
Total			50	184

Students are able to explain the learning objectives described by the teacher, namely $184/200 \times 100 = 92\%$, it is categorized as strongly agree.

- c) Students do not apply what the teacher has taught

Tabel 4.18 Question 18 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	2	4
3	Disagree (D)	3	33	99
4	Strongly Disagree (SD)	4	15	60
Total			50	163

Students do not apply what the teacher has taught, namely $163/200 \times 100 = 81,5\%$, it is categorized as strongly disagree.

- d) Students often give responses regarding lessons that have been explained by the teacher

Tabel 4.19 Question 19 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	17	68
2	Agree (A)	3	31	93
3	Disagree (D)	2	2	4
4	Strongly Disagree (SD)	1	0	0
Total			50	165

Students often give responses regarding lessons that have been explained by the teacher, namely $165/200 \times 100 = 82,5\%$, it is categorized as Strongly Agree.

- e) Students feel there is no change in themselves after participating in the lesson

Tabel 4.20 Question 20 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	24	72
4	Strongly Disagree (SD)	4	26	104
Total			50	176

Students feel there is no change in themselves after participating in the lesson, namely $176/200 \times 100 = 88\%$, it is categorized as strongly disagree.

f) Students sometimes have an overview of the material to be explained

Tabel 4.21 Question 21 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	15	60
2	Agree (A)	3	32	96
3	Disagree (D)	2	3	6
4	Strongly Disagree (SD)	1	0	0
TOTAL			50	162

Students sometimes have an overview of the material to be explained, namely $162/200 \times 100 = 81\%$, it is categorized as strongly agree.

g) Students cannot answer the questions asked by the teacher

Tabel 4.22 Question 22 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	32	96
4	Strongly Disagree (SD)	4	18	72
TOTAL			50	168

Students cannot answer the questions asked by the teacher, namely $168/200 \times 100 = 84\%$, it is categorized as strongly disagree.

h) Students can easily master the material

Tabel 4.23 Question 23 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	7	28
2	Agree (A)	3	34	102
3	Disagree (D)	2	8	16
4	Strongly Disagree (SD)	1	1	1
Total			50	147

Students can easily master the material, namely $147/200 \times 100 = 73,5\%$, it is categorized as agree.

- i) Students are confident in explaining the material that has been taught by the teacher

Tabel 4.24 Question 25 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	6	24
2	Agree (A)	3	32	96
3	Disagree (D)	2	12	24
4	Strongly Disagree (SD)	1	0	0
Total			50	144

Students are confident in explaining the material that has been taught by the teacher, namely $144/200 \times 100 = 72\%$, it is categorized as agree.

- j) Students are passionate about participating in the learning process

Tabel 4.25 Question 27 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	25	100
2	Agree (A)	3	23	69
3	Disagree (D)	2	2	4
4	Strongly Disagree (SD)	1	0	0
Total			50	173

Students are passionate about participating in the learning process, namely $173/200 \times 100 = 86,5\%$, it is categorized as strongly agree.

2) Score Verbal

- a) Students have experienced remedials while learning English in class

Tabel 4.26 Question 24 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	3	3
2	Agree (A)	2	13	26
3	Disagree (D)	3	29	87
4	Strongly Disagree (SD)	4	5	20
Total			50	136

Students have experienced remedials while learning English in class, namely $136/200 \times 100 = 68\%$, it is categorized as disagree.

- b) The students' English scores did not reach the minimum standard scores

Tabel 4.27 Question 26 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	22	66
4	Strongly Disagree (SD)	4	28	112
Total			50	178

The students' English scores did not reach the minimum standard scores, namely $178/200 \times 100 = 89\%$, it is categorized as disagree.

- c) Students sometimes don't care about the teacher when explaining

Tabel 4.28 Question 28 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	6	12
3	Disagree (D)	3	39	117
4	Strongly Disagree (SD)	4	5	20
Total			50	149

Students sometimes don't care about the teacher when explaining, namely $149/200 \times 100 = 74,5\%$, it is categorized as strongly disagree.

- d) English teachers sometimes praise students in class

Tabel 4.29 Question 29 positive statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	4	17	68
2	Agree (A)	3	28	84
3	Disagree (D)	2	5	10
4	Strongly Disagree (SD)	1	0	0
Total			50	162

English teachers sometimes praise students in class, namely $162/200 \times 100 = 81\%$, it is categorized as strongly agree.

