A THESIS

**THE TYPE OF STUDENTS'PERSONALITY TO BECOME PROSPECTIVE
ENGLISH TEACHERS AT ENGLISH PROGRAM IAIN PAREPARE**

By:

NURMIFTA SRI RAHAYU RUSLAN
REG NUM. 17.1300.118

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements for the
Degree of Sarjana Pendidikan (S.Pd.)

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SUBMISSION PAGE

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As a Part of Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

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Submitted by

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to

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TARBIYAH FACULTY
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PAREPARE

2021

SKRIPSI

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Finally, the researcher admits that her research is still far from being perfect. Therefore she hopes for some suggestions and criticism from the reader for this paper. The researcher hopes this research paper can provide benefits for everyone and can contribute in education.

Parepare, 18 June 2021
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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicate or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 18 June 2021
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ABSTRACT

Nurmifta Sri Rahayu Ruslan. *The Type of Students' Personality to Become Prospective English Teachers at English Programt IAIN Parepare,* (Supervised by Nurhamdah and Wahyu Hidayat).

Thepurposeofthisresearchistoknowthe personality profile of students to become prospective English teachers atIAINParepareandthetype of personality is most dominant in the Big Five dimensions of the students to become prospective English Teachers at IAINParepare. The result of the study are beneficial for students of English department andlecturers. Because they will get information about the personality types of prospective teachers in order to increase the professional value of studants' English department.

The research applied survey research with a quantitative approach to answer theproblem statement the skripsi. The research took place at IAIN Parepare. Thepopulation was the eight-semester students of English Program,thesamples ofthisresearchwere70 students by used convenience sampling technique. The researcher used questionnaire as an instrumentforthisresearch anduseRasch Model.

The results of the study found that each student's personality type was different. The personality type of prospective teacher students is the most dominant among the big five dimensions, namely the Agreeableness personality. People who have this personality type tend to be reliable, straightforward, self-sacrificing, humble, polite, kind, helpful, flexible, trusting, and forgiving. Students who have this personality type are very suitable to be prospective teachers. Because, upholding a positive personality is very important. With a positive personality, students can become professional English teacher candidates.

Keywords: *Students'Personality, Big Five Dimension, Rasch Model.*

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CHAPTER I

INTRODUCTION

A.   Background

Indetermining the success of a students'learning,an efficient way of learning enable students to achieve the high performance compared to the inefficient learning. An application of the efficient learning in teachinglearning process can follow the principles of learning. There are some the principle so flearning consist of: (1)attention and motivation, (2)activity, (3)direct/experience involvement, (4)repetition, (5)challenges, (6) eversal and reinforcement, and (7)individual differences. Efficient way of learning was as follows: students concentrate before and during study, thestudents immed iately re-examine the material that receive, students read carefully and well the material and try to master it as well as possible, andstudentstryto solve andtrain questions.

Besides,students personality also affects students learning achieve mentin studying English.Personality is one of the important key of success in learning English. As according to Duff, et al in Zabihi, indescribing someone and describing the specific differences between humans, it requires

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personality as an important factor in the processing. Topredict future behavior such as: academic success, we can be

used the individual differences also as an important factor.[1] Based on the theory above and result from observasion at college,the researcher'sassumsed that A teacher as an individual personality must have general abilities (including above average intelligence) and special abilities which are crucial for the teaching profession.

Personality is actually acomplex are awhich deals with certain charactheristics of individual, that distinguishes individual from others andmade a human unique. Personality also can be influences people to preferdifferent things, to react differently, and made different decision. It alsoinfluences the way an individual learns. The students' personality is reflecton the attitude and action sin their daily life at school.Thestudents'personality is effect by many things, such As: biological factors, socialfactorsandcultural factors.

In this study, standardized questionnaire for measuring five dimensions of per-sonality, Big Five Inventory, adapted to Croatian language (Kardum, Hudek-Knežević and Kola, 2005) has been applied. All BFI-subscales showed satisfactory levels of reliability by calculating Cronbach's

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[1]Zabihi,R.*Personalityinenglishlanguageproficiencyandachievement. ContinentalJ.EducationResearch.4*,1-6.Retrievedfromhttp://www.wiloludjournal.com.P.1

alpha coefficients: ex-traversion (r=0.785), neuroticism (r=0.796), conscientiousness (r=0.804), agreeableness (r=0.689) and openness to experience (r=0.807). Results of the Kolmogorov-Smirnov test showed that the distributions of extraversion (K-Sz=1.61, p=0.135), neuroticism (K-Sz=0.768, p=0.597), conscientiousness (K-Sz=0.812, p=0.525), agreeableness (K-Sz=0.815, p=0.686) and openness to experience (K-Sz=0.572, p=0.899) did not signif-icantly differ from the normal distribution, which enables the use of parametric tests in further statistical analysis. The survey was conducted during the semester and student participation was completely anonymous and voluntary. Completing the survey lasted for about 10 min-utes. For statistical analyses of collected data, a computer program Statistica was used. Descriptive statistics was applied with the aim of analyzing future preschool teachers' personalities. To analyze the relationship between personality traits of future educators, study generation, and the students' age, correlation analysis was run.[2]

For that, the personality of students to become prospective teachers is very important, because the student personality can become a professional English teacher.A teacher at primary, as well as secondary and tertiary educational levels is perceived as an intermediary of new knowledge as well as serving as an example because their own behaviour can greatly influence

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[2]Sanja Tatalović Vorkapić"*Importance Of Students' Personality Traits For Their Future Work With Preschool Children*" . 2013 (journal) p.13

that of their pupils too. One of the basic factors which influences the success (or lack of success) of the teaching process is the interaction between the teacher and the pupil. Pupils perceive the teacher's personality through the way he act and behave whilst managing the teaching process.

The teaching strategies of every teacher are closely related to the teaching and educational strategies of every school as well as to the individual teaching style of ever teacher, as mentioned above. The frequency with which different strategies are utilised reflect the prospective teacher's personality.[3]

It can even be said that a teacher is one of the most frequented topics in pedagogical research. However, if reaching the aims, competencies and outcomes of the Framework of Educational Programme currently requires a change in the paradigm of the pupil in the educational and teaching process, then it is necessary – in parallel with this new attitude to the pupil - to also reassess the requirements for changing the paradigm of the teacher.

In IAIN Parepare there is a department namely English education department that has many students who take that department to study. The personality of each student has differences with each other,so it is used to be a differentiator between someone with another.Because the unique nessofeach person that can beresearch, personality was often used to be one of the factors in a research.Personality of each person is different and unique, so there did

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[3]Kohoutek R, "*Psychological Counseling at Universities and the relating Questions of Health*",In Řehulka, E.: Teachers and Health 6. BrnoMasarykova univerzita, 2004. p. 369-384.

not similarity withe a chother.Personality isrepresented the characteristicso feach person consist of aconsistent pattern oft houghts,feels, and behaviors.

As far as the researcher knows, this research on the personality of prospective teachers has just been conducted at IAIN Parepare. So that, the research is analyze the personality of students as prospective English teachers. As the statement above, the personality of each student has differences with each other. The title of this research is "The Type of Students' Personality to Become Prospective English Teachers at English Program IAIN Parepare"

B. Research Question

1. Howis the profile of students' personality to become prospective teachers at English Program IAIN Parepare ?

2. What personality type is most dominant in the Big Five dimensions of the students' to become prospective English teachers at English program IAIN Parepare?

C. Objective of The Research

1. To find out the profile of students' personality to become prospective English teachers at English Program IAIN Parepare.

2. To find out personality type is most dominant in the Big Five dimentions of the students to become prospective English teachers at English Program IAIN Parepare.

D. **Significance of The Research**

1. For The Students

   This researchwill reveal the positive side in the students personality and it can maximize in an effort to become prospective English teacher

2. For The Reseacher

   To know the personality of students to become prospective English teacher and to know personality type most dominant in the Big Five dimentions of the students to become prospective English teachers.
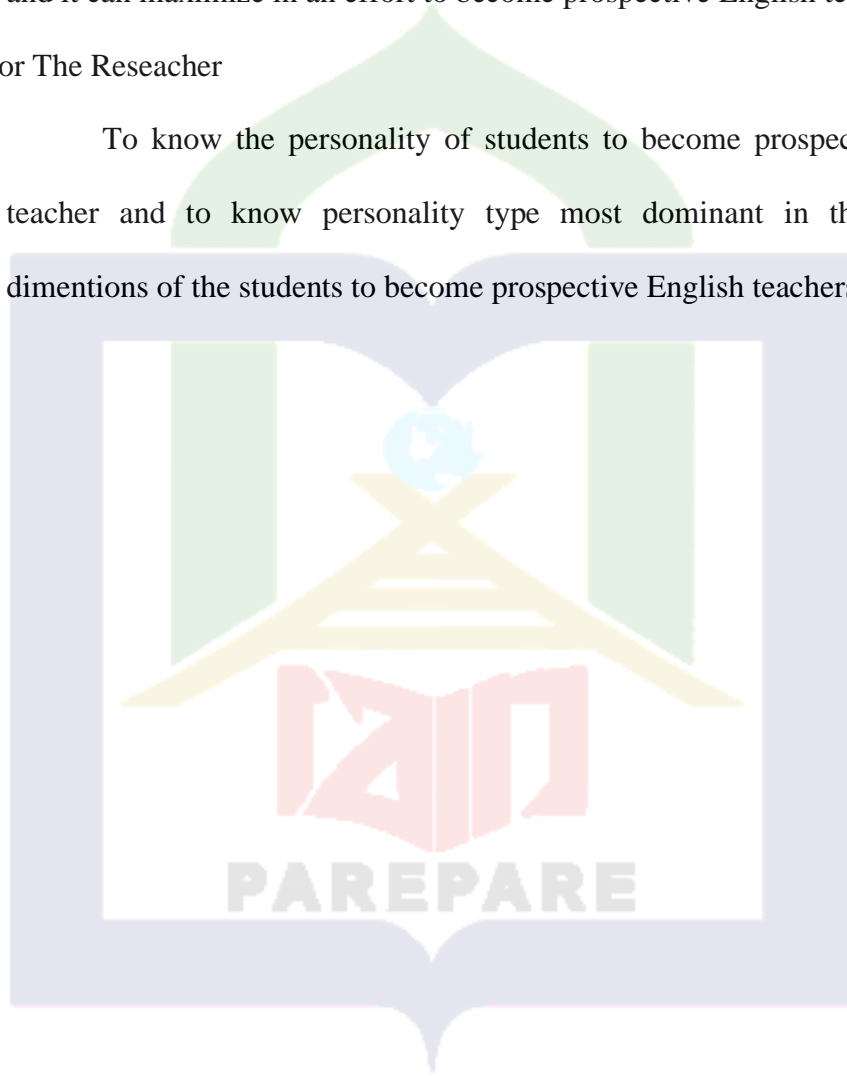
CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Some Previous Research Findings

Study was conducted by Meiva Marthaulina Lestari Siahaan, Melda Jaya Saragih and Riny Oktora Purba which research formation of student character Prospective teachers as support Personal competency [establishment Character of prospective teachers in achieving personal competency]. The purpose of this study will look at how the character of teacher candidates, such as caring, responsibility, and sensitivity to the needs of students, is enhanced during field experiences. The particpants of this study were 30 teacher candidates from several schools around Jakarta. Data taken from portfolios, reflection sheets, and mentors' observation sheets about the teacher candidates were analyzed indepth. The reflections sheet included students' explanations about 1) teacher management regarding student behavior and classroom environment, 2) teacher teaching strategies and instructional media, 3) teacher interaction in learning and communication skills, and 4) teacher assessment. The teacher candidates' perspective after the field experience ended included 1) making a commitment to build communication and relationships with students as a form of a caring attitude, 2) making a commitment to share responsibility related to

the assessment process, and 3) realizing that teachers need to be sensitive to diverse students during the learning process.[4]

A study was also conducted by Sutin, Terraciano, and Zonderman entitled Personality Traits Prospectively Predict Verbal Fluency in a life span Sample. The participants were Sardinia in a community dwelling sample. The range of their age was 14 to 102 years, from a cluster of four towns in the Ogliastra province. This study used Five Factor Model as personality assessment. The result showed that the participants who were emotionally stable (low neuroticism), extraverted, and open individuals performed better on the verbal fluency tasks.[5]

Study was conducted by Masdusi Masdudi, Asep Mulyani which research personal competency and social competency of biology prospective students. The purpose of this study to describe the personality competence and social competence of biology teacher candidate students at the IAIN Syekh Nurjati Cirebon Biology School. The research method uses descriptive methods. The research instrument used is using a rating scale to measure the personality and social competences of biology teacher candidate students, and interviews to determine the department's efforts in developing the personality competencies and social competences of biology teacher student candidates. The results show that the average score of personality competence

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[4]Siahaan M. M. L., Saragih, M. J., & Purba, R. O. (2020).*Pembentukan karakter mahasiswa calon guru sebagai penunjang kompetensi kepribadian [the formation of character of teacher candidates in achieving personality competence]. Polyglot: Jurnal Ilmiah*, *16*(1), 84-98.

[5]Sutin, A. R., Terracciano, A., Kitner-Triolo, M. H., Uda, M., Schlessinger, D., & Zonderman, A. B. *Personality traits prospectively predict verbal fluency in a lifespan sample. Psychology and aging*, (2011). 994.

is 88.25% and the social competence of biology teacher candidate students has an average score of 84.68%. The conclusion in this study is that the personality competence and social competence of biology teacher candidate students at Tadris Biology fall into the very good category.[6]

In this study, it is different from previous studies. Previous research has focused more on the character of prospective teachers, such as concern, responsibility, and sensitivity to student needs. In other studies that are focused on personality competencies and social biology competences of prospective students, in this study, it is more focused on the personality of students who will become prospective teachers in the big five dimensions. In terms of where the previous research was carried out in several schools in Jakarta, four cities in the province of Ogliastra, and at the IAIN Syekh Nurjati School of Biology, Cirebon. Research titles used by researchers and previous researchers are also not the same. As far as researchers know, that research related to the personality of prospective teachers has just been examined at English Program IAIN Parepare.

B.   Some Pertinent Ideas

1.   Students' Personality

a.   Definition of Students' Personality

Psychologists have different opinions in interpret the meaning

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[6]Masdudi M., & Mulyani, A, *Kompetensi kepribadian dan kompetensi sosial mahasiswa calon guru biologi. Bio educatio:(The Journal of Science and Biology Education,* 2019).h.2.

ofpersonality.FromtheGreekdramas,thetheatricalmaskwornbyRomanactorsbe cameareferencesingivingthelanguageoforiginthat the word personality comes from theLatin persona which hasbeen approved by most psychologists.[7] Therefore, the personality of aperson saw from an impression for others created. The personality of achild was reflect in daily behavior, the behavior of a child was stillnatural. Each person ha stheir own personality that were different frome ach other.

