

Chapter One

Introduction

In this chapter, the researcher discusses the topic about the correlation between students' interest in their teachers' personality and academic achievement. The researcher explains about the background, statement of the problem, research question, purposes of the research, significance of the research, and the outline of the research. This chapter shows and explains the problem discussed in the next chapter.

Background

In education, the teaching and learning process is very important. It is a process to deliver the knowledge and change the students' attitude. Usually, in the teaching and learning process, the teacher has a big authority. Teaching and its learning processes depend on teachers. Teacher is the main cause of the successful of teaching and learning process (Marble *et al*, 2000). Teaching and learning process can be successful if the subject or material that teachers transform to the students can be received clearly and students understand the subject plainly.

The teaching and learning processes bring a big challenge to teachers. The teachers should be able to encourage students to learn and make them enjoyable in learning without feeling in force. The teachers could use an interesting material, media, or activity to make the students enjoy in learning. They also can do the interaction with the students to increase students' interest in learning. Therefore, the teachers are required to have a good interaction with the students. A teacher who can interact well with students will be easy to encourage the student to learn. In making a good interaction with the students, the teachers should have a good personality like being patient, friendly, and kind. These personalities are the basic to make a good interaction with the students or make them like with the teachers or even feel interested in the teachers.

The students' interest is one of the aspects that have a big influence on the learning processes. The students' interest can be categorized into some aspects such as interest to the subject, interest to the teacher, and interest in activity. There are some people who involved in education said that "Love your teacher, so you can easily love your subject". This quote means that if students want to love the subject and master it, they should love the teacher first. The student who does not like the teacher, they also will relatively not learn the subject well. To avoid this case, teachers should make a good communication and interaction with their students. The students will be interested in teachers who can make them comfortable in class and enjoyable in learning.

The academic achievement is an evidence of the student's success in teaching and learning processes. Students' academic achievement can be influenced by many factors. One of the factors that can affect students' academic achievement is students' interest. The students' interest is associated with his or her achievement in a particular subject (Renninger & Hidi, 2002). One of the types of students' interest is students' interest to the teachers that can influence the ways students to learn. The student who does not like the teachers will be lazy to learn the subjects, so it will probably make the low achievement in that subject. The teachers must be careful to interact with the students. They should not give a bad impression in front of the students, especially while teaching. If the students have a good impression for their teachers, they will be interested in the subject or the learning process. Thus, the student can follow the learning process without any feel bored and depressed. This condition can build the students' interest in the subjects or learning processes through teachers' personality.

Moreover, the teachers' personality is important. It brings the positive impact for the students such as improve students' motivation in learning, create the positive environment for students, and lead students to pay attention to the teacher. Furthermore, in Indonesia school context, the teachers' personality is also used for the requirement for the teacher in applying

for the job. Based on the Indonesian constitution number 14 law of 2005 about teacher and lecturers' competences, the teacher should have the competences such as pedagogical competence, personality competence, social competence, and professional competence obtained from the profession education. The Indonesian teachers and lecturers should have these competences to improve the quality of teaching and instruction. The teachers' personality in Indonesia is also important because it can bring an impact on the students' learning and students' achievement. Nevertheless, there are still many teachers or lecturers who ignore the importance of the teachers' personality. They teach the students with the unsuitable characters and they do not think the impact of it.

Actually, on the observation, lecturers of English Education Department of Universitas Muhammadiyah Yogyakarta have various characters and personalities. These various personalities have an impact on students' interest. If the students recognize the positive or good personality of teachers, this recognition leads the students to like and respect to their teachers (Lei, 2007). Each student has the judgment to each lecturer at EED of UMY. Thus, it makes the differences on how each student responds to each lecturer. Surely, there are some students who do not like their lecturer. This may not influence the teachers, but it can be a big factor in lowering students' academic achievement. The liked teachers tend to bring more positive influences on students' achievement more than disliked teachers (Eryilmaz, 2014). Unfortunately, some teachers or lecturers are not aware with this case. They do not know the importance in expressing a good personality to their students.

Moreover, the researcher also has her own experience in her previous school. Such most of the student that can be not interested in their teacher because the unsuitable teachers' character while teaching, the researcher also experiences it. Therefore, it makes the researcher demotivated in learning in which influences her achievement. This situation encourages the researcher to identify this case. It motivates the researcher to do the study on

the correlation between students' interest in their teacher personality and academic achievement at EED of UMY. The researcher investigates whether there is a correlation between students' interest in their teacher personality and academic achievement or not.

