

**THE INFLUENCE OF TEACHERS' PERSONALITY COMPETENCE  
TOWARD STUDENTS' INTEREST IN LEARNING ENGLISH AT SECOND  
YEAR STUDENTS OF SMKN TAMAN FAJAR PEUREULAK KABUPATEN  
ACEH TIMUR**

**THESIS**

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Langsa , May 01, 2014

The Writer

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**“THE INFLUENCE OF TEACHERS’ PERSONALITY COMPETENCE  
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SECOND YEAR STUDENTS OF SMKN TAMAN FAJAR PEUREULAK  
KABUPATEN ACEH TIMUR”**

**ABSTRACT**

This study entitled *The Influence of Teachers’ Personality Competence Toward Students’ Interest in Learning English at Second Year Students of SMKN Taman Fajar Peureulak Kabupaten Aceh Timur*. The objectives of this study are: (1) to find the factors that affect students’ interest in learning, and (2) to measure to what extent the teachers’ personality competence influences students’ interest in learning English as second language. Accordingly, the variables of the study are; teachers’ personality competence as independent variable (X), and the students’ interest in learning English as dependent variable (Y). The samples of the study were 57 students of the eleventh grade. The data were obtained by distributing questionnaires to the sample. The result of the study revealed that there was a low influence of teachers’ personality competence toward students’ interest in learning. The value of  $r_{xy}$  table was higher than the counted one  $0.354 > 0.049$ . As the suggestion, the teacher and the students must work hard each other to awaken the interest in learning English.

Keyword: Teachers’ Personality Competence, Students’ Interest in Learning English.

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**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)**

**ZAWIYAH COT KALA**

**LANGSA**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

Human have a number of abilities that can develop through experience. The experience happened because of human interaction with the environment, both physical environment and the human social environment efficiently and effectively it is called education. Thus, the background of place for education it called by environmental education. Human throughout life will always accept the influence of three major educational environmental there are families, school, and community, and it is mentioned with three center of education (tripusat pendidikan).<sup>1</sup>

Education according to John Rewey is the process of establishment skills fundamental intellectually and emotionally towards nature and fellow human being. Whereas according to Bratanata et al., education is a deliberate attempt that held either directly or indirectly for helping children in their development reaches their adulthood.<sup>2</sup> To realize the establishment of their skill fundamental intellectually and emotionally as definition above, the government establish a school is a formal institution that supported and provided various opportunities for students to perform the various learning activities so that students acquire the educational experience that structured.

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<sup>1</sup>Umar Tirtarahardja & S. L La Sulo, *Pengantar Pendidikan (Revised Edition)* (Jakarta: PT Rineka Cipta, 2008), p. 167.

<sup>2</sup>Abu Ahmadi & Nur Uhbiyati, *Ilmu Pendidikan* (Jakarta: PT Rineka Cipta, 2001), P. 69.

In providing the education to students, the school is helped by teachers. The position of teachers in the school is as parents for students in addition to their parents at home. Thus, teacher demanded to be educator for children as their student. The role of the teacher must be able to perform the design or planning, management and evaluation the outcome of student learning. Furthermore, teachers must have a good personality to be an example for their students.

Teacher's personality can be seen as a model of physical appearance, if the teacher considers himself as the example for student, so he will look at his appearance either at his measure, utterance, how to associate and how wearing clothes. Therefore, he should be simple and neat with not wearing anything that can be striking student's eyes, because it can disturb the learning process in the classroom and can lead to negative perception towards the teacher.<sup>3</sup>

In addition to teacher's personality as an example, teacher also must have personality in teaching-learning process, it means the teacher must have attraction to give motivation for generating interest in learning effectively from student. One of them interest in learning English. As we knew English lesson is one of important lesson among other lesson, because the English language is used in international scale as language of international communicator.

Therefore, the Government includes the English lesson as lesson that required and become one of determinant of graduation exams (UAN) at junior high school (SMP/MTs) and senior high school (SMA/MA/SMK). It not denied that many students or learners have difficulty in learning or understanding

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<sup>3</sup>Umamah Azhari, *Kepribadian Guru Al-Qur'an Hadits Dan Pengaruhnya Terhadap Minat Belajar Al-Qur'an Hadits Siswa (Kelas XII MAN 12)* Thesis (Jakarta: Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah, 2008), p. 3.

English. Evidently, when UAN many students do not pass, simply because the English score they obtain is far from the score that determined by government. This case caused when teaching-learning process take place every day, students less interested and understand English lesson that are considered difficult. Whereas, English teacher less able to create a learning atmosphere that can motivate and generate interest in learning from students.

Based on description above, the writer is interested to study and research further. Then, the writer arrange it into a thesis on the title “ **The Influence of Teacher’s Personality Competence Toward Students’ Interest in Learning English at Second Year Students of SMKN Taman Fajar Peureulak**”.