According to Gordon Allportin Feistbook, personality is psychophysical system that is owned by each individual's in the formof a dynamic organization and determines the unique adjustment to hisenvironment.[8]According to Walter Mischelin Nana Syaodih Sukmadinata's book gived the formula that personality usually refers to different behavioral patterns ,way so fthinking and controlling emotional that characterize each individual's adaptation to situationsin life.[9] According to Jess Feist and Gregory J. Feist in their book,personality is a pattern of permanent traits that relatively and unique characteristics that gave both consistency and individuality to aperson's behavior.[10] According to McAdams and Pals, personality onthe general evolutionary design is an

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[9]Sukmadinata N. S,*Landasan psikologi proses pendidikan*. (Bandung: PT RemajaRosdakarya, 2003). p. 138.

[10]Feist,J.,&Feist,G.J.*Theoriesofpersonality*.(7[th]ed.).UnitedSyayesofAmerican:The   McGraw-HillCompanies, Inc.(2008)p.378.

individual's unique variation forhuman naturalexpressasa developpattern of dispositional traits, characteristic adaptations, and integrative life stories that complexly inculture.[11]

According to Park, Peterson stated that people who optimistic despite having competence low, it turns out to be more successful in the field of work compared to people who pessimistic but highly competent. Likewise, students who are always optimistic in the academic field have an influence on learning achievement. The importance of the moral and character of the younger generation has caused some countriesforward to make character education a nationaleducation program. Some countries use different terms in character education programs. In western countries like America In the United States, Canada and the UK, character education is better known as values education, while in some countries, character education is better known as values education Asia character education is more popular with the term moral education.[12]

The personality of each person has differences with each other,so it is used to be a differentiator between someone with another.Because the unique nessofeach person that can beresearch, personality was often used to

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[11]McAdams & Pals, J. L. A new big five: *Fundamental principles for an integrativescienceofpersonality*. (*AmericanPsychologist,* 2006). p.212.

[12]Wahyu Hidayat, Jamil Bin Ahmad, Mohd. Isa Bin Hamzah.Nilai keutamaan pengetahuan dan kebijaksanaan dalam konteks pendidikan karakter bangsa. *Jurnal Penelitian dan Evaluasi Pendidikan*, *22*(1), 82-91. (2018).

be one of the factors in a research. Personality of each person is different and unique, so there did not similarity with eachother. Personality is represented the characteristic so feach person consistofaconsistent patter nofthoughts,feels, and behaviors.

The personality of eachperson has different characteristics and is not bee quate with other persons.Uniqueness attitudes, feels, expressions and temperamentsman if estineachperson's actions if someone is confront with a particularsituation. Each person hast endency of behavior that was carry out continuously consistently onfacethesituation, sothat it becomes characteristic of personality.

Based on the definition that is explained by some experts above, theres earcher conclude that students' personality was the characteristic cand behavior that unique of achild whole arn and obtained from the environment to adaptation with the environment. Personality also has the component of traits, including attitude, behavior, character, temperament, feel, action, and response asaninter actionwith another.

b.   The Types of Students' Personality

According to experts there are many types of personality, as stated by the Enneagram Institute there are 9 personality types, Longisticians suggest that there are 16 personality types, Myers Briggs suggests 8 personality types and the Big Five Dimensions suggests 5 personality

types.Inthisresearch,researcher take theory Big Five Dimensions as a personality types. Big Five is either name Five factor Model (FFM) or OCEAN (Openness, Conscientiousness, Extrovert, Agree a bleness, and Neuroticism) taxonomy. According to McAdams and Pals stated that the Big Five organizes that difference in social and emotional life in broad individual into five factor analytically derived categoriesl abeled extraversion.[13]Big Five Dimension isexplained as follows:

1) Opennesstoexperience (intellect/imagination). Openness to experience may be hasthestrongest influenceonsocial and interpersonal phenomena. Openness is characteristic by greater breadth and depth of thinking and enjoying new information and new ideas. Openness were measured the propensity of individuals to display as scientific andartistic creativity, divergent think, imagination, complexity, curiosity,self-reflection, adventurousness, originality, sophistication, and open-mindedness. In contrast, low openness score indicate people who werepractical, conservative, traditional, regard as uncaring and down-to-earth. According to John, Nauman, and Soto, they said that the 50 items of Goldberg's IPIP test were very good for learning purposes. Describe and define the personality of openness to experience.

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[13]McAdams & Pals, J. L, A new big five: *Fundamental principles for an integrativescienceofpersonality*.(*AmericanPsychologist.*2006). P.204

Table 2.1Describe the personality of openness to experience.

HighPole	TraitsScales	LowPole
Years of educationcompleted, betterperformance oncreativity tests,success in artisticjobs, createdistinctive-lookingwork,andhome environments.	**OpennesstoExperienceC** **onceptualDefinition:** Describesthebreadth,depth,originality,an dcomplexityofanindividual's mental and experimental life. **BehavioralExamples:** Take the time to learn something simply for the joy of learning(+);Watchdocumentariesoreduc ationalTV(+);Come upwithnovelsetupsforthelivingspaces(+) ;Andlookforstimulatingactivitiesthatbre akupmyroutine(+).	Conservative attitudesand political partypreference s.

Source:John,Nauman,andSoto[14]

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[14]John, O. P., Nauman, L. P., and Soto, C. J. (2008).*Paradigm shift to the integrative bigfive trait taxonomy, history: Measurement and conceptual issue. In John, O. P., Robins, R. W. &Pervin, L. A. (ed.). Handbook of personality: theory and research,*114-158. New York: GuilfordPress.Retrived fromhttp://www.ocf.berkeley.edu/~johnlab/pdfs/2008chapter.pdf.p.120.

2) Conscientiousness.Conscientiousnessreferstoanindividualswhoaredepend able,discipline,careful,responsible,organize, and relate to hard work, success orientation, tenacity and mind fulness. It is also determined, ambitious, and associated with performance in the work place and the context of educationand learning. Conscientious students have been found to has more frequentcontact with family members. Conscientiousness is described socially prescribed by impulse control facilitating to direct behavior such asthinkingbefore acting, delaying gratification, following norms andrules, planning, organizingand prioritizingtasks.

According to John, Nauman, and Soto, they said that the 50 items of Goldberg's IPIP test were very good for learning purposes. Describe and define the personality of conscientiousness.

Table 2.2Describe the personality of conscientiousness.

HighPole	TraitsScales	LowPole
Higher academic gratepointave rages, better job performance, adherence to theirtreatment regimens, andlonger lives.	**ConscientiousnessConcept ualdefinition:** Describes socially prescribes impulse control that facilities task and goal direct behave or such as thinking be foreacting, delayinggratification, following norms and rules, and planning, organizing, and prioritizing tasks. **Behavioralexamples:** Arriveearlyon time forappointments (+); Study hard inordertoget the highest grade in class (+); Double check a term paper fortypingand spellingerrors(+);Letdirtydishesstackup formorethanoneday(-).	Smoking substanceabu se, and poor dietand exercise habits,attentio ndeficit/hyper activitydisord er(ADHD).

Source:John,Nauman,andSoto[15]

3) Extroversion.Extraversionreferstoanindividualisttobesocial,toloveofhope, aggressive, self-assured, comfortable, energetic, cheerful, dominant, outgoing, active, assertive and talkativein social situations. Extroverts imply an energetic approach to other seasily and to engageinmore social interactions material world. Incontrast, individuals with low levels of

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[15]John, O. P., Nauman, L. P., and Soto, C. J, *Paradigm shift to the integrative bigfive trait taxonomy, history: Measurement and conceptual issue. In John, O. P., Robins, R. W. &Pervin, L. A. (ed.). Handbook of personality: theory and research,*114-158. New York: GuilfordPress.Retrived fromhttp://www.ocf.berkeley.edu/~johnlab/pdfs/2008chapter.pdf.(2008).

extroversion tend to be anintrovert that were reserve, serious, timid, quiet, solitude, prefer to bealoneand staywithin close circles.According to John, Nauman, and Soto, they said that the 50 items of Goldberg's IPIP test were very good for learning purposes. Describe and define the personality of extraversion.

Table 2.3Describe the personality of extraversion.

HighPole	TraitsScales	LowPole
Social status in group sandleadershipp ositions, selection asjury foreperson,positi ve emotion expression,numb erof friends and sex partners.	**Extraversion** **Conceptualdefinition:** Implies an energetic approach toward the social and materialworld; include straits such as sociability, activity, assertiveness, and positive emotionality. **Behavioralexamples:** Approach stranger sataparty and intro ducemy self(+);Taketheleadinorganizingaproject(+); Keep quiet when I disagree with others(+).	parents, and rejection by peers.

Source:John,Nauman,andSoto[16]

4) Agreeableness.Agreeablenesstendstobereliable,straightforward,self-sacrificing,humble,courteous,kind,helpful,flexible,trusting,andforgiving.I twasinclined to cooperate but known to avoid conflict. Agreeableness is

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[16]John, O. P., Nauman, L. P., and Soto, C. J. (2008). Paradigm shift to the integrative bigfive trait taxonomy, history: Measurement and conceptual issue. In John, O. P., Robins, R. W. &Pervin, L. A. (ed.). *Handbook of personality: theory and research,* 114-158. New York: GuilfordPress.Retrived fromhttp://www.ocf.berkeley.edu/~johnlab/pdfs/2008chapter.pdf.

associated with harmoniousand positive relations shown to foster peer acceptance and friendshipamong children from middle and junior high school such as altruism,tender mindedness, trust, and modesty. Agreeableness has favorableinfluence to the social interactions. The agreeable individual did not rejectan offer off riendship. While anindividual with low level exhibits hostile, competitive, unreliable, stubborn, rude, conflictive, andskeptical traits.

According to John, Nauman, and Soto, they said that the 50 items of Goldberg's IPIP test were very good for learning purposes. Describe and define the personality of agreeableness.

Table 2.4Describe the personality of agreeableness.

HighPole	TraitsScales	LowPole
Betterperformancein workgroups.	**Agreeableness** **Conceptualdefinition:** Contrasts a prosaically and ccommunalorientation toward others with antagonism, includes traits such as altruism, tendermindedness, trust and modesty. **Behavioral examples:** Emphasize the goodqualities of other people when I talk about others (+); Lend things to people I know (+); Consoles a friend who is upset (+).	Riskfor cardiovascular disease, juvenile delinquency, and interpersonal problems.

Source:John,Nauman,andSoto

5) Neuroticism. Neuroticism refers to the individuals display thenegative effects and emotions like feel regret, anxiety, anger, sadness, stress, hate, mistrust, nervous, embarrassment, depression, fear, irritability, guilt and laziness.Truly neuroticism was assume to benegatively associate with social relationship sinorder to be comfortable, confident,and patientinto the life According to John, Nauman, and Soto, they said that the 50 items of Goldberg's IPIP test were very good for learning purposes. Describe and define the personality of neuroticism.

Table 2.5Describe the personality of neuroticism.

HighPole	TraitsScales	LowPole
Poorer coping and reactions to illness, experience of burnout and job changes.	**Neuroticism** **Conceptual definition;** Contrast emotional stability and eventemperedness with negativeemotionality, such as feel anxious, nervous, sad, and tense. **Behavior examples;** Accept the good and bad in my life (-); getupset whensomebodyis angry (+); and Take it easy and relax (-).	Conservative attitudesand political partypreferences.

Source:John,Nauman,andSoto[17]

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[17] John, O. P., Nauman, L. P., and Soto, C. J. (2008). Paradigm shift to the integrative bigfive trait taxonomy, history: Measurement and conceptual issue. In John, O. P., Robins, R. W. &Pervin, L. A. (ed.). *Handbook of personality: theory and research,* 114-158. New York: GuilfordPress.Retrived

2. Teachers' professionalism

The readiness of students to become professional teachers is very important because having readiness can minimize mistakes that occur when carrying out their profession. The readiness of prospective teachers will determine the quality of teachers later, the more qualified the teachers, the more quality the quality of education will be. The readiness of students to become professional teacher candidates is a condition that shows that students have met the requirements required to become professional teachers. Prospective professional teachers need readiness and many factors affect that readiness. According to Yuniasari (Yuniasari, 2017) the factors that affect the readiness of a prospective teacher can be grouped into 2 (two), namely: 1) internal factors which include interest in becoming a teacher; motivation; intellectual capacity; knowledge; and skills. 2) external factors which include information about the world of work; influences from various environments (Family, school, and peers); experiences gained from various activities that support the formation of readiness to become a teacher such as Field Experience Practice (PPL).[18]

a. Teachers Profession and Their Obligation

The term teacher is normally considered as an 'occupation'. A teacher is a highly valued personality in a society and teaching is considered to be

from http://www.ocf.berkeley.edu/~johnlab/pdfs/2008chapter.pdf.

[18]Sukmawati, R. (2019). Analisis kesiapan mahasiswa menjadi calon guru profesional berdasarkan standar kompetensi pendidik. *Jurnal Analisa*, *5*(1), 95-102.

the most distinctive profession. What make the teacher is one of the distinctive profession is that teacher is someone whoprovidespersonal, caring service to students by diagnosing their needs and by planning, selecting and using methods and evaluation procedures designed to promote learning.

A teacher commonly has professional knowledge and skills gained through formal preparation and experience. People who intended to take a career as teacher, in some way they have to build up and adapted in professional environment. A teacher has obligationas instructor who guide the learner to study. They have tobe competent at particular skill. The particular skill learned by teacher is transferred with the learner.

"If you (the teacher) is indeed wise, he does not bid
you enter the house of his wisdom, but rather leads you
to the threshold of your own mind" (Gibran as Quoted
by Harmer)"[19]

Learners can learn by their own effort. Teacher is someone who make the person who taught by her or him to be independent learner. Teacher acts as a key of a house which helps someone to open a locked door. Someone who has the 'key' have to explore the things and acquaint the things in the house by himself.

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[19]Harmer,Jeremy.*ThePracticeofEnglishLanguageTeaching*.Edinburgh:PearsonEducationLimited.ThirdEdition.(2001). p.56

In the early class situation, the teacher is the giver of knowledge, the controller, and the authority. However, those three compulsories of the teacher before are no longer stopped. Teachers have to be facilitator and a resource for the students to draw on.

b. **English Teachers Description and Their Roles**

It cannot be known, when the terms English teacher is found. As stated in the key terms section in the previous chapter, English teacher is person who teaches the English material specifically English subject forthe students. Lamb and Wedeel concluded on their journal that inspirations of students are many and varied. In part of English teacher, they claimed that any teacher who implements any kinds of teaching methodology the opportunity to inspire and make personal connection with the learners. Inspiring English teacher as the term asserted by Lamb and Wedeel is suggestive to lead the English teacher in being a professional teacher. [20]

The following descriptions are mentioned the roles of English teachers which are proposed by Harmer .Harmer discussed the point '1', until point '8' on the following passages below in one section of description. While, point '9' and '10' is discussed different section separately.

