

**ENGLISH TEACHER PERSONALITY TOWARD  
THE MOTIVATION IN ENGLISH LEARNING  
BY THE ELEVENTH GRADE STUDENTS OF  
SMK KRISTEN MAKALE**

<sup>1)</sup> Judith Ratu Tandi Arrang, S.Pd, M.Pd

<sup>2)</sup> Evilani Dwi Yolanda, S.Pd

Email: <sup>1)</sup> [judith\\_ratu@yahoo.com](mailto:judith_ratu@yahoo.com)

<sup>2)</sup> [evilanidwiolanda@yahoo.com](mailto:evilanidwiolanda@yahoo.com)

Correspondence. <sup>1)</sup> <sup>2)</sup> Christian University of Indonesia Toraja

**ABSTRACT**

The objective of the research was to know the English Teacher Personality toward Motivation in English Learning by the Eleventh Grade Students of SMK Kristen Makale. In doing this researcher, the researcher used quantitative method. The population of this research is the eleventh grade students of SMK Kristen Makale academic year 2016/2017 which consist of 86 students and divided into four classes. This research employs a random sampling where the researcher took only 40 students as respondents. The instrument that used by the researcher in collecting data is questionnaire. Based on the data analysis, the researcher found that there are 12 items of English teacher personality that motivated students they are: (1) English teacher that explain the material while standing in front of the classroom, (2) Walking around in the classroom to watch his/her students, (3) Explain the material put in between humor in the classroom, (4) Firm in teaching, (5) Giving opportunity for students in expressing the students' idea about the topic, (6) On time to teach in classroom, (7) Evolving the material, (8) Answering directly the students' question about the material, (9) Making homework from the students' question about the material, (10) saying *you can do it!* when students do the difficult task, (11) Giving commendation to students when they get high school grade, and (12) Giving spirit to the students when they get low school grade. Whereas, there are 8 items of English teacher personality that unmotivated students they are: (1) English teacher that explain the material while sitting on his/her chair, (2) Sitting on his/her chair while giving the test, (3) Beginning the lesson to the main topic, (4) Coming late to teach in classroom, (5) Absent and give students confidence to do exercises until the end of lesson, (6) absent and give students confidence to discuss the material until the end of lesson, (7) Explain the material based on the book, and (8) saying *What do you have done so far is so good!* when student get low school grade.

Keyword : Teacher Personality, Motivation, and Learning.

## A. INTRODUCTION

Teacher is a good model for students. Cruickshank et al (2003:332) states that teachers are the models of good behavior and they use body language and interesting language to persuade and communicate with their students. Students will be satisfied with whatever teachers teach. The teacher can lead them in the learning process and they follow what the teachers perform as well.

Some teachers used effective teaching methods and materials, and organizing language activities but sometimes overlook their personality such as ability to understand the student's learning problems, concerns for the student, classroom atmosphere, knowledge about the individual student, and attitude towards teaching. Teacher personality is one of teacher characters that influence the students in teaching learning process. It is supported by Lew (1977:10) states that what the teacher do influences what the students do, if they show some personality which are bad, their students will imitate on what they have done.

In the other hand, teachers have to think and create students' motivation in learning English. It may difficult task for the teacher but in teaching learning process motivation may effective used so that students more focus to study. Student motivation naturally has to do with students' desire to participate in the learning process but it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities. It is supported by Bomia et al (1997:1) states that students' motivation is a student's willingness, need, desire and compulsion to participate in, and be successful in the learning process.

When the researcher applied teaching practice in SMK Kristen Makale, the researcher found some problems in teaching learning process, sometimes the students have spirit in learning and sometimes not. The researcher tried to give motivation to the students but it was not affect to all the students in the classroom. The researcher would like to know whether this problem related to the teacher personality or not.

This research was design to know the teacher personality that motivated and unmotivated students in learning English. It was aimed at answering the question: "1) what kinds of teacher personality that motivated students in learning English?; 2) what kinds of teacher personality that unmotivated students in learning English?". Therefore, this study is significant because the result will enable some important information theoretically and practically about English teacher personality toward students' motivation in learning English.

