

Chapter Two

Literature Review

In this chapter, the researcher reviews about the five keywords in this study which are students' interests, teachers' personality, students' interests in their teachers' personality, academic achievement, and the correlation between students' interest in their teacher personality and academic achievement. This literature review includes the discussion from the researcher and the other studies. This chapter also provides the explanation of literature review, conceptual framework, and hypothesis. The literature review provides the discussion on the related studies. In the conceptual framework, the researcher explains the concept of this study based on the research question. The last discussion is about the hypothesis of the research.

Students' interests

Definition. Students' interest is students' feeling of wanting in doing or learning something they enjoy in. Schiefele (2009) argued that interest is an association between the activity and individual or person in a current area. Additionally, students' interest is such an individual's attention toward something (Aritonang, 2008). Interest can appear from the relationship between an individual and the activity and the contexts he or she experiences (Hidi & Renninger, 2006). Renninger and Hidi (2002) also said that interest includes the affective and cognitive components, which these two components are parts of individual engagement in activities. Students' interest and students' affective side in learning are related one to another. From the psychological view, Chang (1996) stated that the term interest has two meanings. Firstly, it refers to individuals' internal orientation that takes place when they decide to choose someone or something. Secondly, it refers to interest that is similar to motivation as the causes of individual's behavior (as cited in Lee *et al*, 2011). Thus, interest

is a relation between individual and activities or person that can encourage someone to do something or activities.

Another expert states the meaning or definition of students' interest. According to Sardiman (2004), interest is a tendency to give attention and to remember some activities or contents. Furthermore, Marimba (1992) stated that interest is an individual tendency to something or activity that is important to the individual as it is related to his happy feeling. Thus, interest is feeling like to someone, something, or activity without anyone forces (Slameto, 2003). Based on these definitions, interest can be defined as an individual feeling of like toward something, person, or activity which can make people happy and give full attention on it. The students who are happy and always pay attention to the teacher can be indicated that they are interested to that teacher. The students who are interested to the teacher will be motivated in learning and it makes them happy.

Type of students' interest. Chen (2008) mentions that there are three categories of student's interest which are individual interest, situational interest, and induced psychological interest (as cited in Lee *et al*, 2011). Chen (2008) also said that individual interest is a personal quality that is stable. It occurs when the students want to keep something. Moreover, situational interest is an emotional state that is caused by some activities or something. Such an interest takes place when a student is interested in something, so he focuses more on that something and does not care about anything else, it is called by induced psychological interest. While, Hidi and Renninger (2006) divided the student's interest into two types which are individual interest and situational interest. Individual interest refers to a person tendency from the psychological state to do something over time; whereas situational interest deals with a full attention and the affective response that is triggered by the environmental stimuli (Hidi & Renninger, 2006). Thus, from the theory above, it can be concluded that the types of

students' interest are individual, situational, and induced psychological interest which three of them has a different focus.

Characteristics of students' interest. The students who are interested toward something or person will show some characteristics. These characteristics may prove that the students are interested in person or something or not. According to Slameto (2003), there are some characteristics that indicate the students' interest in person or something such as:

Paying attention and remembering what they learn. The students who like and interested in their teacher will tend to pay attention to everything that the teacher does. Likewise, they will pay more attention to what the teacher explains. Unconsciously, it will build a strong memory on what they learn in the class. It can help the student in remembering the subject and motivate them in learning. This characteristic naturally appears when the student has an interest in the teacher. Thus, it can bring a positive effect to the student in learning.

Having a happy feel and like. The student naturally feels happy and like on what they are interested in. The feeling interest comes from the feeling comfort and happy toward something. Thus, if the students interested to the teacher, they will feel happy and like when they interact with the teacher. This feeling happy can help the students in learning. They will be easily in receiving the material because they feel it such a joy thing.

Feeling of proud and satisfying. Certainly, if the students are interested to their teacher, they will feel proud and satisfy on what they do in the class. This feeling of proud and satisfying encourages them to be better in the class. For example, if the students can do the task from the teacher whom they are interested in, they will feel proud and satisfied with what they were done. Automatically, the feeling proud and satisfied toward something they

are interested in, encourage them to be better in the next task. It is because they feel that they can do something well on what they are interested in.

Liking something they are interested in. The students who have an interest in something or person will more focus on something. They will do anything related to what they are interested in. They also tend to like more something or someone they are interested rather than anything else. For example, if the students are interested in the teacher, they tend to prefer in learning with this teacher rather than others. It can encourage the students in learning or in doing something that is related to this teacher.