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[20]Lamb,MartinandWeedel,Martin.*InspiringEnglishTeacher:AComparative Study of Learners' Perceptions of Inspirational Teaching*.Publishedby:www.britishenglishcouncil.orginLondon. (2013). p.17

1). TheEnglishTeacherasController

Harmer proposed that teachers who notice their occupation as the transferring of knowledge from theirselves to the students are very confident withthe image of controllers. The characteristics viewed on teachers as controllerare when they leading a question and answer section. Teachernot only becomes controller, butal so supervisor for the students'work and activities.[21]

2). TheEnglishTeacherasOrganizer

One of the most prominent roles that teachers have to performis the managing students to do activities. Englishteacher needs this role right when it is required. The aim of organizing the something by English teacher is to obtain the students' contribution and engagement in learning English process.Harmer concluded this point at the following illustration.

Engage-- > Instruct -->Initiate-->Organizefeedback

Students are stimulated by the teacher to engage on anactivity. The teacher later instructs them by demonstrating what the students commanded to do. After the demonstrationof the teacher has done, students initiate the activity given by finishing the task given by the teacher. The teachers' role ininitiating stage is to ensure that the students

[21]Harmer,Jeremy.*ThePracticeofEnglishLanguageTeaching*.Edinburgh:PearsonEducationLimited.ThirdEdition.(2001). P.58

finished the task inresponsible action. Then as organizer, the teacher asserts the'last touch' of teaching process. Summarizing the material andgivingsomefeedbackisthelastrolefortheteacherasorganizer.[22]

3)   TheEnglishTeacherasAssessor

It is normal and clear that assessing is when the teacheris giving grades or saying whether the learner is capable to goon the next stage or not. English teacher as assessor, Harmersaid that English teacher needs to know how and for what the learner is being assessed.Teacher should tell the students about what the teacherlooksfor. What successachieved by the students when theycanpass a level of task.[23]

4)   TheEnglishTeacherasPrompter

Noticing at thestudent'sefforts in learning, teacherhasto be care about the role as a prompter. According to Harmer'sstatement English teacher as prompter, they need todo prompting sensitively and encouragingly with discretion. If the teacher does not promptin effectively, the student' initiation willl eave from the students. For example, English teacher does not have to prompt all vocabulary translation of areadingtask for thestudents.[24]

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[23]JeremyHarmer.*ThePracticeofEnglishLanguageTeaching*.   Edinburgh: Pears on Education Limited. Third Edition.2001).p. 59-60.
[24]*Ibid.* P.60

5)   TheEnglishTeacherasParticipant

There are reason able things why teacher can be aparticipant in an English classroom. Especially, the teacher canbe a participant in an activity of discussion. The teacher can beact as 'the bridge' of transferring the discussion topic to bediscussed into effective activities. However, Harmer asserted that the dominating act ofteacheris notpermitted tobeapplied byEnglish teacher in teaching.[25]

6)   TheEnglishTeacherasResource

It is generally known about the claim a teacher as theresource. Teacher is an educated person who had learned not ina very short time. Undeniably, whether students had learned hard ornot,they may still need the teacher as thesource. Harmer(2001:61) wrote that no English teacher knows everything aboutEnglish.Therefore,theteacher assource.

7)   The English TeacherasTutor

The one acceptance about the term of teacher is that thatteacher can be act as tutor for time to time. However, it will bevery difficult to make the student become always satisfied with the tutor support.As promptingandactinga saresource,the English teacher should make sure that the general atmosphere of the students' feeling of getting supported

is exist. Harmer strengthened that teacher can stimulate the learnerautonomy.[26]

8)   TheEnglishTeacherasObserver

According to Harmer English teacher has to beable to work and observe simultaneously, listening, watching,and absorbing the students' reaction in a class. He or she does not only observe the students to give feedback but also watch in order tojudge the successof the different materials and activities that they take in to lesson.[27]

9)   The English Teacheras Performer

Knowing that different teachers act differently and thatindividual teachers vary their behavior, depending upon whatthey are doing, gives insight into classroom behavior. Harmersuggested that instead of saying what roles teachers should be playing, it is appropriate to describe how the teacherplaystherolein teaching.

There are four example based on Harmer ofteacher description of teacher performance style. First, when teachers conduct a 'team game' in a class, they have to beenergetic,encouraging,clear,andfairto perform teaching.Second, when teachers conducta'role-play'inaclass,they have to be, clear, encouraging, retiring and supportive in theirteaching

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[26]*Ibid.* p.61-62.

performance. Third, when teachers execute a 'teacher-readingaloud' inaclass, they havetobe, commanding,dramatic, and interesting in the perform stage. Last example,when teachers conduct a 'whole-class listening' in a class, theyhaveto be, efficient, clear and supportive.[28]

10) TheEnglishTeacherasTeachingAid

Mime gesture and expression are supportive to conveyinthe classroom.An English teacher of foreign languageclassroom is allowed to pretend the other culture characteristicsvia gestures and mime. They are helpful for teacher to shows their obligatory as the teachingaid.Since English teachersadapt other culture characteristics, mime and gestures is not tobeleaved bythem.

Model of language in the English students' book mayhelp the students in learning English. In fact, English teacherscan model language by themselves. This means the teacher cangive a clear language models in a classroom. For example inpart of pronunciation, teacher can say a dialogue or readingaloud of a text. Students will found that the teacher mediatethemto learn theright pronunciationof English.

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[28]*Ibid.* p.62-64.

C.   Conceptual Framework

The conceptual framework of this research can be illustrated diagrammatically as follows:
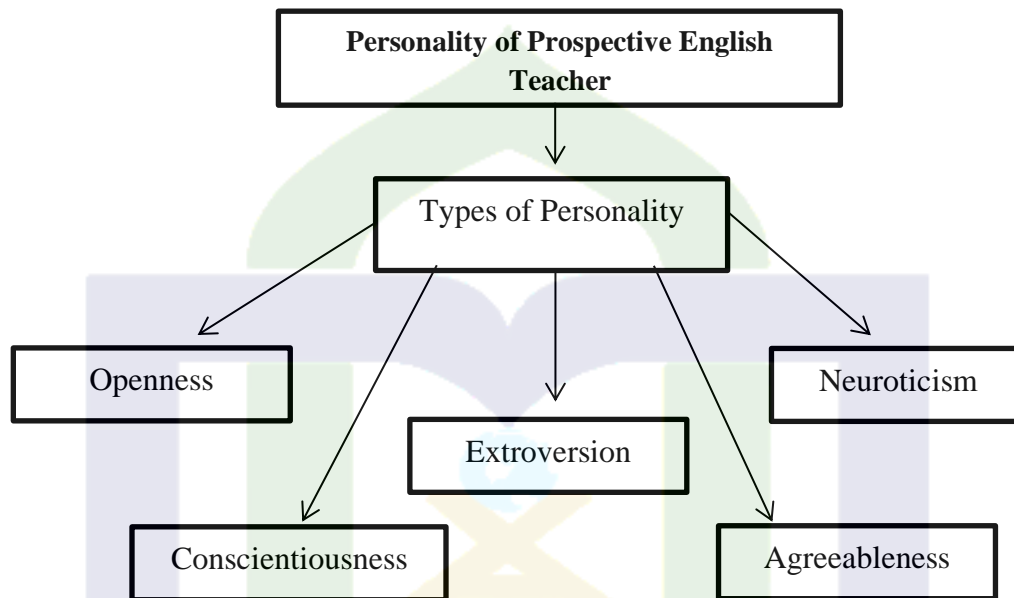
2.1 Figure Conceptual Framework

Explanation:

This figure illustrates the type of students' personality to become prospective English teachers at English program IAIN Parepare, where personality is very important for prospective teachers to improve the quality of education. The type of students' personality can be realized in big five dimension forms, namely:

1. Openness :Characteristic by greater breadth and depth of thinking and enjoying new information and new ideas.

2. Conscientiousness : individuals who are dependable, discipline, careful, responsible, organize, and relate to hard work, success orientation, tenacity andmindfulness

3. Extroversion: individualist to be social, toloveofhope, aggressive,self-assured,comfortable,energetic, cheerful, dominant, outgoing, active, assertive and talkativein social situations.

4. Agreeableness: tends to bereli able, straight forward, self-sacrificing, humble, courteous, kind, help ful, flexible, trusting, and forgiving.

5. Neuroticism : individuals display thenegative effects and emotions like feel regret, anxiety, anger, sadness, stress, hate, mistrust, nervous, embarrassment, depression, fear, irritability, guilt and laziness.

Students' personality types were analyzed through the student's perspective, then for data collection in this study using a research instrument, namely a questionnaire.

THE RESEARCH METHODOLOGY

This part describes about the description of the research design, location and duration of the research, population and sample, focus of the research, Instruments of the research, procedure of collecting data, technique of data Analysis.

A.   Research Design

This study the researcher use a survey method with a quantitative approach. This type of research is appropriate because it aims to describe the characteristicsof a samplefromapopulation. Survey research is adata collection system for describing, comparing, explaining knowledge, attitudes and behavior.[29]

This research uses that method because it is appropriate to the objectives of the research which focuses on to find out the personality profile of students to become prospective English teachers and the types of personality is most dominant in the Big Five dimentions of the students to become prospective English teachers at IAIN Parepare. The results of the research emphasize more toward the data interpretation will be found in the field.

B.   Location and Duration of the Research

The location of this research will conduct in IAIN Parepare specially in students of English Depatrment and the research will be conducted in the eight

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[29]Tuckman,B.W.,*ConductingEducationalResearch*.(NewYork:HardcourtBruceJovanovich Inc.6[th]edition. 1999),p.35

semester students. The duration of this research is one month because need several times to collect the data.

C. Population and Sample

1. Population

The population of this research is English students department of IAIN Parepare. Who has been doing PPL. Sugiyono explain that population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to study and then draw conclusions.[30] Arikunto states that the population is the entire research subject.[31] Besides, Nursalamsaid that population is all of the variables concerning the problem under study.[32] Husaini Usman explain population is all values both calculated and measured, both quantitative and qualitative, of certain characteristics regarding a group of objects that are complete and clear.[33] Population is all individuals who become the research area will be subject to generalization.

[30] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Alfabeta, 2010) h. 99.

[31] Arikunto, "*Prosedur Penelitian, Suatu Pendekatan Praktik*" (Jakarta: P.T Rineka Cipta, 2002). h.108.

[32] Nursalam, *Konsep dan Penerapan Metodologi Penelitian Ilmu Keperawatan Pedoman Skripsi, Tesis dan Instrumen Penelitian Keperawatan*" (Jakarta: Salemba Medika, 2003). h. 55.

[33]Husaini Usman, *Manajemen Teori, Praktik, dan Riset Pendidikan*, Jakarta: PT. Bumi Aksara, (2006). h.181.

Table 3.1 TotalofEnglishDepartment2017

No	Subject	Total	Gender	
			Male	Famale
1	EnglishDepartment	98	14	84

The data has taken from the administration of Tarbiyah faculty of IAIN Parepare.

2.   Sample

In this research there searcherused convenence sampling technique. This technique is choose based on the suitability and ease of getting answers from respondents. This technique is also suitable for homogeneous populations, namly students teachers candidates at the Tarbiyah faculty at IAIN Parepare. With Rasch Model data analysis technique, researchers distributed questionnaires to students via WhatsApp groups. Thsample of this researchis from the population that is explaine dpreviously, in this research has been taken 70 students of English department 2017 by using table morgan and krejcie.[34]

D.   Instrument of The Research

Questionnaire

The research instrument is a Big Five Personality questionnaire which classifies students in the Big Five personality type group. Sheet The questionnaire is a closing questionnaire in the form of a sentence statements answered on a five-point scale, namely "strongly agree", "agree", "somewhat agree", "disagree", and "strongly

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[34]Chu, H. C., & Hwang, G.J.A Delphi-based aproach to deveoping Expert system with the cooperation of multiple expert Syistem with Application, 34(28), 2008.p.33

disagree" according to which perceived by the research subject. This questionnaire was adapted from Goldberg, L. R. "Test the validity of the Big Five measuring instrument" Personality (adaptation from International Personality Item Pool (IPIP)).

The purpose of compiling the questionnaire is to improve the parts that are not appropriate to be applied in collecting data on respondents. Respondents can easily provide answers because alternative answers have been provided, for example in the form of affixing a checklist in the column.[35] The questionnaire used in this study aimsto determine the sample based on the results of the top five typespersonality.

E. **Procedure of Collecting Data**

1. IPIP Big-five Questionnaire

The Big Five Personality questionnaire consists of 50 statements by using Likert scale from very inaccurate to very accurate with 10 statements on each personality type consists of positive and negative statements. Positive statement a statement that supports the type of personality. While the negative statement is as opposed to personality types. The following table is Likert scale level of positive and negative keyed items on the inventory. The scale of this instrumnt will provide four responses ranging from "Strongly Agree (SA)", "Agree (A)", "Somewhat Agree", "Disagree (D)", and "Strongly Disagree (SD)". The positive statements scale will be ranging from 1-5, on the contrary negative statements scale ranged from 5-1 as in the table below.

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[35] Brainly, "https://brainly.co.id/tugas/38390130" (Accessen on 7 March 2021)

Table 3.2 The Questionnaire Item Scoring

Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
(+) 1	2	3	4	5
(-) 5	4	3	2	1

Source: www.ipip.ori.org

From the table above, the items in each dimension have classified for easing

to measure the inventory as follows:

Table 3.3 Thepersonality type questionnaire

DimensionIPIP Big-five	Indikator	ItemNumber	
		Positive	Negative
Extraversion	This factor shows energy and tendency to seek stimulation from sources outside the self or the community	1, 11, 21, 31,41	6, 16, 26, 36,46
Agreeableness	This factor reflects a tendency to be compassionate and cooperative rather than suspicious and antagonistic towards others	7, 17, 27, 37, 42, 47	2, 12, 22, 32
Conscientiousness	This factor shows person with score high has a tendency of self-discipline,	3, 13, 23, 33, 43,48	8, 18, 28, 38.

	hardworking, and aim for achievement.		
Neuroticism	Those who score high tend to be calm, emotionally stable and free from negative feeling. Factually, neuroticism shows the tendency to experience negative emotions such as anger, anxiety, vulnerability, and depression.	9 19.	4, 14, 24, 29, 34, 39, 44, 49.
Openness	It describes high appreciation for art, emotion, adventure, unsusual ideas; imagination and curiosity. Open people are more aware of their feeling and very open minded.	5, 15, 25, 35, 40, 45, 50	10, 20, 30

F. Technique of Data Analysis

Data analysis in this case, the researcher will use the Rasch Model data analysis technique. Many researchers use this analysis, one of which is Wahyu Hidayat in his research entitled "Analysis of the National Character Senior High School Student by Using Rasch Model" and "Academic Dishonesty of Muslim

Students Using Rasch Model Measurement". [36]This model is a one-parameter item response theory (IRT) model that presupposes that each item is a difficulty parameter.[37] This model also arranges abilities and items based on difficulty.[38] The Rasch model also converts raw data to interval data with the same value between units and other units.