## **B. LITERATURE REVIEW**

### **1. Definition of Motivation**

Nowadays, motivation has become a popular word, we can listen the word motivation in every place like in TV program, church, mosque, office, school, etc. Motivation is required to achieve anything in life, we know that without motivation students will give up at the first sign of adversity, they cannot drive their force and pursue a course of action. Sadirman (1986:77) states that motivation is a driving force to achieve predetermines goals. In addition, Harmer (1991:3) states motivation is some kind of internal drive that encouraged somebody to pursue a course of action.

Palmer (2007:38) states that students' motivation is an essential element that is necessary for quality education. How do we know when students are motivated? They pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager. Basically, very little if any learning can occur unless students are motivated on a consistent basis. The five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment. For example, the student must have access, ability, interest, and value education. The teacher must be well trained, must focus and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational. The content must be accurate, timely, stimulating, and pertinent to the student's current and future needs. The method or process must be inventive, encouraging, interesting, beneficial, and provide tools that can be applied to the student's real life. The environment needs to be accessible, safe, positive, personalized as much as possible, and empowering.

Based on definitions above, the researcher concluded that student's motivation is something from internal drive that makes inspire and encourage student to do the best in their life.

### **2. Kinds of Motivation**

According Sadirman (1986:82) states there are two kinds of motivation that students have, namely:

#### **a. Intrinsic Motivation**

Intrinsic motivation is motivation that causes people to participate activities for their own enjoyment not for reward that activities bring them. What happen in the classroom would has an important effect on the students who are already and some way extrinsically motivated. Where are four factors affecting intrinsic motivation, they are:

##### **1) Physical Condition**

In general, teacher should presumably try to make their classroom pleasant but it is clearly the case that physical conditions have a great effect on learning and can alter the students' motivation either positively or negatively.

##### **2) Method**

We said earlier that really motivated students probably succeed whatever method is used. If the students find a method deadly boring they will probably become a motivation, whereas if they have confidence in the method.

3) The Teacher

Whether the students like the teacher or not, may not be very significant. If there are two teachers using the same method can have vastly different results.

4) Success

Success or lack of it plays a vital part in the motivational drive of students'. The students' success or failure is in their own hands, but the teacher can influence the course of events in the students' favor.

b. Extrinsic Motivation

Extrinsic motivation is motivation which is directed toward external goals to the students such as goal grades, rewards for work well done, and teachers' expectations. There are many factors which have an impact upon students' level of extrinsic motivation and most of these have to do with his/her attitude to do the language and other factors affecting the attitude of the students in their previous experience as language learners.

Based on explanation above, the researcher concludes that the motivation which is directed toward external goals to the students (extrinsic motivation) and it causes people to participate in activities for their own enjoyment not for reward that activities bring them (intrinsic motivation). Creating student's motivation in learning English may be a difficult task for the teacher but motivation is needed in the teaching learning process so that students more focus to study.

**3. Definition of learning**

Cronbach quoted by Sadirman (1986:22) states that learning is shown by a change in behavior as a result of experience. Learning is important in human life, without learning people can't know what they think, say and do and through learning the human can understand the meaning of their life in the world.

Harold Spears in book *Principles of Teaching* by Dewa Ketut (1983:17) states that learning is observed, to read, to imitate, to try something themselves, to listen, to follow directions. In school activities, there are teaching learning processes that are done in every meeting for a week. The learning process also emphasizes on knowledge because it has an important role. It means that learning is actually a process of discovery of knowledge.

Based on definition above, the researcher concludes that learning is a process how to know something new as a result of experience. It means that learning is a process activity that is done by anybody through the aim of changing of the knowledge attitude that conform their need.

**4. Definition of Teacher Personality**

Cruickshank et al (2003:5) states that personality is the totality of character and behavioral traits peculiar to an individual. No two persons are alike in this

respect, not even identical twin. Trakoonngam (1999:55) states that the personality is the performance of emotion, mind and behavior of each person which effect the environmental and social among people.