- e) The attitude score on student report cards is less than the minimum average

Tabel 4.30 Question 30 negative statement

No	Category	Score	Frequent	Sum of Score
1	Strongly Agree (SA)	1	0	0
2	Agree (A)	2	0	0
3	Disagree (D)	3	21	63
4	Strongly Disagree (SD)	4	29	116
Total			50	179

The attitude score on student report cards is less than the minimum average, namely $179/200 \times 100 = 89,5\%$, it is categorized as strongly disagree.

3. Testing Data Analysis Requirements

a. Data Validity Test

The data validity test aims to determine the validity level of the questionnaire instrument that uses data and is one of the requirements for conducting hypothesis testing so it is necessary to do a variable validity test containing a questionnaire instrument. The validity test for the X and Y variables is as follows.

Tabel 4.31 Results of Teacher Personality Instrument Analysis

No. Instrument	Koefisien korelasi	Information
1	1.0	Valid
2	0.704	Valid
3	0.722	Valid
4	0.723	Valid
5	0.681	Valid
6	0.681	Valid
7	0.737	Valid
8	0.714	Valid
9	0.666	Valid
10	0.721	Valid
11	0.718	Valid
12	0.739	Valid
13	0.687	Valid
14	0.683	Valid
15	0.664	Valid

Measuring the level of validity of a questionnaire instrument has provisions, namely, if $r \text{ count} \geq r \text{ table}$ it can be said to be valid and if $r \text{ count} \leq r \text{ table}$ it can be said to be invalid. After testing the validity of the teacher's personality which consists of 15 statement items with $r \text{ table}$ 0.2759, it can be concluded that the 15 statement items used in this research instrument are said to be valid because the r_{xy} value of the statement item is greater than $r \text{ table}$ so it can be used for data measurement in data collection.

Tabel 4.32 Results of Instrument Analysis of the effectiveness of Learning English

No. Instrument	Koefisien korelasi	Information
1	0.797	Valid
2	0.738	Valid
3	0.666	Valid
4	0.716	Valid
5	0.735	Valid
6	0.681	Valid
7	0.725	Valid
8	0.661	Valid
9	0.682	Valid
10	0.732	Valid
11	0.784	Valid
12	0.701	Valid

13	0.655	Valid
14	0.742	Valid
15	0.747	Valid

Data Sources: *Author's Data Processing Results*, 2021.

Measuring the level of validity of a questionnaire instrument has provisions, namely, if $r_{count} \geq r_{table}$ it can be said to be valid and if $r_{count} \leq r_{table}$ it can be said to be invalid. After conducting a validity test of the effectiveness of learning English which consists of 15 statement items with r_{table} 0.2759, it can be concluded that the 15 statement items used in this research instrument are said to be valid because the r_{xy} value of the statement item is greater than r_{table} so it can be used for data measurement in data collection.

4. Hypothesis Test

Hypothesis testing contains the truth of the hypothesis based on data obtained from the research sample. In this case the author uses inferential statistical techniques to determine the effect of teacher personality on the effectiveness of English language learning for students at SMP Negeri 1 Parepare. In testing this hypothesis the authors use the Product Moment Correlation formula, as follows:

a. Correlation Analysis Test

Tabel 4.49 Correlation Analysis Test X and Y

		Correlations	
		x	Y
X	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	50	50
Y	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

Data Sources: Results of SPSS Version 21.0 Processing

The results of the calculation in the Correlation table show that there is a partial correlation between the influence of teacher personality on the effectiveness of English learning at SMP 1 Parepare. With the acquisition of $(r_{x_1 y_1}) = 0.811$ **. This value indicates an increased level of relationship, so the effectiveness of learning English (Y) students will increase significantly.⁶

Second, looking at the Model Summary table aims to determine the value of the contribution (contribution). The effect between the independent variables on the dependent variable, the coefficient of reflection (R Square or Adjusted R Square) shows how well the regression model is formed by the interaction of the independent variables with the dependent variable which can be interpreted The independent variable x_1 has a contribution to variable Y. The coefficient of reflection (KD / R

⁶Muh. Dahlan Thalib, *Membangun Motivasi Belajar Dengan Pendekan Kecerdasan Emosional & Spritual* (Cet. I; Parepare: IAIN Parepare Press, 2019) h. 66.

Square) is used to determine the size of the contribution of the teacher's personality variable to the effectiveness of English learning at SMPN 1 Parepare.

5. Regression Analysis Test

Tabel 4.50 Regression Analysis Test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	568.986	1	568.986	91.947	.000 ^b
	Residual	297.034	48	6.188		
	Total	866.020	49			

a. Dependent Variable: y

b. Predictors: (Constant), x

Data Sources: Results of SPSS Version 21.0 Processing

In the [Anova] ^ a table, there is the F_{tes} (F_{hitung}) test or its significance value which is shown in the value column (Sig). Based on the ANOVA table above, it is obtained F_{count} = 91.947 with a significance level of $0.02 < 0.05$, which means smaller than 0.05, the regression model can be used to predict participation variables or in other words there is the influence of the Religiosity (X) variable on the variable. Aggressiveness (Y).