The basic principle underlying the Rasch model is the probability of the respondent to answer any item correctly based on the difficulty of the item and the respondent's ability. The following is an analysis with the Rasch model:

1. Reliabilitas Item dan responden (Item and Person Reliability)

The item reliability index means that the difficulty of the item is the same as other samples that have the same ability.[39] Meanwhile, the reliability index of the respondents means that the individual abilities in this sample are consistent even though they are given another instrument that measures the same construct. The maximum reliability index value is one. This value indicates high reliability. The item and respondent reliability index received was ≥ 0.80.[40] This is in accordance with the opinion of Fischer (2007) that the item reliability index and respondents

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[36]Wahyu Hidayat, Nur Asmawati Lawahid. Academic Dishonesty of Muslim Students Using Rasch Model Measurement.Bandar Lampung-Indonesia; ICETLAWBE, 2020.

[37] Wahyu Hidayat, Sri Mulianah, Mujahidah. Analysis of The National Character Senior High School Students by Using Rasch Model. Indonesia; INCRE, 2019.

[38]Bond, T.G & Fox, C.M., Applying the Rasch Model: Fundamental Measurement in the Human Sciences. (New York: Routledge, Edisi Ke-3. 2015), p.56

[39]Right, B. D., & Linacre, J. M. Reasonable Mean-Square Fit Values. (Rasch Measurement Transactions, 1994), p. 370-371.

[40] Bond, T.G & Fox, C.M. Applying the Rasch Model: Fundamental Measurement in the Human Sciences. (New York: Routledge, 2015), p.45

who were well received were> 0.80. The reliability criteria, namely 0.94 (special).[41]

2. Polariti Item (Point Measure Correlation)

Polarity analysis or item suitability is an indicator used to show items used to move in one direction intended by the construct being measured. Polarity analysis uses the point measure correlation (PMC) analysis technique or point measure correlation, which is a technique to produce items that actually match the measured construct. The PMC 1.0 value indicates that all respondents with low ability answered the item incorrectly and all respondents with high ability answered the item correctly. The index of PMC values received is between 0.4 and 0.85.[42] Meanwhile, Alagumalai et al. (2005) categorized PMC values into five, namely: >0.4 (special), 0.3 - 0.39 (good), 0.20 - 0.29 (sufficient), 0.00 - 0.19 unable to distinguish, and <0.00 (need to re-check items).[43]

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[41]Fisher, W.P.J. Rating Scale Instrument Quality Criteria.Rasch Measurement Transcations (21(1) 2007).p.95.

[42]Azrilah A.A., Mohd Saidfudin M. & Azami Z. Asas Model Pengukuran Rasch: Pembentukan Skala dan Struktur Pengukuran. (Bangi: Universiti Kebangsaan Malaysia. 2013), p.76

[43]Alagumalai, S., Curtis, D.D. & Hungi, N. (editors).Applied Rasch Measurement: Book of Exemplars.Papers in honour of John P. Keeves. (Dordrecth: Springer. 2005), p24

CHAPTER IV

FINDING AND DISCUSSION

Thischapterconsistsoftwoparts,thepartdealswiththefindingoftheresearchandthe discussionoftheresearchfinding.Thefindingoftheresearchcoverdescriptionoftheresultof datacollectedrelatedtoobjectiveoftheresearchnamelytofindoutthestudents' response toward learning reading online at the fourth semester of IAIN Parepare through has pread questionnaire by using google form that can be discussed in the section below.

A. Findings

1. Students' Personality Profile

The personality profileof the five major dimensions in this study involved 70 students of the English Department in the 8th semester of the 2020-2021 academic year, consisting of 13 males (18.6%) and 57 females (81.4%). After collecting the data, the researcher read and studied the students' answers. Then analyze students' answers to give a score for each item chosen by students, where there are 50 questionnaire items, consisting of 26 pleasant statements and 24 unpleasant statements. The researcher gave five alternative answers for students, including strongly agree, agree, somewhat agree, disagree, and strongly disagree. After calculating the data, the researcher wanted to describe the students' answers by explaining the choice of items for each student based on their category, as described below:

a. DescriptionofDimensionsExtraversion.

The personality tendency of extraversion Implies an energetic approach toward the social and material world; includes traits such as sociability, activity, assertiveness, and positive emotionality.The following figure 4.1 describes the respondent's tendency in the personality dimension of extraversion.

```
Item - MAP - Person
        <rare>|<more>
   2         +  21L  42P
             |  58P
             |
             |T 08P  68P
             |
             |
             |  44P
   1     X T+  54P
             |  26P
         X  |S 11L  12P  17L  62P
           S|  43P  47P  48P
             |  05P  09P  13P  29P  31P  66P
             |  50P  61P
        XX  |  10L  18P  22L  27P  33P  41L  64P  67P  69P  70P
   0    XX M+M 01P  07P  25L  28P  36P  56P
         X  |  38P  46P  65P
             |  04P  52P
        XX  |  19P  24P  30P  34P  49P  57P
           S|  03P  14P  20L  35P  40P  45L  51P  55P  60P
           |S 32P  37P
         X  |  53P
  -1       T+  02P  06P  16L  23L  63P
             |  15L
             |  39L  59P
           |T
             |
             |
             |
  -2         +
        <frequ>|<less>
```
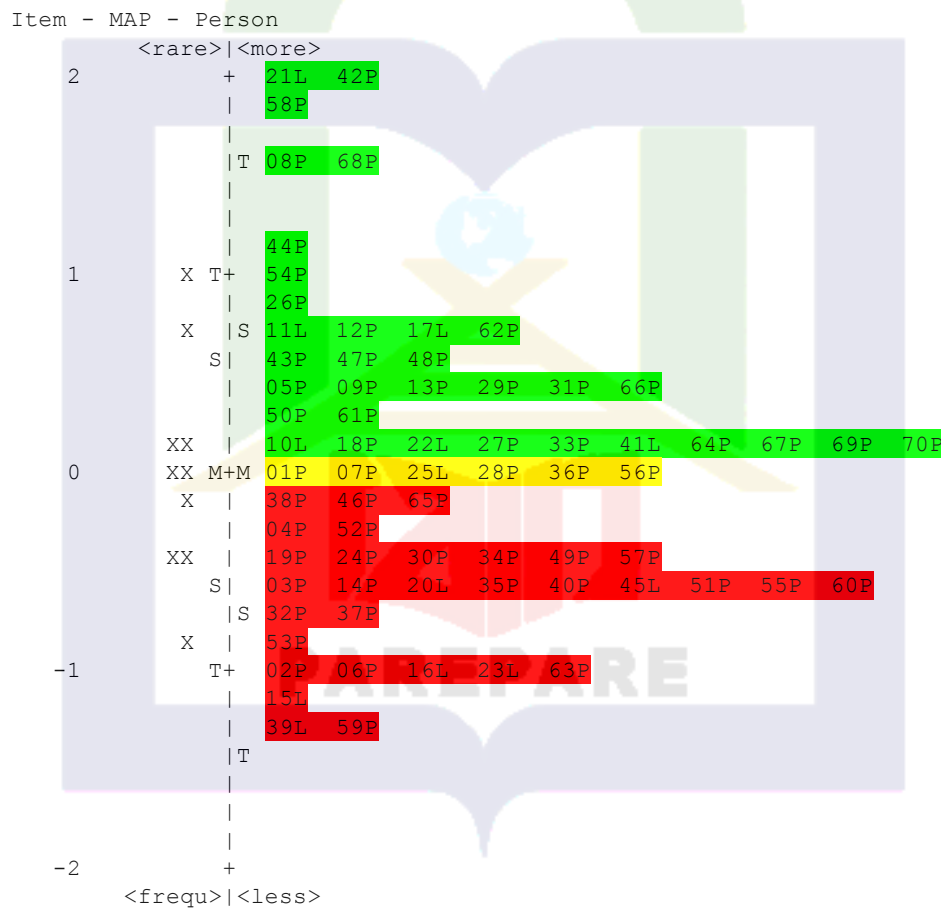
Figure 4.1 Map Person of Extraversion

Based on Figure 4.1 the item above shows that of the 70 respondents, 33 (47%) respondents (prospective teachers) have a tendency for the Extaraversion personality type. 31 (44%) respondents do not have a tendency for the Extraversion personality type. Of the 33 respondents who have a tendency to extraversion personality, there are 22 female and 11 male.

The description of the approval of the extraversion dimension item is described in table 4.1 and figure 4.2.

```
          Person - MAP - Item
                <more>|<rare>
     2          XX  +
                 X  |
                    |
                XX T|
                    |
                    |
                 X  |
     1           X  +T E41
                 X  |
              XXXX S|  E36
               XXX  |S
             XXXXXX |
                XX  |
           XXXXXXXXXX |  E26     E46
     0     XXXXXX M+M E31     E6
               XXX  |  E16
                XX  |
             XXXXXX  |  E11    E21
           XXXXXXXXXX |S
               XX S|
                 X  |  E1
    -1         XXXXX +T
                 X  |
                XX  |
                  T|
                    |
                    |
                    |
    -2              +
             <less>|<frequ>
```
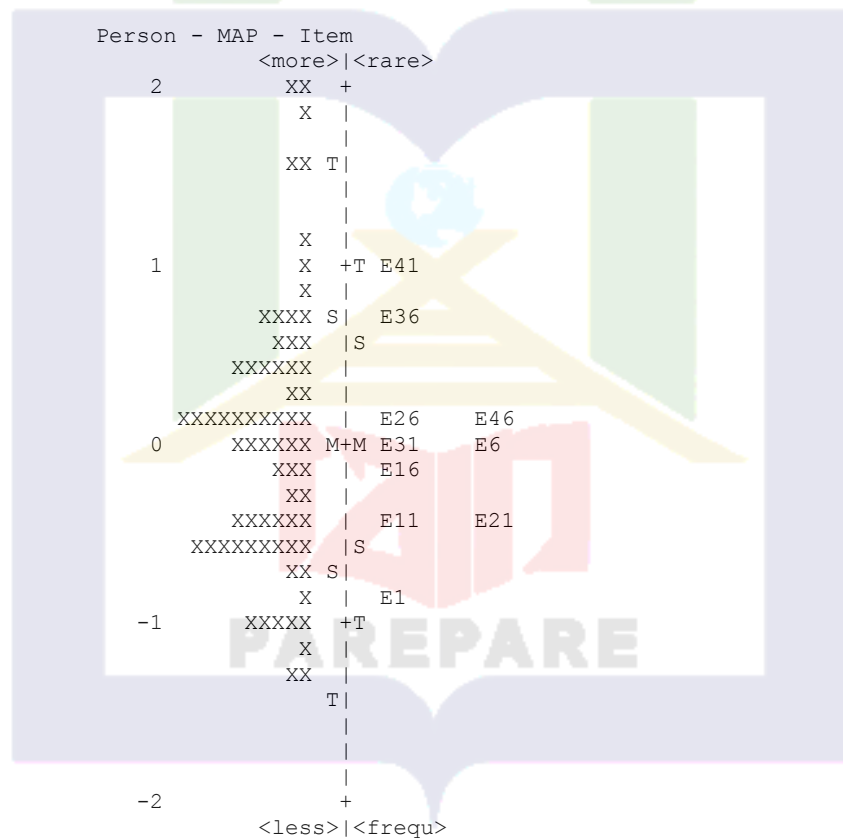
Figure 4.2 Map Item Of Extraversion

Based on Figure 4.2 shows the item that is the most difficult to agree on is E41 (I don't lead to the center of attention) with a value of 0.93 logit. While the most approved item was item E1 (I was able to liven up the atmosphere) with a value of -,89 logit. The detailed description of the items is described table 4.1 below.

```
-------------------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL          MODEL|   INFIT   |  OUTFIT  |PT-MEASURE |EXACT MATCH|        |
|NUMBER  SCORE  COUNT  MEASURE  S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item |
|--------------------------------------+----------+----------+-----------+-----------+------|
|    5    161     70     .93    .14|1.49  2.8|1.45   2.6| .38   .56| 35.7  40.6| E41  |
|    9    170     70     .76    .14|1.08   .6|1.09    .6| .57   .56| 48.6  40.2| E36  |
|    8    202     70     .18    .13|1.04   .3|1.07    .5| .74   .56| 35.7  40.7| E26  |
|   10    207     70     .09    .13|1.51  2.9|1.59   3.3| .01   .56| 34.3  40.8| E46  |
|    4    213     70    -.02    .13|1.00   .0|1.02    .2| .63   .55| 37.1  40.8| E31  |
|    6    215     70    -.05    .13| .74  -1.8| .74  -1.7| .66   .55| 51.4  40.8| E6   |
|    7    218     70    -.11    .13| .95  -.2| .94   -.3| .47   .55| 51.4  40.8| E16  |
|    3    235     70    -.41    .14| .91  -.5| .91   -.5| .71   .54| 41.4  42.2| E21  |
|    2    239     70    -.49    .14| .77  -1.5| .78  -1.4| .58   .53| 44.3  42.3| E11  |
|    1    260     70    -.89    .14| .49  -3.8| .50  -3.7| .70   .51| 58.6  44.2| E1   |
|--------------------------------------+----------+----------+-----------+-----------+------|
| MEAN   212.0   70.0    .00    .14|1.00  -.1|1.01   -.1|           | 43.9  41.3|      |
| S.D.    28.5    .0     .52    .00| .30  1.9| .31   1.9|           |  7.9   1.2|      |
-------------------------------------------------------------------------------------
```

Tabel 4.1 Point item Measure of Extraversion

b. **DescriptionofDimensionsAgreeableness**

The personality tendency agreeableness contrasts a prosaically and ccommunal orientation toward others with antagonism, includes traits such as altruism, tender mindedness, trust and modesty.The following figure 4.3 describes the tendency of respondents in the personality dimension of agreeableness.

```
                              Item - MAP - Person
                                <rare>|<more>
                    4        +
                             |
                             |  21L
                             |
                             |
                             |  08P
                    3        +
                             |
                             |
                           |T 11L  43P
                             |  38P
                    2        +  47P  58P
                             |
                             |  13P
                         T|S 02P  07P
                         X   |  15L  23L  25L  27P  32P  42P
                             |
                             |  01P  17L  36P  63P
                    1        +  48P  62P  68P
                           |M 12P  16L  29P  33P  44P
                       X S|  10L  19P  26P  28P  41L  49P  50P  53P  54P  67P  70P
                             |  24P  56P
                             |  04P  09P  30P  31P  52P
                        XX   |  03P  06P  37P  40P  45L  59P  60P  69P
                         X   |  22L  46P  61P  64P
                    0      M+S 05P  18P  34P  35P  51P  55P  66P
                        XX   |  20L  57P  65P
                         X   |
                         X   |  14L
                             |  13L
                         S|T
                   -1        +
                             |
                             |
                           T|
                         X   |
                             |
                   -2        +
                                <frequ>|<less>
```

Figure 4.3 Map Person of Agreeableness

Based on Figure 4.3 the item above shows that of the 70 respondents, 23 (33%) respondents (prospective teachers) have a tendency of personality type Agreeableness. 42 (6%) respondents do not have a tendency of personality agreabelness type. Of the 23 respondents who have a tendency to personality extraversion, there are 17 female and 6 male.