Concerning the teacher personality, it is important in controlling the lessons and the learning process. The interaction between teachers and students should be considered because personality plays an important role on it. Lew (1977:10) states what the teacher do influences what the students do, if they show some personality traits which are bad, their students will imitate on what they have done. It is supported by Lightbown and Spada (2003:56) states personality will be shown to have important influence on success in language learning.

Many researchers believe that teacher personality influence to their students, what the teachers do influence to the students too. Based on definition and explanation above the researcher concludes that personality is very crucial in daily life of teacher because what the teacher do influence to their students.

## **5. Kinds of Teacher Personality**

The first impression of students on their teacher may personality. It is very important and easy to demonstrate on the study. According to Khunasathichai (2016:4) states that there are five personalities that effective used in the classroom, they are:

### **a. Enthusiasm**

To be Enthusiastic teacher can create a lively and energetic classroom. Students will be satisfied with whatever teachers teach. The teacher can lead them in the learning process and they follow what the teachers perform as well. Cruickshank et al (2003:332) states that enthusiasm is one of the most important factors and teachers are the models of good behavior and they use body language and interesting language to persuade and communicate with their students.

In addition, According to Hamachek (1990:399), teacher enthusiasm consists of at least two basic components which include (1) a sincere interest in the subject, and (2) vigor and positive energy". The consideration is that teachers can communicative with speech, voicing and their gestures, moving the body around to the classroom, dancing and using their hands to explain something preferable.

### **b. Warm and Humor**

Fontana (1997:170) states to make students interested in the subject matter of the lesson requires teacher having good sense of humor. When teacher perform to laugh, it decreases students' stress. It supported by Highet (1968:59) states humorous can make students awake all the time. In addition, Cruickshank et al (2003:332) states the sense of humor as one of the aspect being important and classroom atmosphere will be fine.

### **c. Credibility**

Credibility and trustworthiness which build a supportive and relaxed environment should be occurred in effective teachers. To make a decision whether teacher are credible or not depend on students' judgment in the school. It is supported by Cruickshank et al (2003:335) states that there are three elements important: (1) your credential, (2) the messages you send to students, and (3) your behavior.

d. Knowledgeable

Knowledge is essential for a teacher. If the teachers cannot memorize lots of subject, they will not be able to instruct the students. Teachers have to remember everything that is important for their subject matter. It means teachers require a good memory. Furthermore, Highet (1968:64) states that knowledge of subject is in the rank of most important characteristics in the school.

e. Encouraging and Supportive

Successful teachers tend to be a rather encouraging and supportive in their attitudes. Cruickshank et al (2003:337) states the overall findings and researches present that positive attitudes and motivation are relevant to the achievement in the second language acquisition.

Lightbown and Spada (2003:56) states that motivated students succeed in the second language learning not only by themselves but also encouragement. It motivates students to endeavor on the lesson they might be unwilling to start. It is useful to help them from their abilities. In addition, Cruickshank et al (2003:337) states use the word or phrases to support the students when they face the obstacle. For instance "You can do it!" "What you've done so far is so good! What could we do next?" "I understand how difficult this is, but I know you can do it" etc.

### C. METHOD

This research employed quantitative research. During obtained the data the researcher used questionnaire to the subjects.

This research conducted in SMK Kristen Makale; Jl. Bhayangkara, South Sulawesi. There are 2 English Teacher in this school.

#### 1. Population and Sample

The population of the research was the eleventh grade students of SMK Kristen Makale academic year 2016/2017. The number of the eleventh grade students is 86 students and divided into four classes. In this grade there is one English teacher.

The researcher chose 40 students as the sample with 10 students in every class. This research used proportionate stratified random sampling because the population is heterogeneous. Sugiyono (2015:120) proportionate stratified random sampling is sampling technique used when population have relatively heterogeneous groupings with proportionate stratification.

## 2. Research Instruments

The instruments are used to collect data which consists of three kinds of instruments, they are as follows: observation, questionnaire and documentation.

## 3. Procedures of Collecting Data

The procedure of collecting data in this research are presented in the following:

- The researcher did observation to know the information and condition of the school in SMK Kristen Makale and also the researcher observed the teachers and students while teaching learning process in the classroom.
- The researcher gave questionnaire with some items that prepared by researcher to get data from the students and to know the kinds of English teacher personality that motivate and unmotivated students in English learning.
- The researcher recorded all activities in teaching learning process and students' activities in answering the questionnaire.
- The last, the researcher collected the data and then analyze the result of questioner that give to the sample.