Furthermore, the study of the teachers' personality in the context of education at Indonesia has been conducted by Fatoni (2009) with the research title "The Correlation between the Islamic Religious Educati (Fatoni, 2009)on Teachers' Personality and the Students' Learning Motivation at SMP Islam Al-Mukhlishin Ciseeng Bogor". This study shows that there is a correlation between teachers' personality and students' learning motivation. If the teachers' personality is good, the student will be more motivated in learning, so it can increase the students' achievement. Based on this study, the researcher wants to conduct the research in the context of teaching and learning at EED of UMY. It motivates the researcher to investigate this issue at EED of UMY.

Statement of the Problem

In the teaching and learning, the teachers' personality may affect students' achievement. Commonly, when people have a character that can make another people interested in, it encourages that people to do anything requested. In this case, the good teacher's personality can be the factor that influences students' learning in which can also affects academic achievement. Usually, the student who likes their teacher will tend to be more diligent in doing exercise or task. They also can be more active in classroom activity. By this way, automatically the student can gain the high academic achievement. In this context, the researcher focuses on the students' interest in teachers' personality. However, the research that discusses this issue in the context of teaching and learning at EED UMY have not been found yet. The researcher feels necessary to fill such a gap. Therefore, to portray the real condition at EED UMY on the association of students' interest in their teachers and their learning achievement, the researcher feels imperative to conduct a study on this topic.

Research Question

In this study, the researcher limits the discussion through the research question. The researcher discusses the problem through the following questions. There are three research questions discussed in the following chapter:

1. How is the students' interest in their teachers' personality at EED of UMY?
2. How is the students' academic achievement at EED of UMY?
3. What is the correlation between students' interest in their teachers' personality and academic achievement at EED of UMY?

The Purpose of the Research

There are three purposes which become the bases of discussion in this study. These purposes are based on the research questions of this study. The first purpose is to examine the students' interest in their teachers' personality at EED of UMY. The researcher examines it by giving some questionnaire form to students of EED of UMY. The second purpose is to investigate the students' academic achievement at EED of UMY. The last purpose is to measure the correlation between students' interest in their teachers' personality and academic achievement at EED of UMY. These purposes are the fundamental for the researcher in doing the research.

The Significance of the Research

There are some significances of this research. These significances signify the importance of this study to students, teachers, and schools. This research is an educational research, so this is very useful for these three people.

Students. This study has benefit or significance for the students. This study can help students improve their academic achievement by building their interest for their teachers' personality. This study also encourages students to enjoy their learning process. They can feel

enjoyable in learning when they have interest with the teachers' personality. Overall, they can use this study to be a reference to improve their academic achievement.

Teachers. This study is important to the teacher because this research discusses the impact of teachers' personality. The teachers should be aware that their personality is important to build students' motivation in learning. This research can encourage the teachers to be more aware of their personality. It also can encourage the teachers to teach more interested for their student. The teachers can learn from this study how to motivate their student in learning and encourage them to get a high academic achievement.

Schools. Beside students and teachers, this study is also important for schools or institution which in this study is UMY. This study can give an example to organize teachers and encourage teachers to be more interesting. This study encourages the school to be aware of the teachers' personality and the impact on students' academic achievement. This study recommends the school or UMY to have a regulation that encourages teachers to express their good personality to their students.

The Outline of the Research

This study discusses the correlation between students' interest in teacher personality and academic achievement at EED of UMY. This research consists of five chapters. In each chapter, the researcher discusses the different discussion.

Chapter one. The researcher discusses about the introduction. It is about the topic or problem that will be discussed in the following chapter. This chapter consists of some discussions such as background, the statement of the problem, the purposes of the research, the research question, the significance of the research, and the outline of the research.

Chapter two. The researcher discusses about the literature review. It is about the theories which support this research or the theories as a base of this research. In chapter two, it consists of some discussions such as literature review, conceptual framework, and hypothesis. This chapter consists of more discussion of the theories from another researcher. The researcher also explains about her hypothesis about this research.

Chapter three. The researcher discusses about the methodology. It is about the methodology that the researcher uses to gather the data and analyze the data. The chapter three consists of different discussions such as methodology, research design, population and sample, data collection method, and data analysis. The researcher explains the methodology that she used in this research. The researcher also provides the population and the sample. Where she does the research and who is the sample of this research are explained more in this chapter. The researcher also provides the instruments to gather data which is the questionnaire form. The researcher gives an example of analysis data which is use SPSS application.

Chapter four. The researcher discusses the findings. The findings are the result of data analysis. The chapter four consists of only two discussions which are the finding and the discussion of it. In this chapter, the researcher explains about the finding and she provides the result of the data in questionnaire forms. The researcher gives evidence whether this topic has the correlation between two categories or not. She shows the data analysis using statistical analysis and provides the explanation of it.

Chapter five. The researcher concludes the finding and the discussion in chapter four. The researcher makes the statement of the research based on the finding. The last, the researcher also make a short explanation from chapter one to chapter four as a conclusion.