The description of the item approval of the agreabelness dimension is described in table 4.2 and figure 4.4

```
        Person  —  MAP  —  Item
              <more>|<rare>
4                   +
                    |
          X         |
                    |
                    |
          X         |
3                   +
                    |
                    |
        XX  T|
         X          |
2        XX    +
                    |
         X          |
        XX  S|T
      XXXXXX         |      A2
                    |
       XXXX         |
1       XXX    +
       XXXXX  M|
   XXXXXXXXXXXX  |S  A22
        XX          |
       XXXXX         |
     XXXXXXXX         |      A42        A47
       XXXX    S|      A27
0      XXXXXXX  S+M
         XXX        |      A37        A7
                    |      A32
        X           |
        X           |      A17
              T|S
-1                  +
                    |
                    |
                    |T
                    |      A12
-2                  +
            <less>|<frequ>
```

Figure 4.4 Map Item of Agreeableness

Based on Figure 4.4, the item that is the most difficult to agree on is item A2 (I feel a little concerned about others) with a value of 1.42 logit. While the easiest item to approve is item A12 (I depise other people) with a value of -1.67 logit. The detailed description of the items is described in table 4.2 below.

```
--------------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL            MODEL|   INFIT  |  OUTFIT  |PT-MEASURE |EXACT MATCH|      |
|NUMBER  SCORE  COUNT  MEASURE   S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item |
|--------------------------------------+----------+----------+-----------+----------+------|
|    7    180     70    1.42      .14|1.19   1.3|1.21   1.3| .45   .56| 27.1  40.4| A2   |
|    9    220     70     .69      .14|1.25   1.5|1.21   1.3| .57   .53| 38.6  41.2| A22  |
|    5    242     70     .28      .14|1.06    .4|1.08    .5| .42   .50| 37.1  43.2| A42  |
|    6    244     70     .24      .14| .54  -3.4| .55  -3.3| .65   .50| 58.6  43.2| A47  |
|    3    251     70     .10      .14|1.02    .2|1.02    .2| .50   .49| 48.6  45.4| A27  |
|    1    259     70    -.07      .15| .82  -1.1| .82  -1.1| .44   .48| 50.0  46.5| A7   |
|    4    259     70    -.07      .15| .87   -.8| .88   -.7| .49   .48| 48.6  46.5| A37  |
|   10    270     70    -.32      .15|1.05    .3| .98    .0| .55   .46| 60.0  48.2| A32  |
|    2    281     70    -.59      .16| .99    .0| .95   -.2| .52   .44| 61.4  51.1| A17  |
|    8    315     70   -1.67      .20|1.08    .5|1.52   2.2| .17   .34| 57.1  59.5| A12  |
|--------------------------------------+----------+----------+-----------+----------+------|
| MEAN   252.1   70.0    .00      .15| .99   -.1|1.02    .0|           | 48.7  46.5|      |
| S.D.    34.1     .0    .77      .02| .19   1.3| .25   1.4|           | 10.8   5.3|      |
--------------------------------------------------------------------------------
```

Tabel4.2 Point item Measure of Agreeableness

c. **DescriptionofDimensionsConsicientiousness**

The personality tendency conscientiousness describes socially prescribes impulse control that facilities task and goal direct behavior such as thinking before acting, delaying gratification, following norms and rules, and planning, organizing, and prioritizing tasks.The following is Figure 4.5 which describes the respondent's tendency in the personality dimension of conscientiousness.

```
          Item - MAP - Person
          <rare>|<more>
     5        +
              |
              |
              |  21L
              |
              |
     4        +
              |
              |
              |
              |
              |
     3        +
              |
              |
              |T 32P
              |  70P
              |
     2        +  42P   43P   68P
              |  25L
          T|S 13P   16L   19P   27P   36P   44P
          X   |  31P   38P   51P
              |  30P   69P
              |  09P   48P
     1    X   +  03P   12P   18P   20L   29P
          X S|  10L   22L   37P   41L   50P   55P   60P
              |M 08P   26P   47P   64P
              |  02P   11L   40P   53P   65P   66P
          X   |  04P   28P   33P   52P   59P
              |  01P   07P   14P   34P   49P   58P
     0    M+  17L   39L   54P   56P   57P   61P   62P
              |S
          X   |  05P   15L   63P
          XX  |  06P
          X   |  23L   35P
          XX S|  24P   46P   67P
    -1        +  45L
          <frequ>|<less>
```

Figure 4.5 Map Person Of Conscientiousness

Based on Figure 4.5 the item above shows that of the 70 respondents, 32 (46%) respondents (prospective teachers) have a tendency to type personality conscientiousness. 34 (49%) respondents do not have a personality conscientiousness type tendency. Of the 32 respondents who have a personality conscientiousness tendency, there are 26 female and 6 male.

The description of the item approval of the conscientiousness dimension is explained in the table 4.3 and figure 4.6

```
                    Person - MAP - Item
                        <more>|<rare>
                  5         +
                            |
                            |
                            |
                        X   |
                            |
                  4         +
                            |
                            |
                            |
                            |
                            |
                  3         +
                            |
                            |
                        X  T|
                        X   |
                            |
                  2     XXX  +
                         X   |
                      XXXXXX S|T
                        XXX  |    C48
                        XX   |
                        XX   |
                  1     XXXXX  +   C28
                      XXXXXXX  |S C8
                        XXXX M|
                      XXXXXX  |
                        XXXXX  |    C23
                      XXXXXX  |
                  0  XXXXXXX   +M
                           S|
                        XXX  |    C13
                         X   |    C33       C43
                        XX   |    C18
                        XXX  |S C3          C38
                 -1      X   +
                        <less>|<frequ>
```

Figure 4.6 Map Item of Conscientiousness

Based on Figure 4.6 shows the item that is the most difficult to agree on is

item C48 (I spend a lot of energy at work) with a value of 1.52 logit. While the item

that is the easiest to approve is item C38 (I neglected the task) with a value of -0.80

logit. The detailed description of the items is described table 4.3 below.

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PT-MEASURE CORR.	EXP.	EXACT MATCH OBS%	EXP%	Item
6	170	70	1.52	.14	1.69	3.7	1.88	4.5	.05	.60	38.6	43.0	C48
9	197	70	.98	.14	1.22	1.4	1.19	1.2	.65	.59	38.6	42.5	C28
7	208	70	.77	.14	1.10	.7	1.06	.4	.63	.59	37.1	43.3	C8
3	231	70	.32	.14	.82	-1.1	.84	-1.0	.57	.57	48.6	44.1	C23
2	258	70	-.25	.15	.63	-2.5	.66	-2.2	.64	.54	64.3	46.0	C13
4	272	70	-.58	.16	.98	.0	1.08	.5	.43	.51	50.0	48.6	C33
5	272	70	-.58	.16	.69	-2.0	.69	-1.9	.66	.51	58.6	48.6	C43
8	273	70	-.60	.16	1.13	.8	1.06	.4	.56	.51	57.1	48.7	C18
1	280	70	-.78	.16	.68	-2.1	.63	-2.3	.68	.50	67.1	50.6	C3
10	281	70	-.80	.16	1.00	.0	1.00	.1	.56	.50	60.0	50.7	C38
MEAN	244.2	70.0	.00	.15	.99	-.1	1.01	.0			52.0	46.6	
S.D.	38.0	.0	.79	.01	.30	1.8	.35	1.9			10.5	3.0	

Tabel 4.3 Point Item Measure of Conscientousness

d. DescriptionofDimensionsNeuroticism

The personality tendency of neouroticism contrast emotional stability and even temperedness with negative emotionality, such as feel anxious, nervous, sad, and tense.The following figure 4.7 describes the respondents tendency in the personality dimension of neuroticism.
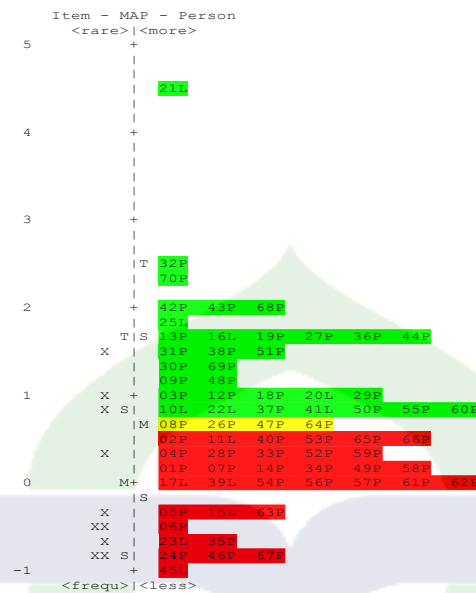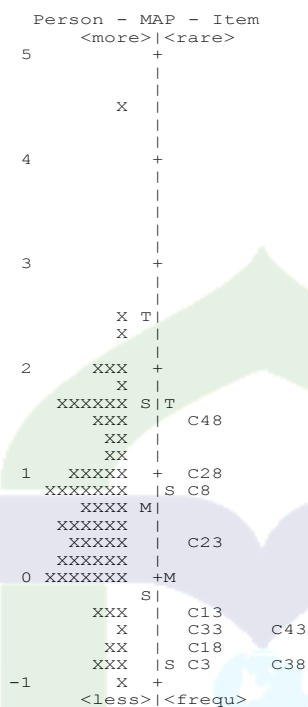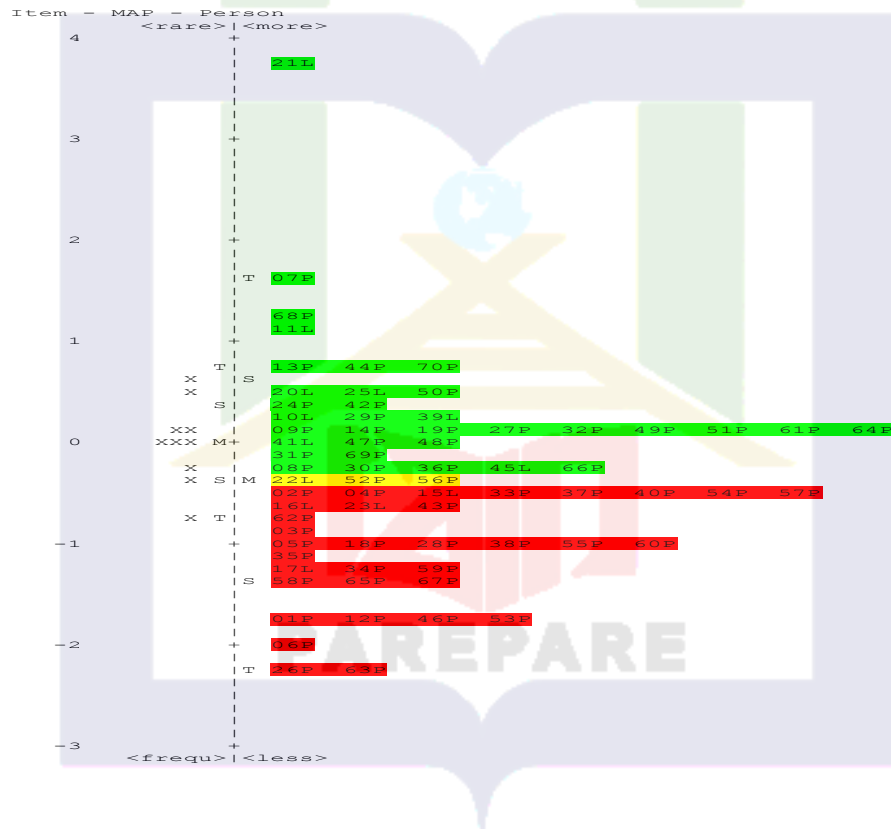

Figure 4.7 Map Person Of DimensionsNeuroticism

Based on Figure 4.7, the item above shows that of the 70 respondents, 34 (49%) respondents (prospective teachers) have a tendency for the personality type of neuroticism. 33 (48%) respondents do not have a tendency to the type of personality neuroticism. Of the 34 respondents who have a tendency to personality neuroticism, there are 26 female and 8 male.

The description of the approval of the neuroticism dimension items is described in table 4.4 and figure 4.8

```
Person - MAP - Item
        <more>|<rare>
    4       +
            |
        X   |
            |
            |
            |
    3       +
            |
            |
            |
            |
            |
    2       +
            |
        X T |
            |
        X   |
        X   |
    1       +
        XXX |T
          S |  N14
        XXX |  N39
         XX |S
        XXX |
   XXXXXXXX |  N24   N34
    0   XXX +M N19   N4    N49
         XX |
       XXXXX|  N29
        XXX M|S N44
   XXXXXXXX |
        XXX |
          X |T N9
          X |
   -1 XXXXXX +
          X |
        XXX |
        XXX S|
            |
       XXXX |
   -2     X +
        XX T|
            |
            |
   -3       +
        <less>|<frequ>
```
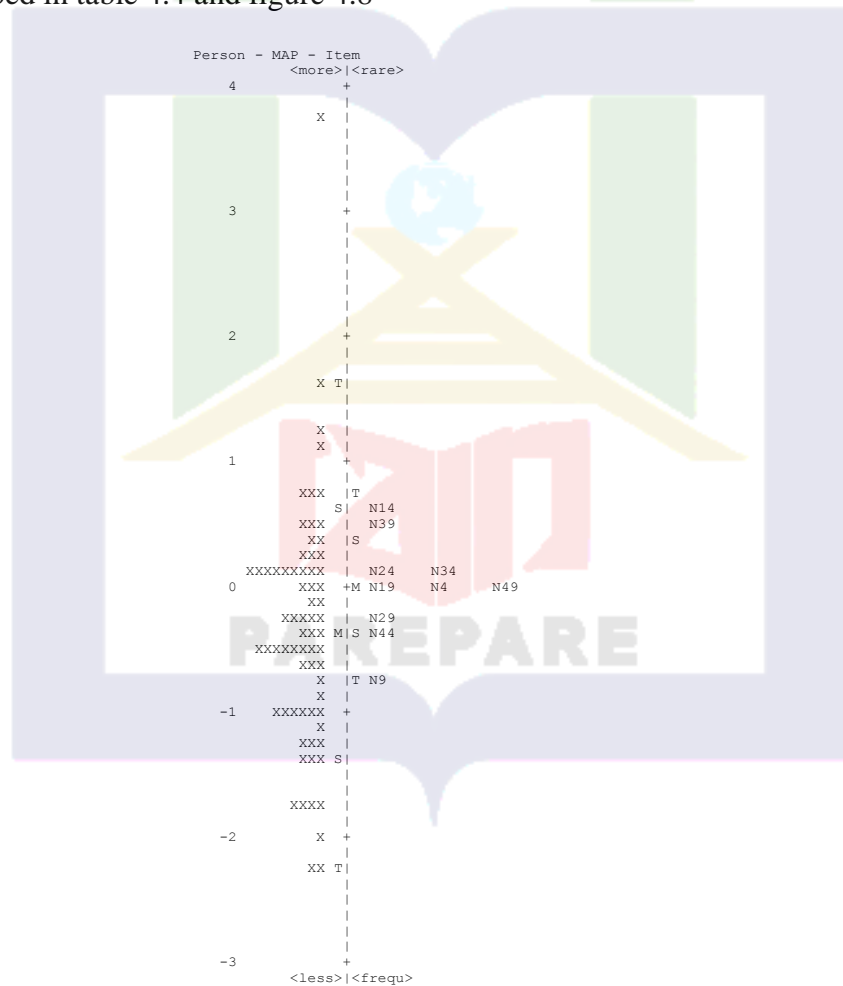
Figure 4.8 Map Item of Neouroticism