## 4. Technique of Data Analysis

The data were collected from questionnaire. The questionnaire employed the Likert Scale in Sugiyono (2015:135). The value for each response of questioner can be seen in the following table:

| Response | Strongly Motivated (SM) | Motivated (M) | Less Motivated (LM) | Not Motivated (NM) |
|----------|-------------------------|---------------|---------------------|--------------------|
| Score    | 4                       | 3             | 2                   | 1                  |

Table 3.1 Response and Score of Likert Scale

The researcher analyzed students' answer/items of the questionnaire based on the table above. Score of every item can be seen as follows:

Score of item SM = Number of student that choose SM x 4

Score of item M = Number of student that choose M x 3

Score of item LM = Number of student that choose LM x 2

Score of item NM = Number of student that choose NM x 1

Total Score of item = SM + M + LM + NM

Sugiyono (2015:137)

After getting the total score of item, the researcher can see the result based on the interval data below:

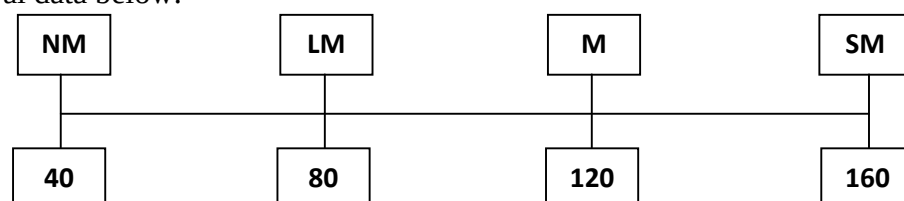


Figure 3.1 Data Interval of number of respondent x score of item

Where:

40 = if all respondent chose NM

80 = if all respondent chose LM

120 = if all respondent chose M

160 = If all respondent chose SM

#### D. FINDINGS

In this chapter the analysis of the questionnaire deals with English teacher personality toward the students' motivation in English learning. The researcher collected the data from questionnaire. The questionnaire employed the Likert' Scale consists of 20 items.

Item 1 : This item is about enthusiasm, the students' response toward English teacher that explain the material while standing in front of the classroom. In table 4.1, the data shows that out of 40 students the total score of item is **123**. The data interval show **123** is bigger than **120 (Motivate)**. In table 4.2, the percentage of "**Motivate**" is **85%** and percentage of "**Unmotivated**" is **15%**. It means English teacher that explain the material while standing in front of the classroom makes students **motivated**.

Item 2 : This item is about enthusiasm, the students' response toward English teacher that explain the material while sitting on his/her chair. In table 4.1, the data shows that out of 40 students the total score of item is **88**. The data interval show **88** is bigger than **80 (Less Motivate)**. In table 4.2, the percentage of "**Motivate**" is **27.5%** and percentage of "**Unmotivated**" is **72.5%**. It means English teacher that explain the material while sitting on his/her chair makes students **unmotivated**.

Item 3 : This item is about enthusiasm, the students' response toward English teacher that walking around in the classroom to watch his/her students. In table 4.1, the data shows that out of 40 students the total score of item is **124**. The data interval show **124** is bigger than **120 (Motivate)**. In table 4.2, the percentage of "**Motivate**" is **27.5%** and percentage of "**Unmotivated**" is **72.5%**. It means English teacher that walking around in the classroom to watch his/her students make students **motivated**.

Item 4 : This item is about enthusiasm, the students' response toward English teacher that sitting on his/her chair while giving the test to the students. In table 4.1, the data shows that out of 40 students the total score of item is **68**. The data interval show **68** is bigger than **40 (Not Motivated)**. In table 4.2, the percentage of "**Motivate**" is **17.5%** and percentage of "**Unmotivated**" is **82.5%**. It means English teacher that sitting on his/her chair while giving the test makes students **unmotivated**.