Implemented in the activity. The students' interest in teacher usually can be seen on the student activity in the class. When they learn with the high enthusiasm, it can be interpreted that the students are interested in the teacher or the subject. This feeling of interest toward the teacher usually is implemented in the class activity. The students express their feeling of interest to teacher or subject through the classroom activity. For example, they will be more active in the class activity. It is as one of their expressions when they are interested in their teacher.

Factors affecting students' interest. The theory from Lester D. Crow and Alice Crow (1956) mentioned that there are three factors that can raise students' interest such as the factor of inner urge, the factor of social motive, and the factor of emotional. The factor of inner urge is when the stimulus from the environment that appropriate to individual's desire and needs can inflict the interest toward something or activity. For example, someone who has a tendency to learn will have the high interest toward the subject or the knowledge. Besides, the factor of social motive is individual's interest toward an object or something that is affected by the factor of the individual itself and the factor of social motive. For example, someone can be interested in achieving a higher achievement to get a high social status in a

group or society. Furthermore, the factor of emotional is the factor that comes from the individual's feeling and emotion toward an object. For example, the someone's success in a current activity can make them happier and more interested in that activity.

Teachers' personality

Definition. Williams and Burden (1999) defined the personality as an individuals' characteristic or the combination of behavior and emotion in a mechanism of psychology. Based on Richards and Schmidt (2010), personality is the aspects of individual behavior, attitude, belief, thought, action, and feeling which are seen as the typical of an individual. Briefly, a teacher's personality is a teacher's behavior, character, and feeling shown to the other persons especially the students. The teachers' personality that is commonly liked by students such as adaptability, caring, collegiality, enthusiasm, fairness, friendliness, good humor, high expectations, honesty, patience, respectfulness, and responsibility (Gao & Liu, 2013). Jong *et al* (2013) argued that the friendliness is related to the motivation to create a positive environmental. They also said that the people mostly think that the friendly people are better in the interpersonal relationship than who are not. Moreover, Garner (2006) said that teachers who use humor in teaching processes are more positively rated by their students, and even humor can improve students' learning. Lorenzi (1996) also stated that the humor leads the students to the attention and motivation in learning (cited in Gao & Liu, 2013). Besides, enthusiasm is one of the good personalities of the teacher. Lowman (1994) argued that the teacher who shows the enthusiasm is more likely to motivate the students. The teacher enthusiasm can provoke the students to be more motivated in learning because they look and imitate what their teacher does. Afterward, the agreeableness is included to the teachers' personality. Judge, Heller, and Mount (2002) defined the agreeableness as the feeling of getting along with people in a pleasant and satisfying relationship. Furthermore, the others personality left is caring. It is a special kind of relationship between people who care

and the one who cared for, and it is a type of moral reasoning in response the condition of other people with an emphatic (Gao & Liu, 2013).

Furthermore, the teachers' personality is determined as the important value in the education field in Indonesia. The teacher should have a good personality competence. It is because a teacher is required to help the students in learning, and the most important thing is how a teacher creates the learning process in line with the students' competence formatting and personality quality improvement (Kheruniah, 2013). Thus, in creating the learning process which deals with the student's competence and personality improvement, the teacher is also demanded to have a good personality competence. In order to train the teacher to have a good personality competence, the Indonesian government states the constitution number 14 law of 2005 about teacher and lecturers' competences. This talk about the teacher still has the coaching and training in developing the good personality competence.

Teachers' personality types. Based on the Eysenck's theory (1991), the type of teachers' personality was divided into two types which are the extraversion and introversion. Bartol (2008) stated that the extraverted people are usually described by people who are outgoing, talkative, high on positive affect, and need of external stimulation (cited in Fatemi *et al*, 2015). The extraverted people are tended to be active in the environment by interacting with the other people as well (Wong & Li-fang, 2013). Besides, they also argued that the introverted people more tend to focus on the internal thought or being closed from others. The extraverted and introverted teachers are teachers' personality that has a difference in interacting with society, students, and others.

Thus, these types of teachers' personality can affect the students' motivation in learning and also their interest to the teacher. The extraverted teacher will be easy to communicate with the students and make the student interested with them. The extraverted

personality of the teacher can lead the student to be active and diligent in learning. On the contrary, the introverted teacher usually finds some difficulties in creating the comfortable situation while learning. The teachers who are included as introverted people tend to be more passive or quiet in teaching. The silent habit of this teacher can make the students demotivated in learning because the students cannot find something interesting both in teaching and in teachers' personality. That is the way teachers' personality affect students' motivation and interest.