Based on figure 4.4 shows the item that is the most difficult to agree on is item N14 (I easily worry about something) with a velue of 0.69 logit. While the easist item to agree to is item N9 (I stay calm in any situation) with a velue of -0.69. the detailed description of the items is described in table 4.4 below.

```
|ENTRY   TOTAL  TOTAL            MODEL|   INFIT  |  OUTFIT  |PT-MEASURE |EXACT MATCH|        |
|NUMBER  SCORE  COUNT  MEASURE   S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item   |
|-------------------------------------+----------+----------+-----------+-----------+--------|
|    4    151     70      .69     .14| .91  -.5| .95  -.2|  .65   .61| 52.9  44.5| N14    |
|    8    162     70      .48     .14|1.20  1.2|1.12   .7|  .63   .62| 35.7  41.9| N39    |
|    7    184     70      .08     .13|1.18  1.2|1.28  1.6|  .63   .62| 47.1  39.6| N34    |
|    5    185     70      .07     .13| .94  -.3| .96  -.2|  .61   .62| 38.6  39.6| N24    |
|    2    187     70      .03     .13|1.27  1.7|1.24  1.4|  .53   .62| 41.4  39.5| N19    |
|    3    188     70      .01     .13| .98  -.1|1.03   .2|  .58   .62| 42.9  39.7| N4     |
|   10    191     70     -.04     .13| .56 -3.3| .66 -2.3|  .74   .62| 55.7  39.5| N49    |
|    6    204     70     -.26     .13|1.04   .3|1.01   .1|  .61   .62| 28.6  39.4| N29    |
|    9    211     70     -.37     .13| .90  -.6| .93  -.4|  .69   .62| 51.4  39.3| N44    |
|    1    230     70     -.69     .13|1.01   .1|1.09   .6|  .51   .61| 41.4  40.1| N9     |
|-------------------------------------+----------+----------+-----------+-----------+--------|
| MEAN   189.3   70.0     .00     .13|1.00   .0|1.03   .2|           | 43.6  40.3|        |
| S.D.    21.5     .0     .37     .00| .19  1.3| .17  1.0|           |  7.9   1.6|        |
```
.

Table 4.4 Point Item Measure of Neoroticism

e. **DescriptionofDimensionsOpenness**

The personality tendency of openness describes the breadth, depth, originality, and complexity of an individual's mental and experimental life.The following figure 4.9 describes the respondent's tendency in the personality dimension of openness.
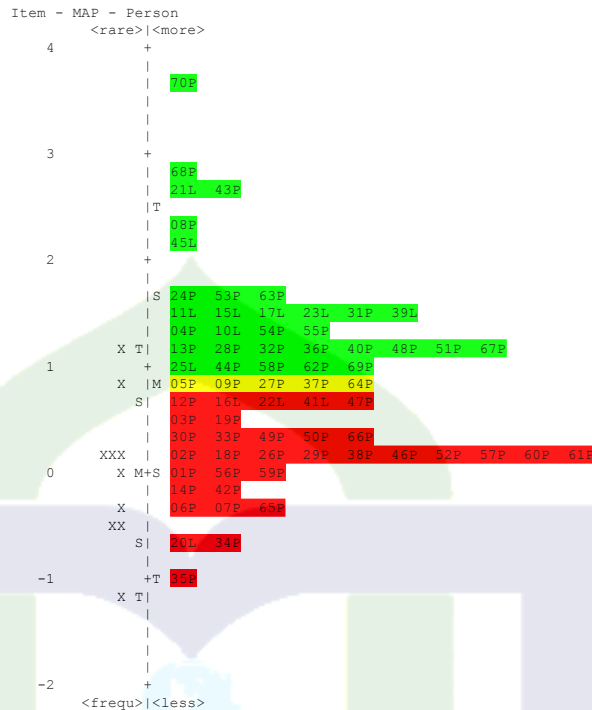
```
Item - MAP - Person
        <rare>|<more>
  4        +
           |
           | 70P
           |
           |
           |
  3        +
           | 68P
           | 21L  43P
           |T
           | 08P
           | 45L
  2        +
           |
          |S 24P  53P  63P
           | 11L  15L  17L  23L  31P  39L
           | 04P  10L  54P  55P
      X  T| 13P  28P  32P  36P  40P  48P  51P  67P
  1        + 25L  44P  58P  62P  69P
      X   |M 05P  09P  27P  37P  64P
         S| 12P  16L  22L  41L  47P
           | 03P  19P
           | 30P  33P  49P  50P  66P
     XXX   | 02P  18P  26P  29P  38P  46P  52P  57P  60P  61P
  0   X  M+S 01P  56P  59P
           | 14P  42P
      X   | 06P  07P  65P
     XX   |
         S| 20L  34P
           |
 -1       +T 35P
      X  T|
           |
           |
           |
 -2        +
        <frequ>|<less>
```

Figure 4.9 Map Person ofDimensionsOpenness

Based on Figure 4.9 the item above shows that of the 70 respondents, 32 (49%) respondents (prospective teachers) have a tendency to openness personality type. 33 (48%) respondents do not have a tendency of personality openness type. Of the 34 respondents who have a personality openness tendency, there are 23 women and 9 men.

The description of the approval of the openness dimension item is described in table 4.5 and figure 4.10
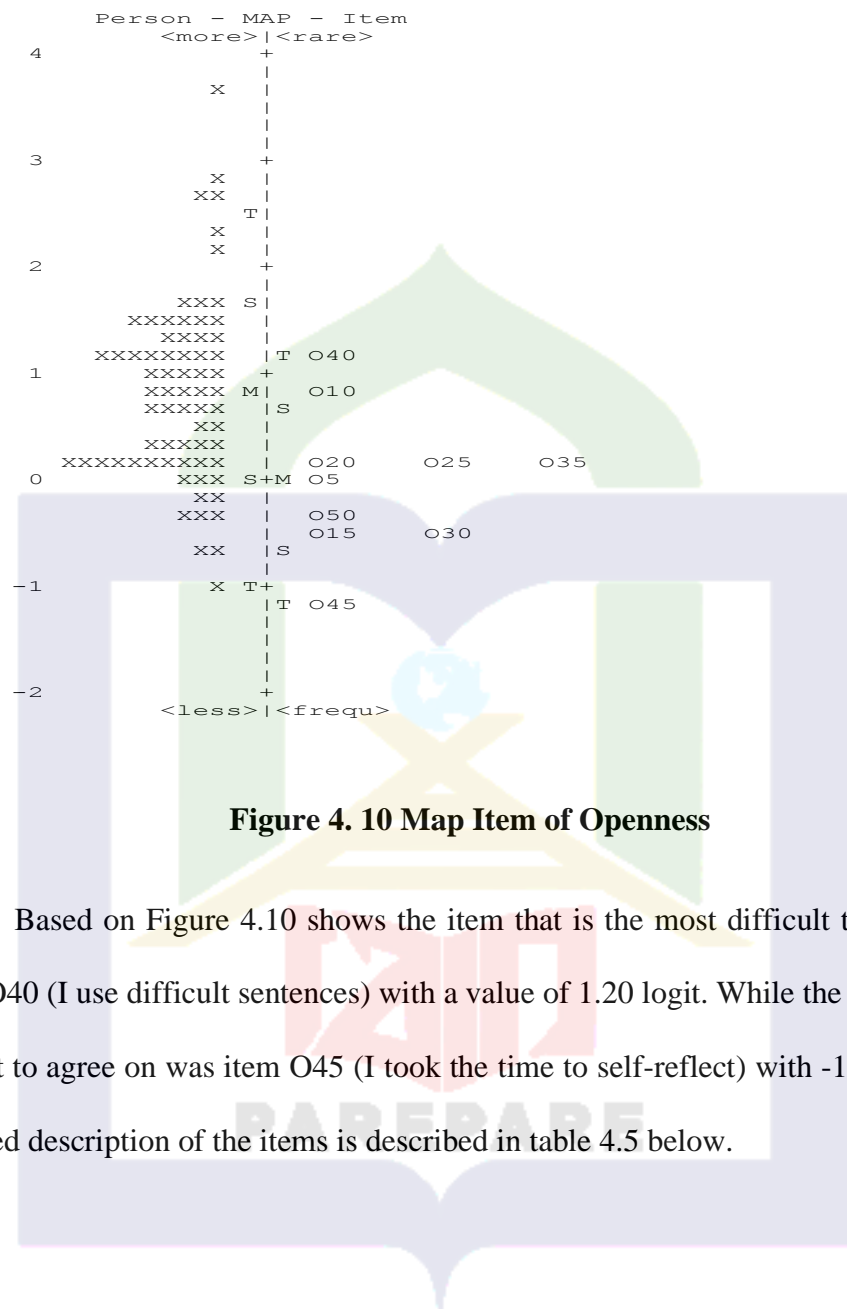
```
        Person - MAP - Item
          <more>|<rare>
  4          +
             |
        X    |
             |
             |
             |
  3          +
        X    |
        XX   |
          T  |
        X    |
        X    |
  2          +
             |
      XXX  S |
    XXXXXX   |
      XXXX   |
  XXXXXXXX   |T O40
  1    XXXXX +
      XXXXX M|   O10
      XXXXX  |S
        XX   |
      XXXXX  |
  XXXXXXXXXX |   O20      O25      O35
  0    XXX S+M O5
        XX   |
      XXX    |   O50
             |   O15      O30
        XX   |S
             |
 -1     X  T+
             |T O45
             |
             |
             |
             |
 -2          +
        <less>|<frequ>
```

Figure 4. 10 Map Item of Openness

Based on Figure 4.10 shows the item that is the most difficult to agree on is item O40 (I use difficult sentences) with a value of 1.20 logit. While the item that was easiest to agree on was item O45 (I took the time to self-reflect) with -1.09 logit. The detailed description of the items is described in table 4.5 below.

```
---------------------------------------------------------------------------
|ENTRY   TOTAL  TOTAL             MODEL|   INFIT  |  OUTFIT  |PT-MEASURE |EXACT MATCH|      |
|NUMBER  SCORE  COUNT   MEASURE   S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item |
|-------------------------------------+----------+----------+-----------+-----------+------|
|    5    195     70     1.20      .15|1.36  2.1|1.40   2.3|  .14   .56| 44.3  47.7| 040  |
|    8    212     70      .80      .16| .99   .0|1.08    .6|  .54   .55| 50.0  47.6| 010  |
|    3    240     70      .11      .16| .54  -3.3| .55  -3.3|  .75   .54| 62.9  49.0| 025  |
|    9    240     70      .11      .16|1.14   .9|1.15    .9|  .45   .54| 50.0  49.0| 020  |
|    4    241     70      .08      .16| .76  -1.5| .79  -1.3|  .50   .54| 67.1  49.3| 035  |
|    1    242     70      .06      .16| .85   -.9| .85   -.9|  .61   .54| 57.1  49.3| 05   |
|    7    257     70     -.33      .16| .77  -1.5| .76  -1.6|  .74   .52| 50.0  50.4| 050  |
|   10    262     70     -.46      .16|1.25  1.5|1.25   1.5|  .58   .52| 60.0  50.6| 030  |
|    2    263     70     -.49      .16|1.01   .1| .99    .0|  .63   .52| 42.9  50.5| 015  |
|    6    284     70    -1.09      .17|1.45  2.5|1.46   2.5|  .36   .49| 48.6  51.2| 045  |
|-------------------------------------+----------+----------+-----------+-----------+------|
| MEAN   243.6   70.0     .00      .16|1.01   .0|1.03    .1|           | 53.3  49.5|      |
| S.D.    24.3    .0      .62      .01| .28  1.7| .28   1.7|           |  7.7   1.2|      |
---------------------------------------------------------------------------
```

Table 4.5 Point Item Measure of openness

f. Description all of item Dimensions big five Students'Personality

The following is figure 4.11 which describes the respondents' tendencies in personality in general.

```
                Item - MAP - Person
                 <rare>|<more>
        3           +
                    |
                    |
                    |
                    |  21L
                    |
                    |
        2           +
                    |
                    |
                    |
                    |  68P
                    |
                  T|
          X    |T 08P
        1     XXX   +  42P  70P
             XXX   |  11L  44P
                   |S 13P  43P
            XXXX  S|  47P  48P  58P
            XXXX   |  07P  09P  10L  25L  27P  31P  50P  54P  66P
            XXXX   |  12P  17L  29P  32P  36P  38P  41L  62P  64P
           XXXXXX  |M 04P  19P  22L  26P  28P  30P  33P  49P  51P  56P  61P  69P
        0       X M+  01P  03P  05P  16L  18P  20L  24P  52P
          XXXXXXX  |  02P  14P  37P  40P  45L  57P  67P
              XX  |S  15L  23L  34P  53P  55P  60P  63P  65P
             XXX   |  39L  46P  59P
           XXXX  S|  35P
           XXXX   |T 06P
             XX   |
       -1      X   +
                    |
                  T|
                    |
                    |
                    |
              X    |
       -2           +
            <frequ>|<less>
```
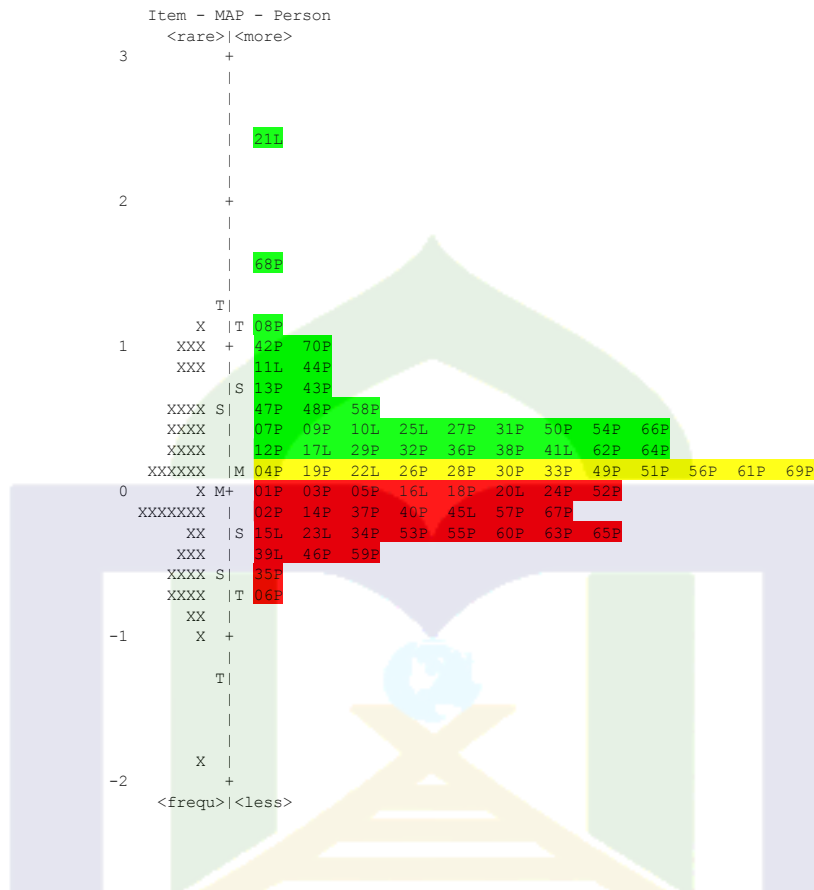
Figure 4.11 Map Person ofDimensions big five Students' Personality

Based on Figure 4.11, it can be seen that from a total of 70 respondents there are 22 (31%) respondents who have a high personality tendency to become teacher candidates. Of the 22 respondents who have a high personality tendency, there are 3 male respondents and 19 female respondents. Meanwhile, as many as 38 (54%) respondents who have a low personality tendency to become teacher candidates. From 38 respondents there were 7 male respondents and 31 female respondents.