Item 5 : This item is about warm and humor, the students' response toward English teacher that explain the material put in between humor in the classroom. In table 4.1, the data shows that out of 40 students the total score of item is **139**. The data interval show **139** is bigger than **120**



(**Motivated**). In table 4.2, the percentage of “**Motivate**” is **100%** and percentage of “**Unmotivated**” is **0%**. It means English teacher that explain the material put in between humor in the classroom makes students motivated.

- Item 6 : This item is about warm and humor, the students’ response toward English teacher that firm in teaching. In table 4.1, the data shows that out of 40 students the total score of item is **121**. The data interval show **121** is bigger than **120 (Motivated)**. In table 4.2, the percentage of “**Motivate**” is **72.5%** and percentage of “**Unmotivated**” is **27.5%**. It means English teacher that firm in teaching makes students **motivated**.
- Item 7 : This item is about warm and humor, the students’ response toward English teacher that giving opportunity for students in expressing the students’ idea about the topic. In table 4.1, the data shows that out of 40 students the total score of item is **138**. The data interval show **138** is bigger than **120 (Motivated)**. In table 4.2, the percentage of “**Motivate**” is **100%** and percentage of “**Unmotivated**” is **0%**. It means English teacher that giving opportunity for students in expressing the students’ idea about the topic makes students **motivated**.
- Item 8 : This item is about warm and humor, the students’ response toward English teacher that begin the lesson to the main topic. In table 4.1, the data shows that out of 40 students the total score of item is **82**. The data interval show **82** is bigger than **80 (Less Motivated)**. In table 4.2, the percentage of “**Motivate**” is **25%** and percentage of “**Unmotivated**” is **75%**. It means English teacher that begin the lesson to the main topic make students **unmotivated**.
- Item 9 : This item is about credibility, the students’ response toward English teacher that on time to teach in classroom. In table 4.1, the data shows that out of 40 students the total score of item is **135**. The data interval show **135** is bigger than **120 (Motivated)**. In table 4.2, the percentage of “**Motivate**” is **80%** and percentage of “**Unmotivated**” is **20%**. It means English teacher that on time to teach in classroom makes students **motivated**.
- Item 10 : This item is about credibility, the students’ response toward English teacher that coming late to teach in classroom. In table 4.1, the data shows that out of 40 students the total score of item is **50**. The data interval show **50** is bigger than **40 (Not Motivated)**. In table 4.2, the percentage of “**Motivate**” is **0%** and percentage of “**Unmotivated**” is **100%**. It means English teacher that coming late to teach in classroom make students **unmotivated**.
- Item 11 : This item is about credibility, the students’ response toward English teacher that absent and give students confidence to do exercises until the end of lesson. In table 4.1, the data shows that out of 40 students the total score of item is **98**. The data interval show **98** is bigger than **80 (Less Motivated)**. In table 4.2, the percentage of “**Motivate**” is **32%** and percentage of “**Unmotivated**” is **67.5%**. It means English teacher

that absent and give students confidence to do exercises until the end of lesson makes students **unmotivated**.