Students' interests in their teachers' personality

Definition. Students' interest in teachers' personality is like students' attention and feeling comfort to the characteristic of a certain teacher. When the students feel comfort with the teacher, they will tend to be more diligent in following the class. The characteristic of the teachers' personality that can make the students interested in such as warmth, patience, enthusiasms, friendliness, kindness, and other positive characteristic. Students' interest in teachers' personality occurs when the students find some factors that make them interested in the teacher, for example, a teacher who has an emphatic and warmth characters can make the students feel comfort with her or him. Unconsciously, it will raise the students' interest in teachers' personality. It is in line with Cornelius-White's (2007) finding that the teacher affective variables which more strongly associated with student achievement are 'empathy' and 'warmth'. This statement explained that the empathy and warmth character of the teacher could make the student interested with this teacher even it can affect the students' achievement.

The effects of students' interest in teachers' personality. Based on the study from Kheruniah (2013), it can be concluded that there are some effects of students' interest in their teachers' personality. These effects such as:

Make the students more excited, passionate, and fun to learn. The students who find a good personality of the teacher, they will be more interested in the teacher. They will enjoy and fun in learning with this teacher. Kheruniah (2013) said that there were many students who were excited, passionate, and fun in learning with the teacher because they were interested with the good personality of the teacher. On the contrary, there are also some students who feel lazy, sleepy, and discouraged in learning because the personality of their teacher is not good and not interesting (Kheruniah, 2013). Thus, the personality of the teacher can influence the student in learning.

Encourage student's motivation. Moreover, the students who were interested with the enthusiastic teacher will be more motivated to learn. They can look the teachers' enthusiasm in teaching, so it can make them encouraged in learning. Kheruniah (2013) argued that the teacher who teaches the student enthusiastically can encourage students' motivation in learning. Kheruniah (2013) also said that the teacher with a good personality could raise students' motivation. Therefore, the teachers' personality has a significant role in developing students' motivation in learning.

Lead the students to a positive or negative attitude. In addition, the students' interest to the teacher personality can affect the students' attitude. The teacher who shows the good personality can be imitated by students. Kheruniah (2013) stated that the teacher who shows a good personality, deserves to be imitated by students. It leads them to a positive attitude. Whereas, a teacher who shows a bad personality, it will lead the student to a negative attitude.

Academic achievement

Definition. Students' academic achievement is a final result that students gain in the learning process. According to Retno (2013) in her research, she argues that students'

academic achievement is a result of attainment in a school activity. Achievement is defined as the performance that is measured by the standardized test (Simpson & Weiner, 1989). The academic achievement of university student can be measured from the GPA (Grade Point Average). Grade Point Average or GPA is a measure of students' academic achievement by dividing the total of students' grade and the total of credit attempted (Stegall, 2012). In Indonesia, the students' academic achievement in university level also uses the GPA for the standard academic achievement. The major measurements of academic performance are the grades and GPA, as showed by the most researchers that use the grades and GPA as a variable in research (Kuncel *et al*, 2005).

Factors affecting academic achievement. There are two factors that influence student's academic achievement which are internal and external factors. Arikunto (2006) stated that internal factors come from the students themselves such as learning motivation, intelligence condition, psychological condition, or physical condition. Besides, the external factors arise from the external around students such as parents, teachers, friends, and environments (Arikunto, 2006). Thus, the teacher is one of the factors that can affect students' academic achievement. In this case, the role of the teacher in influencing the students' academic achievement can be explained as when the student has an interest in their teachers. Indirectly, the student will be motivated in gaining a high achievement.

On the other hand, there is an expert who stated another factor that can affect student's academic achievement. Aritonang (2008) mentioned that there are three factors that can influence the academic achievement which are the internal factor, the external factor, and the instrument factor. Firstly, the internal factor is the factors that arise from the students themselves that can affect the achievement (Aritonang, 2008). The internal factors include students' interest and students' motivation in learning. Students who have a high interest and motivation in learning will tend to be easier and faster in receiving the subject. Second, the

external factor is that the factor appears from the external of the students that can influence the learning process and academic achievement (Aritonang, 2008). The external factors include the environment and society. In this context, the environment and society can influence the learning process and the students' achievement. The individual in the environment who closes to the students such as classmates, teachers, parents, and other school employees can influence the student in learning and the students' achievement. Lastly, the instrument factor is factors that related to the learning process such as curriculum, school program, media of learning, and the teacher as the guidance in learning (Aritonang, 2008). Based on the explanation above, it can be concluded that indirectly the teacher is included in the factors that affect students' academic achievement. As mentioned by Aritonang (2008) that the teacher is one of the external and instrument factors. It means that the teacher can bring an effect in students' learning and students' achievement.

Measurement of academic achievement. In measuring the students' academic achievement, the teacher usually uses the academic achievement test. An academic achievement test is the test that is designed systematically for measuring the academic achievement. Academic achievement test can be designed by the teacher, lecturer, or another person who assist the student in the learning activity. An academic achievement test is a test designed to measure the learner success in a particular course or program of instruction (Richards & Schmidt, 2010). Whereas, Brown (2004) stated that academic achievement tests are limited to a subject or material that refer to the curriculum with a particular time frame and are presented after having a course which is focused on the objectives.