The description of the approval of the openness dimension item is described in table 4.6 and figure 4.12

```
Person - MAP - Item
            <more>|<rare>
  3            +
               |
          X    |
               |
               |
               |
  2            +
               |
               |
          X    |
             T|T A37
               |
  1        XXX  + N44    O5
          XXXX  | N29    O10
          X  S| A22     C33     E11     N14
        XXXXXXX |S C18   E31     N49     O20
          XXXXX  | C28    C48
        XXXXXXXXX M| E26   E46     E6      N9      O35     O45
        XXXXXXXXXXX  | A47   C13
  0 XXXXXXXXXXXXX +M C23   C3      E36
        XXXXXXXXX  | A32    A7      C43     E41     N24     O15     O50
          X  S| C8
          XXX  | A27    E1      E16     N34     O30
          XX  |S A42   C38
             T| A12    N19     N4      O25
               | A2     E21     N39
 -1            + O40
               |
               |T
               |
               |
               |
               | A17
 -2            +
            <less>|<frequ>
```

Figure 4.12 Map Item of Dimensions Big five Students' Personality

Based on Figure 4.12 shows the item that is the most difficult to approve is item A37 (I take time for others) with a value of 1.22 logit. While the item that is the easiest to approve is item A17 (I sympathize with other people's feelings) with a value of -1.50 logit.Point measure correlation is the data analysis process that aims to determinewhich items appear most often or are dominant from a research questionnaire. The detailed description of the items is described table 4.6 below.

```
|ENTRY   TOTAL  TOTAL                MODEL|   INFIT   |  OUTFIT   |PT-MEASURE |EXACT MATCH|       |
|NUMBER  SCORE  COUNT  MEASURE  S.E. |MNSQ  ZSTD|MNSQ  ZSTD|CORR.  EXP.| OBS%  EXP%| Item  |
|------------------------------------+-----------+-----------+-----------+-----------+-------|
|   14    151    70    1.22   .13|1.22  1.4|1.20  1.3|  .38   .42| 44.3  36.5| A37   |
|   41    161    70    1.05   .13|1.62  3.6|1.74  4.1|  .00   .42| 31.4  36.4| O5    |
|   39    162    70    1.04   .13|1.29  1.8|1.27  1.7|  .55   .42| 22.9  36.4| N44   |
|   36    170    70     .91   .12|1.04   .3|1.03   .3|  .46   .42| 31.4  36.3| N29   |
|   48    170    70     .91   .12|1.13   .9|1.14  1.0| -.01   .42| 31.4  36.3| O10   |
|    2    180    70     .76   .12|1.26  1.7|1.28  1.8|  .17   .41| 32.9  36.1| E11   |
|   34    184    70     .70   .12|1.23  1.5|1.23  1.5|  .59   .41| 34.3  36.0| N14   |
|   24    185    70     .68   .12|1.12   .8|1.10   .7|  .42   .41| 30.0  36.0| C33   |
|   19    187    70     .65   .12|1.40  2.5|1.40  2.5|  .29   .41| 31.4  36.3| A22   |
|    4    188    70     .64   .12|1.11   .8|1.13   .9|  .38   .41| 34.3  36.3| E31   |
|   49    191    70     .59   .12| .91  -.6| .91  -.6|  .49   .41| 40.0  36.2| O20   |
|   40    195    70     .53   .12| .94  -.3|1.10   .7| -.10   .41| 48.6  36.6| N49   |
|   28    197    70     .50   .12|1.26  1.7|1.26  1.7|  .45   .40| 28.6  36.7| C18   |
|   26    202    70     .43   .12|1.32  2.0|1.32  2.0|  .47   .40| 32.9  37.3| C48   |
|   29    204    70     .40   .12|1.11   .7|1.10   .7|  .51   .40| 38.6  37.5| C28   |
|   46    207    70     .36   .12|1.11   .8|1.16  1.1| -.03   .40| 38.6  37.7| O45   |
|    8    208    70     .34   .12|1.18  1.2|1.17  1.2|  .40   .40| 28.6  37.7| E26   |
|   44    211    70     .30   .12|1.19  1.3|1.20  1.3|  .54   .39| 40.0  37.9| O35   |
|   10    212    70     .28   .12| .88  -.8| .88  -.7|  .26   .39| 37.1  37.9| E46   |
|   31    213    70     .27   .12|1.11   .7|1.10   .7|  .43   .39| 40.0  37.9| N9    |
|    6    215    70     .24   .12| .90  -.6| .91  -.6|  .40   .39| 38.6  38.0| E6    |
|   16    218    70     .19   .12| .96  -.2| .97  -.2|  .27   .39| 37.1  38.1| A47   |
|   22    220    70     .16   .12|1.28  1.7|1.27  1.7|  .40   .39| 25.7  38.1| C13   |
|    9    230    70     .01   .12| .96  -.2| .96  -.2|  .45   .38| 37.1  38.7| E36   |
|   23    231    70    -.01   .12| .70 -2.1| .69 -2.1|  .52   .38| 61.4  38.7| C23   |
|   21    235    70    -.07   .13|1.03   .3|1.02   .2|  .57   .37| 38.6  39.1| C3    |
|   11    239    70    -.13   .13| .65 -2.5| .66 -2.4|  .59   .37| 47.1  39.3| A7    |
|   20    240    70    -.15   .13| .81 -1.2| .81 -1.2|  .34   .37| 37.1  39.3| A32   |
|   25    240    70    -.15   .13| .55 -3.4| .55 -3.3|  .53   .37| 51.4  39.3| C43   |
|   35    241    70    -.16   .13| .58 -3.1| .63 -2.7|  .32   .37| 57.1  39.4| N24   |
|    5    242    70    -.18   .13| .70 -2.0| .75 -1.7|  .39   .36| 37.1  39.6| E41   |
|   42    242    70    -.18   .13|1.17  1.1|1.21  1.3|  .09   .36| 40.0  39.6| O15   |
|   47    244    70    -.21   .13| .53 -3.6| .55 -3.3|  .56   .36| 54.3  39.7| O50   |
|   27    251    70    -.33   .13| .82 -1.1| .84 -1.0|  .50   .35| 48.6  40.5| C8    |
|   50    257    70    -.43   .13| .84 -1.0| .83 -1.1|  .41   .35| 40.0  40.8| O30   |
|   13    258    70    -.45   .13| .77 -1.4| .79 -1.3|  .38   .34| 54.3  41.4| A27   |
|    7    259    70    -.47   .13| .79 -1.3| .81 -1.2|  .26   .34| 48.6  41.6| E16   |
|   37    259    70    -.47   .13| .75 -1.6| .73 -1.8|  .48   .34| 50.0  41.6| N34   |
|    1    260    70    -.49   .13| .56 -3.1| .55 -3.2|  .59   .34| 52.9  41.9| E1    |
|   30    262    70    -.52   .13|1.03   .2| .98   .0|  .42   .34| 45.7  42.0| C38   |
|   15    263    70    -.54   .14| .98  -.1| .97  -.1|  .33   .34| 44.3  42.6| A42   |
|   32    270    70    -.67   .14|1.06   .4| .99   .0|  .42   .33| 50.0  43.8| N19   |
|   33    272    70    -.71   .14| .87  -.8| .88  -.7|  .33   .32| 45.7  43.9| N4    |
|   43    272    70    -.71   .14| .77 -1.4| .75 -1.5|  .51   .32| 42.9  43.9| O25   |
|   18    273    70    -.73   .14|1.15   .9|1.12   .7|  .40   .32| 51.4  44.0| A12   |
|    3    280    70    -.87   .14| .74 -1.6| .72 -1.7|  .57   .31| 55.7  44.4| E21   |
|   17    281    70    -.89   .15|1.14   .9|1.28  1.5|  .15   .31| 48.6  44.5| A2    |
|   38    281    70    -.89   .15|1.09   .6|1.06   .4|  .35   .31| 40.0  44.5| N39   |
|   45    284    70    -.96   .15|1.21  1.2|1.23  1.3|  .15   .30| 41.4  44.4| O40   |
|   12    315    70   -1.80   .19| .93  -.3|1.13   .7|  .17   .23| 50.0  52.2| A17   |
|------------------------------------+-----------+-----------+-----------+-----------+-------|
| MEAN   228.2   70.0    .00   .13| .99  -.1|1.01   .0|           | 41.4  39.6|       |
| S.D.    38.2    .0     .63   .01| .24  1.6| .25  1.6|           |  8.8   3.3|       |
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Table 4.6 Point Item Measure of personality Dimensions Big Five

B. Discussion

In this section, the researcher explained about the personality profiles of prospective teacher students and the most dominant student personality types. In this study, researchers used the Big five dimensions as a personality type. The theory used to reveal the personality of prospective students is the big five theory because it can reveal more specifically. Big five personality

types consist of openness, conscentiousness, extraversion, agreeableness, and neuroticism. According to Ricky W. Grifin, Gregory Moorhead defines personality as a relatively stable psychological attribute that distinguishes one from another. For prospective teachers to have a good personality it is very important because people who want to become teachers, in some ways they have to build and adapt in a professional environment. This research was conducted at IAIN Parepare for 8th semester students. Researchers took 70 students as samples from 98 populations. In this study, the researcher uses a quantitative approach by using a questionnaire that has been distributed previously to answer the problem in research.

Based on the assessment using the Rasch model, the researcher found that the extraversion personality item (which includes individuals who are sociable, hopeful, aggressive, confident, comfortable, energetic, cheerful, dominant, friendly, active, assertive and talkative in social situations) found that 33 (47%) of the 70 respondents (prospective teachers) have a tendency of personality extraversion type and 31 (44%) of respondents do not have a tendency of personality extraversion type. Students who have an extraversion personality are especially suitable for prospective teachers who will teach because extroversion implies an energetic approach to others easily and to engage in a more socially interacting material world. On the other hand, individuals with low levels of extroversion tend to be quiet, shy, aloof, prefer to be alone and stay in close circles.

Agreeableness personality (which includes honesty, tends to be reliable, self-sacrificing, humble, polite, kind, helpful, flexible, trusting, and forgiving) it was found that 23 (33%) of the 70 respondents (prospective teachers) had a personality type tendency. agreeableness and 42 (6%) of 70 respondents do not have a tendency to agreeableness personality type. Students who have a high agreeableness personality are very suitable to be prospective teachers because agreableness is associated with a harmonious and positive relationship that shows peer acceptance and friendship among children. Agreableness has a beneficial effect on social interactions. While individuals with low levels show hostile, competitive, unreliable, stubborn, rude, conflicted and skeptical nature.

Furthermore, personality conscientiousness (including reliable, disciplined, careful, responsive, manageable, hard work, success orientation, tenacity and attention) was found that as many as 32 (46%) of 70 respondents (prospective teachers) had a tendency of personality conscientiousness type and 34 (49%) of the 70 respondents did not have a personality conscientiousness type tendency. Students who have a high conscientiousness personality are individuals who are good at organizing, organizing things, being punctual, and ambitious. This personality is very good for prospective teachers. Meanwhile, students who have a low level of coscientiousness tend to be people who are not on time in doing things.

Neuroticism personality (which includes regret, anxiety, anger, sadness, stress, hatred, mistrust, nervousness, shame, depression, fear, irritability, guilt, and laziness) it was found that 34 (49%) of the 70 respondents (prospective teachers)) have a tendency of personality neouroticism type and 33 (48%) of 70 respondents do not have a tendency of personality neouroticism type. Students who have a high level of neuroticism personality are individuals who display negative effects and emotions such as remorse. This type is not very good for prospective teachers because a good teacher should be able to have a positive effect on students later.

The last is openness personality (which includes openness measuring individual tendencies to display scientific and artistic creativity, divergent thinking, imagination, curiosity, self-reflection, adventure and open-mindedness). personality openness type and 33 (48%) of 70 respondents do not have a tendency to openness personality type. Students who have the openness personality type are personality types that describe individuals who assess their efforts proactively and respect experiences for their own sake. Individuals with openness to experience have the characteristics of being easy to tolerate, easy to absorb information, focused, creative, imaginative, and think broadly. Meanwhile, students who have a low level of openness personality tend to be practical, traditional, considered uncaring and grounded.

As for the overall calculation of all items, the researcher found that out of 70 total respondents, there were 22 (31%) respondents who had a high personality tendency to become teacher candidates. while there are 38 (54%) respondents who have a low personality tendency to become teacher candidates.

From the results of the research found by the researcher, it can be interpreted or concluded that of the 70 students who were respondents in this study, there were 22 (31%) students who had a high personality tendency to become teacher candidates. The most dominant personality type among the Big five personality dimensions is Agreeableness. Agreeableness tends to be reliable, straightforward, self-sacrificing, humble, polite, kind, helpful, flexible, and forgiving. It tends to cooperate but is known to avoid conflict. Familiarity with harmonious and positive relationships shown to foster peer acceptance and friendship among children from middle and high school such as altruism, heart, trustworthiness, and humility. Conformity has a good influence on social interaction.

In previous research findings by Muslim Nasyroh and Rinandita Wikansari in a study "Hubungan antara kepribadian (big five personality model) dengan kinerja karyawan". Where this research This research's purposed to know the relationship between personality and employee's performance. The personality referred to this research is Big Five Personality Model which are consist of extroversion, openess, conscientiousness,