- Item 12 : This item is about credibility, the students' response toward English teacher that absent and give students confidence to discuss the material until the end of lesson. In table 4.1, the data shows that out of 40 students the total score of item is **95**. The data interval show **95** is bigger than **80 (Less Motivated)**. In table 4.2, the percentage of "**Motivate**" is **40%** and percentage of "**Unmotivated**" is **60%**. It means English teacher that absent and give students confidence to discuss the material until the end of lesson makes students **unmotivated**.
- Item 13 : This item is about knowledgeable, the students' response toward English teacher that evolving the material. In table 4.1, the data shows that out of 40 students the total score of item is **122**. The data interval show **122** is bigger than **120 (Motivated)**. In table 4.2, the percentage of "**Motivate**" is **72.5%** and percentage of "**Unmotivated**" is **27.5%**. It means English teacher that evolving the material makes students motivated.
- Item 14 : This item is about knowledgeable, the students' response toward English teacher that explain the material based on the book. In table 4.1, the data shows that out of 40 students the total score is **94**. The data interval show **94** is bigger than **80 (Less Motivated)**. In table 4.2, the percentage of "**Motivate**" is **35%** and percentage of "**Unmotivated**" is **65%**. It means English teacher that explain the material based on the book makes students **unmotivated**.
- Item 15 : This item is about knowledgeable, the students' response toward English teacher that answering directly the students' question about the material. In table 4.1, the data shows that out of 40 students the total score of item is **132**. The data interval show **132** is bigger than **120 (Motivated)**. In table 4.2, the percentage of "**Motivate**" is **82.5%** and percentage of "**Unmotivated**" is **17.5%**. It means English teacher that answering directly the students' question about the material makes students **motivated**.
- Item 16 : This item is about knowledgeable, the students' response toward English teacher that giving a homework from the students' question about the material. In table 4.1, the data shows that out of 40 students the total score of item is **121**. The data interval show **121** is bigger than **120 (Motivated)**. In table 4.2, the percentage of "**Motivate**" is **72.5%** and percentage of "**Unmotivated**" is **27.5%**. It means English teacher that making homework from the students' question about the material makes students **motivated**.
- Item 17 : This item is about encouraging and supportive, the students' response toward English teacher say that *you can do it!* when students do the difficult task. In table 4.1, the data shows that out of 40 students the total score is **123**. The data interval show **123** is bigger than **120 (Motivated)**. In table 4.2, the percentage of "**Motivate**" is **72.5%** and percentage of "**Unmotivated**" is **27.5%**. It means English teacher say

that *you can do it!* when students do the difficult task makes students **motivated**.

Item 18 : This item is about encouraging and supportive the students' response toward English teacher say that *What do you have done so far is so good!* When student get low school grade. In table 4.1, the data shows that out of 40 students the total score of item is **78**. The data interval show **78** is bigger than **40 (Not Motivated)**. In table 4.2, the percentage of "**Motivate**" is **30%** and percentage of "**Unmotivated**" is **70%**. It means English teacher say that *What do you have done so far is so good!* when student get low school grade make students **unmotivated**.

Item 19 : This item is about encouraging and supportive, the students' response toward English teacher that giving commendation to students when they get high school grade. In table 4.1, the data shows that out of 40 students the total score of item is **132**. The data interval show **132** is bigger than **120 (Motivated)**. In table 4.2, the percentage of "**Motivate**" is **85%** and percentage of "**Unmotivated**" is **15%**. It means English teacher that giving commendation to students when they get high school grade makes students motivated.

Item 20 : This item is about encouraging and supportive, the students' response toward English teacher that giving spirit to the students when they get low school grade. In table 4.1, the data shows that out of 40 students the total score of item is 126. The data interval show 126 is bigger than 120 (Motivated). In table 4.2, the percentage of "Motivate" is 72.5% and percentage of "Unmotivated" is 27.5%. It means English teacher that giving spirit to the students when they get low school grade makes students **motivated**.

## E. DISCUSSION

From the data descriptive statistic above, it is clear what kinds of English teacher personality that motivated and unmotivated students in English learning. It shown by the data obtained from questionnaire in table C.1.

The kinds of English teacher personality that strongly motivated students, it can be seen in item 3, 9, 13, 15, 16, 17, 19, and 20. The kinds of English teacher personality that motivated students, it can be seen in item 1, 5, 6, and 7. The kinds of English teacher personality that less motivated students, it can be seen in item 2, 8, 11, 12, and 14. The kinds of English teacher personality that unmotivated students, it can be seen in item 4, 10, and 18.

There are 12 items of English teacher personality that motivated students they are:

1. English teacher that explain the material while standing in front of the classroom.
2. Walking around in the classroom to watch his/her students.
3. Explain the material put in between humor in the classroom.
4. Firm in teaching.

5. Giving opportunity for students in expressing the students' idea about the topic.
6. On time to teach in classroom.
7. Evolving the material.
8. Answering directly the students' question about the material.
9. Making homework from the students' question about the material.
10. Saying *you can do it!* when students do the difficult task
11. Giving commendation to students when they get high school grade.
12. Giving spirit to the students when they get low school grade.