Looking at the table [Coefficients] ^ a aims to determine the regression equation model and the t test (partial test) is used to determine whether the independent (independent) variable partially (individually) has significant or not significant effect on the dependent variable with its degree of significance (sig) , by using the rules (provisions) if $t_{hitung} \geq t_{(table)}$ (H₀ is rejected, H_a is accepted) it means that the significance is vice versa if $t_{count} < t_{table}$ (H₀ is accepted, H_a is rejected) it means insignificant, or based on significant columns, on

the contrary if the value is $\text{Sig.} \geq 0.05$, then H_0 is accepted which means it is not significant.⁷

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.811 ^a	.657	.650	2.488

a. Predictors: (Constant), x

Data Sources: *Results of SPSS Version 21.0 Processing*

Based on the table Summary Model displays the value of R which is a symbol of the correlation coefficient (r_{xy}) and the value of R Square or Adjusted R Square is a symbol of the coefficient of reflection (KD) or Contribution.

The results of calculations in the SPSS program (Summary Model) show that the coefficient value (R Square / Adjusted R Square) has a value of 0.657, therefore random sampling to generalize to the population, Adjusted R Square is used with a value of 0.650. This value shows the amount of contribution (contribution) that the teacher's personality gives to the effectiveness of learning English at SMPN 1 Parepare. For regression analysis using the t test (partial test) and F test (simultaneous test / test together) by looking at the ANOVA ^ a table aims to determine the significance or linearity of the linear regression model, the criteria are determined based on the F test or the significance value test using the method (provision) if $F_{\text{count}} \geq F_{\text{(table)}}$, H_0 is rejected, it means significant / linearity, conversely if $F_{\text{count}} < F_{\text{(table)}}$ H_0 is accepted it means that it is not significant / non-

⁷Muh. Dahlan Thalib, *Membangun Motivasi Belajar Dengan Pendekan Kecerdasan Emosional & Spritual* (Cet. I; Parepare: IAIN Parepare Press, 2019) h. 69.

linear, or based on the significance column, if the value is $\text{Sig.} \leq 0.05$, then the regression model is linearity and if the value is $\text{Sig.} \geq 0.05$, then the regression model is not linear.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	11.521	3.939	2.925	.005
	X	.748	.078	.811	.000

a. Dependent Variable: y

Data Sources: *Results of SPSS Version 21.0 Processing*

In the table *[[Coefficients]]* ^ @ illustrates the t test (t_{tes}) and the simple regression equation model obtained with the constant coefficient (a) and the variable coefficients in the Unstandardized Coefficients column is $\hat{Y} = a + b_1 \cdot X_1$.⁸

Based on the table, the regression equation model is obtained $\hat{Y} = 11.521 + 0.748 X_1$. The constant coefficient (a) of 11.521 indicates that if there is no increase in the value of the teacher's teaching skills variable (X), then the value of the learning interest variable (Y) is the regression coefficient value of 0.748 indicating that each addition of one value for the teacher's personality variable will increase the value of the learning effectiveness variable. English at SMPN 1 Parepare of 0.748.

Furthermore, the t test was carried out to test the significance of the constants and the effectiveness of learning English variables. The criteria for the second

⁸Muh. Dahlan Thalib, *Membangun Motivasi Belajar Dengan Pendekatan Kecerdasan Emosional & Spritual* (Cet. I; Parepare: IAIN Parepare Press, 2019) h.77

hypothesis test for the teacher personality regression coefficient on the effectiveness of English learning at SMPN 1 Parepare are as follows:

Hypothesis in sentence form:

H_0 :Teacher personality does not have a positive and significant effect on the effectiveness of learning English at SMPN 1 Parepare.

H_a :Teacher personality has a positive and significant effect on the effectiveness of learning English at SMPN 1 Parepare.

Hypothesis in statistical form:

$$H_0 : r_{x_2y} = 0$$

$$H_a : r_{x_2y} \neq 0^9$$

The Coefficients table shows the sig column. = 0.02 < of 0.05 and the value of $t_{hitung} = 2.925 >$ the value of $t_{(table)} = 0.2759$, then H_0 is rejected H_a is accepted, which means that the teacher's personality has a positive and significant effect on the effectiveness of English learning at SMPN 1 Parepare.