neuroticism, and agreeableess dimension. The performance referred to this research is job's output. This research used two instruments, big five inventory (BFI) and 10-items perrmance scale. Respondent for this research was 30. Data analyzed by correlation test with percentage of signification 5% or 0,05. The result of this research indicated that big five personality and performance of employee related. Agreeableness and neuroticism as personality dimension which were significantly related to performance.[44]and Study was conducted by Masdusi Masdudi, Asep Mulyani which research personal competency and social competency of biology prospective students. The purpose of this study to "Describe the personality competence and social competence of biology teacher candidate students at the IAIN Syekh Nurjati Cirebon Biology School". The research method uses descriptive methods. The research instrument used is using a rating scale to measure the personality and social competences of biology teacher candidate students, and interviews to determine the department's efforts in developing the personality competencies and social competences of biology teacher student candidates. The results show that the average score of personality competence is 88.25% and the social competence of biology teacher candidate students has an average score of 84.68%. The conclusion in this study is that the personality competence

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[44]Nasyroh, M., & Wikansari, R. 2017.Hubungan Antara Kepribadian (Big Five Personality Model) dengan Kinerja Karyawan. *Jurnal Ecopsy*, *4*(1), 10-16.

and social competence of biology teacher candidate students at Tadris Biology fall into the very good category.[45]

In this study, it is different from previous studies. there are similarities and differences. Where the similarities between previous researchers and current research are that they both want to know the type of personality and use the five factor model as a personality assessment. As for the difference, where previous research conducted research on residential samples in the community and current research uses a student sample as the object of research.

Additionally, Previous research has focused more on the character of prospective teachers, such as concern, responsibility, and sensitivity to student needs. In other studies that are focused on personality competencies and social biology competences of prospective students, in this study, it is more focused on the personality of students who will become prospective teachers in the big five dimensions. In terms of where the previous research was carried out in several schools in Jakarta, four cities in the province of Ogliastra, and at the IAIN Syekh Nurjati School of Biology, Cirebon. Research titles used by researchers and previous researchers are also not the same. As far as researchers know, that research related to the personality of prospective teachers has just been examined at English Program IAIN Parepare.

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[45]Masdudi M., & Mulyani, A, *Kompetensi kepribadian dan kompetensi sosial mahasiswa calon guru biologi. Bio educatio:(The Journal of Science and Biology Education,* 2019).h.2.

The correlation between the researcher's discoveries and the importance of personality on students' readiness to become professional teachers because having readiness can minimize mistakes that occur when carrying out their profession. The readiness of prospective teachers will determine the quality of teachers later, the more qualified the teachers, the more qualified the quality of education will be. The personality of each individual has diverse characteristics and isn't be compare with other people. Uniqueness states of mind, feels, expressions and personalities show in each person's activities in case somebody is stand up to with a specific circumstance. Each individual has propensity of behavior that was carry out ceaselessly reliably on confront the circumstance, so that it gets to be characteristic of personality.

CHAPTER V

CONCLUSION AND SUGGESTION

Thissectiondescribesthesummaryoftheresearchbasedonresearchfindin gpreviouschapterand recommendationfor further research.

A. Conclusion

1. The profile of students' personality in English department

   Based on the assessment using the Rasch Model, the researchers found that all of the big five dimensions of personality exist within students. Of the 70 prospective English teacher respondents that I have studied, all of them have personality categories of openness, conscientiousness, extraversion, agreeableness, and neuroticism. Some have an openness personality, some have a conscientiousness personality, some have an extraversion personality, some have an agreeableness personality and some have a neourticism personality. Everyone who will carry out the noble task as a teacher must have a good personality. Because as a prospective teacher, he will become a character and idol that his students will imitate and imitate.

2. The most dominant of students' personality in English department

   The most dominant personality type among the big five dimensions is the agreeableness. People who have this personality type tend to be reliable, straightforward, self-sacrificing, humble, polite, kind, helpful, flexible,

trusting, and forgiving. Students who have this personality type are very suitable to be prospective teachers. Because, upholding a positive personality is very important. With a positive personality, students can become professional English teacher candidates.

B. Suggestion

Based on these conclusions, the researcher would like to give some suggestions related to this researcher, namely English lecturers, students and other researchers. The suggestions are as follows:

1.   Tothe teacher

Based on the findings, this study can be used as a reference for knowledge about the personality types of students majoring in English. This study reveals that the importance of personality for prospective English teachers.

2.   Tothestudents

The results of this study can provide information about the profile and dominant personality types in students majoring in English who will become prospective English teachers. Students can find out what needs to be improved and improved. Therefore, students can use this research as a reference in completing their thesis.

3.   Tothe other researcher

This research is not perfect yet, it issuggested to conduct further

research on similar topics with alarger sample sizein order to get clearer and more accurate results.

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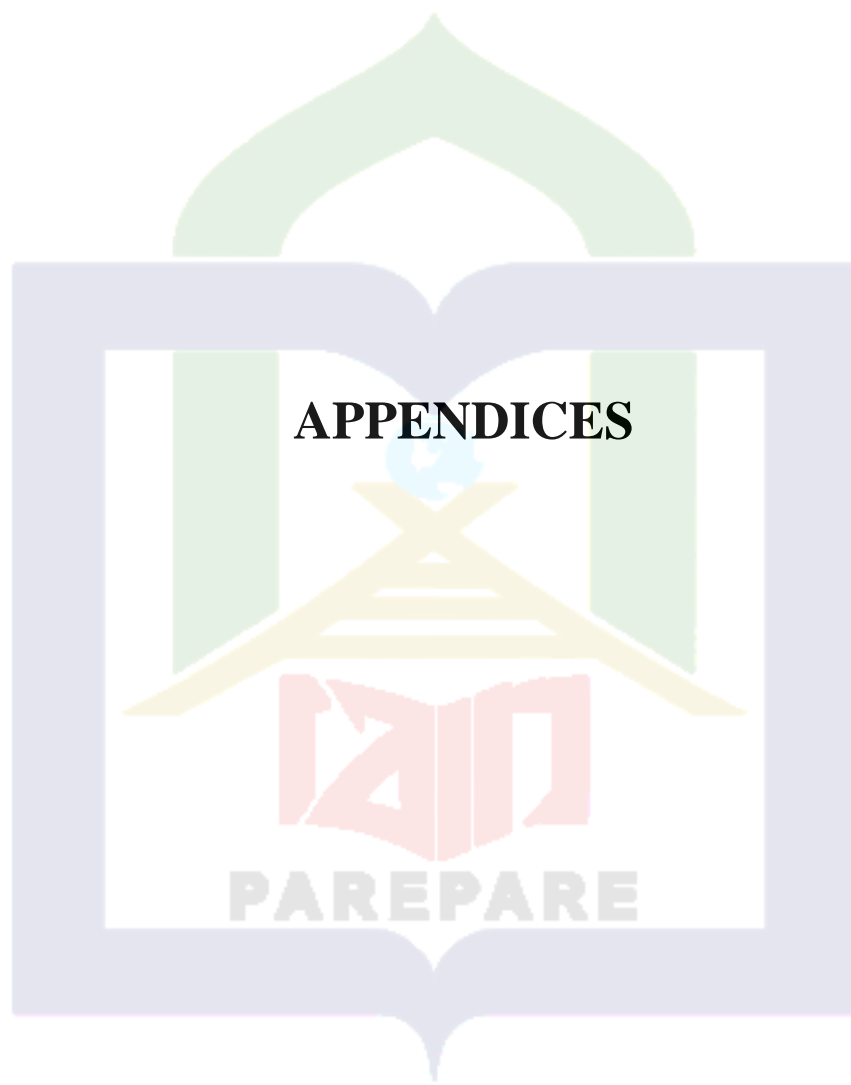
APPENDICES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

NAMA MAHASISWA : NURMIFTA SRI RAHAYU RUSLAN

NIM : 17.1300.118

FAKULTAS/ PRODI : TARBIYAH/ PENDIDIKAN BAHASA INGGRIS

JUDUL : THE TYPE OF STUDENTS' PERSONALITY TO

BECOME PROSPECTIVE ENGLISH TEACHER

AT ENGLISH PROGRAM IAIN PAREPARE

INSTRUMENT PENELITIAN

1. **ANGKET**
   PETUNJUK PENGISIAN SKALA

1. Bacalah dan pahami setiap pernyataan yang ada dengan teliti

2. Beri tanda check list (✓) pada kolom di sebelah kanan Anda pada setiap pernyataan yang **paling sesuai dengan keadaan Anda**

3. Dalam hal ini tidak ada jawaban benar atau salah, semua jawaban adalah baik. Adapun pilihan jawaban tersebut adalah:

    SS **: Sangat Setuju,** jika kalimat pernyataan **Sesuai dengan keadaan diri Anda.**

    S **: Setuju,** jika kalimat pernyataan **Setuju dengan keadaan diri Anda.**

    AS **: Agak Setuju,** jika kalimat pernyataan setuju Anda lakukan dan juga tidak setuju.

    TS **: Tidak setuju,** jika kalimat pernyataan **tidak setuju dengan keadaan diri Anda**.

    STS **: Sangat tidak setuju,** jika kalimat pernyataan **sangat tidak setuju dengan keadaan diri Anda.**

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No.	Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Agak Setuju	Setuju	Sangat Setuju
1.	Saya mampu menghidupkan suasana					
2.	Saya merasa sedikit peduli terhadap orang lain					
3.	Saya merasa siap dalam menjalankan tugas					
4.	Saya mudah stress					
5.	Saya memiliki banyak kosa kata					
6.	Saya tidak banyak bicara					
7.	Saya tertarikpadaoranglain					
8.	Saya meletakkan barang dimana saja					
9.	Saya tetap tenang dalam situasi apapun					
10.	Saya kesulitan untuk memahami ide-ide abstrak					
11.	Saya merasa nyaman disekitar orang lain					
12.	Saya merendahkan orang lain					
13.	Saya mengerjakan tugas dengan teliti					
14.	Saya mudah khawatir tentang suatu hal					
15.	Saya memiliki imajinasi yang kuat					
16.	Saya tetap berada dibalik layar					
17.	Saya simpati dengan perasaan orang lain					

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18.	Saya membuat kekacauan					
19.	Saya tidak mudah merasa sedih					
20.	Saya tidak tertarik pada ide-ide abstrak					
21.	Saya senang memulai pembicaraan					
22.	Saya tidak tertarik pada masalah orang lain					
23.	Saya melakukan tugas dengan cepat					
24.	Saya mudah merasa gelisah					
25.	Saya memiliki ide cemerlang					
26.	Saya lebih sukadiam					
27.	Saya memiliki hati yang lembut					
28.	Saya mudah lupa untuk meletakkan barang kembali pada tempatnya					
29.	Saya mudah marah					
30.	Saya tidak memiliki imajinasi yang baik					
31.	Saya berbicara denganbanyak orang yang berbeda dikeramaian					
32.	Saya tidak tertarik pada orang lain					
33.	Saya suka secara tersusun					
34.	Suasana hati saya mudah berubah					
35.	Saya cepat memahami sesuatu					
36.	Saya tidak suka menarik perhatian					
37.	Saya meluangkan waktu untuk orang lain					

38.	Sayamengabaikantugas					
39.	Saya mudah mengalami perubahan mood					
40.	Saya menggunakan kalimat yang sukar					
41.	Saya tidak keberatan menjadi pusat perhatian					
42.	Saya merasakan emosi orang lain					
43.	Saya mengikuti jadwal tugas					
44.	Saya mudah tersinggung					
45.	Saya meluangkan waktu untuk merefleksikan diri					
46.	Saya merasa tenang berada disekitar orang lain					
47.	Saya membuat orang lain merasa nyaman					
48.	Sayamenghabiskan banyaktenagadalambekerja					
49.	Saya mudah merasa sedih					
50.	Saya memiliki banyak ide					

This research used the adaptation from ipip.ori.org website reported in the following article: Goldberg, L. R.

Parepare, 21April 2021

Mengetahui,

Pembimbing Utama

Pembimbing Pendamping

Hj. Nurhamdah. S. Ag., M.Pd
NIP. 197311161998032007

Wahyu Hidayat. Ph.D
NIP. 198205232011011005

APPENDIX. 2 RESEARCH ALLOWANCE

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

SURAT KETERANGAN PENELITIAN
NOMOR : B.1786/In.39.5.1/PP.00.9/07/2021

Yang bertanda tangan di bawah ini,

Nama	:	Dr. Muh. Dahlan Thalib, M.A
NIP	:	19631231 198703 1 012
Pangkat/Golongan	:	Pembina TK. I/IV b
Jabatan	:	Wakil Dekan Bidang Akademik, Kemahasiswaan, Kelembagaan dan Kerjasama
Instansi	:	Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama	:	Nurmifta Sri Rahayu Ruslan
NIM	:	17.1300.118
Program Studi	:	Pendidikan Bahasa Inggris

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2021 sampai dengan bulan Juli 2021, dengan judul penelitian "**The Type Of Students' Personality To Become Prospective English Teachers At IAIN Parepare**".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare,13 Juli 2021
Wakil Dekan I,

Muh. Dahlan Thalib

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.1424/In.39.5.1/PP.00.9/06/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Nurmifta Sri Rahayu Ruslan
Tempat/Tgl. Lahir	: Takkalasi, 04 September 1999
NIM	: 17.1300.118
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Dusun I Takkalasi, Kec. Maritengngae, Kab. Sidrap

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :

"The Type Of Students' Personality To Become Prospective English Teachers At IAIN Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 07 Juni 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

SRN IP0000362

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 364/IP/DPM-PTSP/6/2021

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.

2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.

3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA   : **NURMIFTA SRI RAHAYU RUSLAN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jurusan   : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**

ALAMAT   : **DUSUN 1 TAKKALASI**

UNTUK   : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN   : **THE TYPE OF STUDENTS' PERSONALITY TO BECOME PROSPECTIVE ENGLISH TEACHERS AT IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI PAREPARE**

LAMA PENELITIAN   : **10 Juni 2021 s.d 10 Juli 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung

b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**

Pada Tanggal :   **11 Juni 2021**

KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH

Pangkat : Pembina Utama Muda, (IV/c)

NIP   : 19620915 198101 2 001

Biaya : Rp. 0.00

APPENDIX. 4 DOCUMENTATION

CURRICULUM VITAE

Nurmifta Sri Rahayu Ruslan, the writer was born on September04th 1999 in Takkalasi, South Sulawesi. She is the second child in her family. She has two sisters and one brothers. Her father's name is Ruslan and her mother's name is Megawati. She began her study on 2005 at SDN 3 Allakuang and graduated on 2011. In the same year, she continued her study at SMPN 2Pangsid and graduated on 2014.

In the same year she continued her study at SMAN 1 Pangsid focused on Social Sciences (IPS) and graduated on 2017. After graduated, she decided to continued her study at State Islamic Collage (STAIN) Parepare, but now become State Islamic Institute (IAIN) Parepare. She took Tarbiyah Faculty and focused on English Education Program. She completed her skripsi on 2021 with the tittle " The type of Students' personality to become prospective English Teachers at English Program IAIN Parepare".