Whereas, there are 8 items of English teacher personality that unmotivated students they are:

1. English teacher that explain the material while sitting on his/her chair.
2. Sitting on his/her chair while giving the test
3. Beginning the lesson to the main topic.
4. Coming late to teach in classroom.
5. Absent and give students confidence to do exercises until the end of lesson.
6. Absent and give students confidence to discuss the material until the end of lesson.
7. Explain the material based on the book.
8. Saying *What do you have done so far is so good!* when student get low school grade.

## E. CONCLUSION

Based on the result of the data analysis and discussion of the result in the previous chapter, the researcher concludes that the researcher found that there are 12 items of English teacher personality that motivated students they are: (1) English teacher that explain the material while standing in front of the classroom, (2) Walking around in the classroom to watch his/her students, (3) Explain the material put in between humor in the classroom, (4) Firm in teaching, (5) Giving opportunity for students in expressing the students' idea about the topic, (6) On time to teach in classroom, (7) Evolving the material, (8) Answering directly the students' question about the material, (9) Making homework from the students' question about the material, (10) saying *you can do it!* when students do the difficult task, (11) Giving commendation to students when they get high school grade, and (12) Giving spirit to the students when they get low school grade. Whereas, there are 8 items of English teacher personality that unmotivated students they are: (1) English teacher that explain the material while sitting on his/her chair, (2) Sitting on his/her chair while giving the test, (3) Beginning the lesson to the main topic, (4) Coming late to teach in classroom, (5) Absent and give students confidence to do exercises until the end of lesson, (6) absent and give students confidence to discuss the material until the end of lesson, (7) Explain the material based on the book, and (8) saying *What do you have done so far is so good!* when student get low school grade.

## REFERENCE

- A.M. Sadirman. 1986. *Interaksi dan Motivasi Belajar Mengajar*. Rajawali, Jakarta Publisher.
- Arrang, J.R.T. 2015. *The Role of Lecture's Performance in Teaching Translation*. Unpublished thesis.
- Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M., & Sheldon, B. 1997. *The impact of teaching strategies on intrinsic motivation*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education. (ED 418 925)
- Cruickshank, D. R., Jenkins, D.B. and Metcalf, K.K. 2003. *The Act of Teaching*. Third edition. McGraw-Hill.
- Fontana, D. 1997. *Teaching and Personality*. New York: Basil Blackwell.
- Gay, L. R, et all. 2006. *Educational Research Competencies for Analysis and application New Jersey*: Merill Prostice Hall.
- Hamachek, D.E. 1990. *Psychology in Teaching, Learning, and Growth*. Fourth edition. Allyn Bacon.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. Longman Group. Cambridge. UK. Limited England.
- Highet, G. 1968. *The Art of Teaching*. New York: Borzoi.
- Ketut, Dewa Sukardi. 1983. *Bimbingan dan Penyuluhan Belajar di Sekolah*. Surabaya – Indonesia. Usaha Nasional Publisher.
- Khunasathichai, Kongkiat. 2016. *Teacher Personality*. Retrieved April 2016 [http://www.siam.edu/siamedu\\_thai\\_mainpage/images/stories/article/54/siam\\_article\\_5\\_54.pdf](http://www.siam.edu/siamedu_thai_mainpage/images/stories/article/54/siam_article_5_54.pdf)
- La'bi', Nober B. 2013. *"The Motivation of Seventh Class Students of SMP Kristen Makale in Learning Vocabulary Through Puzzle"*. Unpublished thesis.
- Lew, W.J.F. 1977. *Teaching and Teacher Personality*. Education Journal, No.VI, 9-20.
- Lightbown, P.M. and Spada, N. 2003. *How Language are Learned*. Seventh Impression. China: Oxford University Press.
- Palmer, D. 2007. What Is the Best Way to Motivate Students in Science? *Teaching Science-The Journal of the Australian Science Teachers Association*.

- Pasambo, Yulianus. 2006. *“Students’ Motivation and English Achivement of the Second Year Students at SLTP Katolik Pato Nonongan.* Unpublished thesis.
- Richards, J.C. 2001. *Curriculum Developing in Language Teaching.* Cambridge University Press.
- Sugiyono. 2015, *Metode Penelitian Pendidikan.* Bandung: Alfabeta