## **B. Research Question**

Based on the background of study, the writer focuses the research on three questions, there are:

1. What factors that affect student interest in learning at second year of SMKN Taman Fajar Peureulak?
2. How does the influence of teachers’ personality competence toward students’ interest in learning at second year of SMKN Taman Fajar Peureulak?



### **C. The Purpose of Study**

The purposes of this research are:

1. To find out the factors that affect students' interest in learning at second year of SMKN Taman Fajar Peureulak.
2. To find out the influence of teachers' personality competence toward students' interest in learning at second year of SMKN Taman Fajar Peureulak.

### **D. The Significance of Study**

Based on the research problem and research purpose stated above, the writer has some significance as follows:

1. Theoretically

The result of this research can be applied for study that relevant to develop the concepts, not only contextual and conceptual, but also the culture that develop in education recently. The study about the influence of teachers' personality competence toward students' interest in learning English at SMKN Taman Fajar Pereulak as a part of which is not separate from in education word.

2. Practically

This research presents the description about the influence of personality competence of teacher to students' interest in learning English in SMKN Taman Fajar Pereulak are hopefully useful to be a principal reference for teachers as well as teacher educators to be able to have a stable

personality competence in order to shape the personality of students to be better. Not only that, but also can give the interest to students in learning English. The most importance is the research becomes a starting point for the researcher and those readers who want to do further research with the same related topic in conducting their research.

### **E. Hypotheses**

The writer has some hypotheses based on the research, they are:

Ha :There is the influence between teachers' personality competence and students' interest in learning English.

Ho :There is no the influence between teachers' personality competence and students' interest in learning English.

### **F. Terminology**

There are several words in the title of this thesis that must be explained in order to help the readers understand easily. The terms are:

#### **1. Teachers' Personality Competence**

Human being needs education in their life. Education is required in order to develop their own potential through learning process. Learning is educators' effort to help students in performing learning activity to achieve the purpose in educational.

According to the legislation of Republic of Indonesia Number 19 of 2005 about Standard of National Education at clause 28, educator is a learning agent who should have four kinds of competence, there are; 1) pedagogical competence, 2) personality competence, and 3) professional, and social competence. Competence is a knowledge, skills and abilities that person achieves which becomes part of his being to extent. He can satisfactorily perform particular cognitive, effective, and psychomotor behavior. In this case, teacher should have these competences in learning process to realize the knowledge, skills and attitudes as teacher's responsibility in educating their students.

Therefore, teachers are demanded to have a good personality competence. Personality competence will be an anvil to other competences. In this case, the teachers not only are demanded to be able to explain the learning, but also can arouse the interest and motivation in learning process, especially to English learning.

Teachers' personality competence is very importance and should be owned by each teacher. Because the teacher's personality always be seen by students. As a result, the teachers should appear bravely and confidence. Teacher's performance can also make student interest in learning and like to stay in the classroom.

## 2. Student Interest in Learning English

In learning English students have to master the four skills of the language, there are listening, reading, speaking, and writing. Each skill have been similar emphasize in teaching English. The main purpose of learning English is communication skill in English language, either orally (listening and speaking) and in writing (reading and writing).

However, English lesson is a foreign language for students of SMKN Taman Fajar Peureulak. Then, in learning English, students experience many difficulties. As a result, it should have the skills and other supports to inspire students in learning English. One of the supports that can inspire students in learning is interest in learning.

Interest in learning is the willingness and deliberate attention and activeness, finally it will engender a sense of pleasure that cause a changes in behavior, either in knowledge, attitudes, and skills based on experience and interaction in the environment.

The effective of teaching-learning condition is the interest and attention of students in learning. Interest is the relative nature in a person. Interest also gives the big influence toward learning because of a person interest will perform something diligently and seriously.

Because of the result, in learning process in the schools every student should have the high interest toward the lesson they followed, especially in English lesson. Less interest can lead the less attention, participation, and efforts in learning process. One of factor of own students

that support the effective learning is interest. Interest includes psychological factors that act as supporter in achieving a purpose.

Then, the factors influence students interest in learning are two factors, there are; internal factor (factors in the students' own that support to do learning process, among others; attention, interest, talent, motivation), and external factor (the factor outside the individual to support learning activities, among others; parents, teachers, friends, facilities and infrastructure and societies).

In this study, the writer focus only on family factors and school factors as a basic factor who most influence the students' interest in learning English.

As a result, to cope with students who are low interest in learning, teachers should manage how to create the condition in order to make students always want to study. Teachers should be able to create students to have the high interest in learning. One of the ways is by explaining the interesting story, such as intersperse the learning with humorous stories but can motivate the learning English so that the learning process is not uptight and boring, so can make students enjoy the learning activity.