4.1.4 Teacher Personality Against the Effectiveness of Learning English

Data collection techniques and instruments used in this study were observation, questionnaires and documentation. Before doing the data analysis technique, the researcher first performed the instrument test technique in the form of validity test, reliability test and normality test. After performing the data analysis technique, the researcher will describe the results of the study in accordance with the

⁹Muh. Dahlan Thalib, *Membangun Motivasi Belajar Dengan Pendekan Kecerdasan Emosional & Spritual* (Cet. I; Parepare: IAIN Parepare Press, 2019) h. 78.

research guidelines used. In testing the data analysis above, each variable has been obtained. The ideal score for teacher personality is $4 \times 15 \times 50 = 3000$. Based on the data it was found that the total score for teacher personality variables obtained was 2513. Thus, the score for teacher personality was $2513 : 3000 \times 100 = 83,76\%$ of which is expected. So the value for the teacher's personality is 83,76% of 100% of the expected results, meaning that the teacher's personality at SMPN 1 is included in good categories including having good morals, steady stable, and mature, wise and prudent, be a role model, your own performance, and self-development.

6. Effective English Learning

The results of calculations in the SPSS program (Summery Model) show the coefficient value determined (R Square / Adjusted R Square) has a value of 0.657. Therefore, random sampling is used to generalize to the population, so we use Adjusted R Square with a value of 0.650. This value shows the amount of contribution (contribution) that the teacher's personality gives to the effectiveness of learning English at SMPN 1 Parepare. The effectiveness of learning English is $4 \times 15 \times 50 = 3000$. Based on the data, it was found that the total score of the learning effectiveness variable of English learning obtained from data collection was 2457. Thus, the value for the effectiveness of learning English was $2457 : 3000 \times 100 = 81,9\%$ of expected. So the value for the effectiveness of learning English is 81.9% of the expected results, meaning the effectiveness of learning English at SMPN 1 Parepare. Included in both categories, namely the verbal approach and approach score.

7. The Influence of Teacher Personality on the Effectiveness of Learning English at SMPN 1 Parepare

Based on the regression equation model $\hat{Y} = 11.521 + 0.748 X_1$. The constant coefficient (a) of 11.521 indicates that if there is no increase in the value of the teacher's personality variable (X), then the value of the effectiveness of English learning (Y) is the regression coefficient value of 0.748 indicating that each addition of one value for the teacher's personality variable will increase the value of the effectiveness variable. learning English at SMPN 1 Parepare of 0.748. The Coefficients table shows the sig column. = 0.02 < of 0.05 and the value of $t_{hitung} = 2,925 >$ the value of $t_{(table)} = 0.2759$ then H_0 is rejected H_a is accepted, which means that the teacher's personality has a positive and significant effect on the effectiveness of English learning at SMPN 1 Parepare.

B. Discussion of findings through questionnaires

1. Discussion of findings through interviews

The response of teachers about personality has been analyzed using interview. The researcher was interview 5 English teachers with audio recording. Based on interview English teachers at SMPN 1 Parepare we can know that teachers' personality in here have a good morals, evaluate self, responbility, and mature.

2. Discussion of findings through questionnaires

The response of students with teacher personality can affect the effectiveness of learning English at SMPN 1 Parepare has been analyzed using a liker scale. The questionnaire was successfully filled out by 50 respondents taken in January 2021. Of the 30 questionnaires, all students responded very positively. Based on a better scale that learn more effectively if the teacher is personality. This means that teacher personality makes students have a positive response in learning English and they

agree on it. Based on the regression equation model $\hat{Y} = 11.521 + 0.748 X_1$. The constant coefficient (a) of 11.521 indicates that if there is no increase in the value of the teacher's personality variable (X), then the value of the effectiveness of English learning (Y) is the regression coefficient value of 0.748 indicating that each addition of one value for the teacher's personality variable will increase the value of the effectiveness variable. learning English at SMPN 1 Parepare of 0.748. The Coefficients table shows the sig column. = 0.02 < of 0.05 and the value of $t_{hitung} = 2,925 >$ the value of $t_{(table)} = 0.2759$ then H_0 is rejected H_a is accepted, which means that the teacher's personality has a positive and significant effect on the effectiveness of English learning at SMPN 1 Parepare.

According to the data above, we can see that teacher personality can affect the effectiveness of learning English. This teacher's personality helps teachers to make students more active in practice and also helps in the learning process of students who basically have a different understanding of the background. From the researchers' point of view, students now need new things to help them learn wherever they are. We can see from the data described above, that teacher personality can affect the process of learning English students.

In fact, it motivates students to learn more in English, because one of the things that makes students lazy is learning when teachers are not personality.