Moreover, in measuring the academic achievement especially in university level, the government of Indonesia has a standard. Based on the Ministry of Education's rule number 49 years 2014, the standard criteria of GPA in Indonesia are:

- a. Graduated with the GPA rank 2,76 - 3,00 is satisfying.
- b. Graduated with the GPA rank 3,01 - 3,50 is very good.
- c. Graduated with the GPA more than 3,50 is cumlaude.

Correlation between students' interest in their teacher personality and academic achievement

This research focuses on the correlation between students' interest in teacher personality and academic achievement at EED of UMY. Some researchers stated that the teachers' personality could influence the students' academic achievement. Kheruniah (2013) argued that the teachers' personality has contributed to the students' success in academic, especially in learning activity. Statement of W.S Winkle showed that "the teacher personality has an impact on the development of students especially their motivation in the learning" (cited in Kheruniah, 2013 p. 109). This research discusses about the teachers' personality that has an effect on students' motivation in learning and their development on achievement.

There are other experts that stated the students' interest in teachers' personality can affect students' achievement. Based on Foo (1998), the existences of a deep interest in students toward any subject or teacher can lead them to be diligent in gaining a high achievement in that subject (as cited in bin Che Noh *et al*, 2013). Furthermore, Lei (2007) argued that the teacher with an excellent personality such warm-hearted, humorous, fair-minded, hardworking, and careful can lead the students to respect and like their teacher. This feeling like and respect toward their teacher encourage them to be interested in learning and help them form good personality (Lei, 2007). In line with Ibe *et al* (2016), they stated that a good interpersonal relationship between students and teacher would help the students in receiving the subject and develop the communication in society. It is supported by the statement said that there is an important potential of student-teacher relationship that can

affect the students' motivation and classroom learning experience (Davis, 2003). Based on the theory above, the researcher concludes that the students' interest in teachers' personality can affect their academic achievement.

Related Study Review

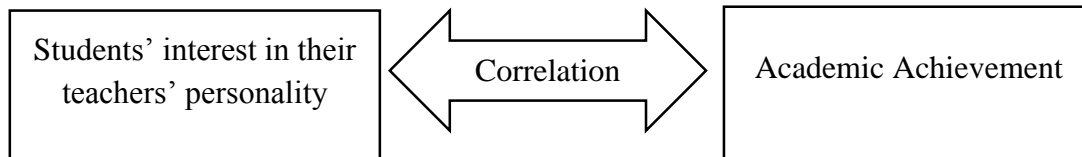
The researcher finds two journal articles that can support this study. These two journals are used as a reference and the basic theory of this study. The first journal from Lei (2007) with the research entitled "EFL Teachers' Factors and Students' Affect". This study is aimed to explore how EFL teacher influences students' affect, what the teacher should do to develop the students' positive affect, and what the teacher should do to avoid the students' negative affect and to transform it to the positive affect. This study indicated that the students of Normal University in China are mostly influenced by teachers' affective characteristic or personality. 87,1% of the participants of this study who are the students of Normal University state that teacher who teaches them with a happy mood and kind expression can make them excited and even improve their interest in learning English.

The other study that related to this research is "A Teacher Personality Competence Contribution to a Student Study Motivation and Discipline to Fiqh Lesson" by Kheruniah (2013). This study was purposed to discuss teachers' personality competence, students' study motivation, and discipline of Fiqh lesson. This study indicated that teachers' personality competence have a contribution to students' motivation and discipline. These two journals help the researcher in supporting the theory of this study. It makes the researchers' statement more solid.

Conceptual Framework

Based on the literature above, the students' interest in teachers' personality has a relation to the students' academic achievement. The students' interest is the students' full attention toward something (Aritonang, 2008). Meanwhile, the teachers' personality is a composite between the individuals' emotion or characteristic and behavior (Fatemi *et al*, 2015). Thus, the students' interest in teachers' personality is such a full attention of the students' and a feeling like toward teachers' characteristic or behavior. Besides, the academic achievement is a result that was achieved by the student in the school activity (Retno, 2013). The students' interest in teachers' personality can raise the students' motivation in learning which it can affect the students' academic achievement. The conceptual framework in this study can be described on the diagram as follows:

Table 1. Diagram of conceptual framework



Research Hypothesis

In this study, the researcher has the hypothesis which is the alternative hypothesis (H_1). Thus, it will be formulated as:

H_1 : There is a correlation between student's interest in teacher personality and academic achievement.