STUDENTS' PERCEPTION AND THEIR ATTITUDE TOWARDS ENGLISH TEACHERS' PERSONALITY

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ABSTRACT

This research aimed at finding out the types of English teacher personality based on students' perception and how is their attitude toward their English teacher personality. This research used descriptive qualitative method. The subject of the research were students of second grades at SMKN 1 Palopo and there were 4 teachers of English at SMKN 1 as focus of this research. The researcher used snowball sampling technique in taking 12 students as the respondents of this research. The instrument of this research was interview. The result of this research shows that (a) in the eyes of the students, there were 3 English teachers who have good personality, they were warm, caring to students, sociable, knowledgeable, creative, cheerful, close to students, and explicit. Then, 1 teacher has bad personality, such as low motivation, boring, lazy and apathetic. (b) the students' attitude toward their English teacher is determined by teacher personality. If the teacher has good personality, students' attitude is positive. On the contrary, if the teacher has bad personality, students' attitude is negative. In the view of students, a good teacher should be kind, humorist, good motivator, knowledgeable, creative, explicit, close to students and sociable. Then, most of the students perceive that the teacher personality influence their mood in learning English.

Keywords: perception, attitude, teacher personality

ABSTRAK

Penelitian ini bertujuan untuk menganalisa tipe kepribadian guru bahasa Inggris berdasarkan persepsi siswa dan menganalisa perilaku siswa terhadap kepribadian guru. Penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adlah 12 siswa kelas dua SMKN 1 Palopo dan 4 guru sebagai fokus dari penelitian ini. Peneliti menggunakan snowball dalam menentukan subjek penelitian. Instrumen penelitian ini adalah wawancara. Hasil penelitian menunjukkan bahwa (a) di mata siswa, ada 3 guru bahasa Inggris yang memiliki kepribadian yang baik seperti hangat, perhatian ke siswa, bersosialisasi dengan siswa, berwawasan luas, kreatif, ceria, dekat dengan siswa, dan terbuka. Sementara 1 orang guru memiliki kepribadian yang buruk seperti kurang memotivasi, membosankan, malas dan bersikap masa bodoh. (b) sikap siswa terhadap guru bahasa Inggris ditentukan oleh kepribadian guru. Apabila guru memiliki kepribadian yang baik maka sikap siswa menjadi positif. Sebaliknya

jika kepribadian guru buruk maka sikap siswa menjadi negatif. Dalam pandangan siswa, seorang guru yang baik seharusnya baik, humoris, motivator ulung, berwawasan luas, kreatif, terbuka, dekat dengan siswa dan bersosialisasi. Kebanyakan siswa menyatakan bahwa kepribadian guru mempengaruhi selera belajar siswa.
Keywords: persepsi, sikap, kepribadian guru

INTRODUCTION

Teacher personality has important role to support learning process. Teacher personality refers to the totality of teacher characteristic and behavior. Teacher is assumed as a model and actor in class. So, every his/her action always attract much attention from students including their personality in teaching English. It is common knowledge that a good teacher can turn a students's life around. Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationship are the most significant factor in determaining a teacher's work as successful. A teacher has to display exceptional empathy, persistence, diligence, sincerity, reseach orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teacher react by using praise, acceptence, remediation, or criticism inresponding to students (Derk, 1974).

Furthermore, Pevin & John, (1997) said that Personality is a set of psychological traits and mechanism within the individual which was organized, relatively endured and influenced his or her interaction with the adaptation to the environment. It is important to know personality of each person. Moreover teacher, their personality always attracts much attention from students. How teachers' personality is one of interesting thing. As general, there are some types of teacher personality such as humor, kind, knowledgeable, killer, patient, etc. Students' attitude toward teacher personality can be positively or negatively. It is interesting to know how students' attitude toward teacher personality because by knowing students' attitude, we know what type of teacher personality that students like.

A number of studies have indicated that the personality and behavior of the teacher is very important in the formation of students' attitudes (Fontana, 1988; Moore, 1993). In such a case teachers may easily forget about issues relating to students attitudes and see the problem as merely a situation of poor performance or lack of motivation on the part of the student. What the teachers may not realize is that the problem may be as a result of differences in personality.

Attitude are inner feeling or beliefs of an individual towards particular phenomena. One of the chief objectives of education is the development of desirable attitude in the individuals. Attitudes are an expression of inner feelings and beliefs that the reflect whether a person is favourably or

unfavourably pre-disposed to some phenomenon. It is also to be kept in view that education is required to develop several attitudes in the students; attitude towards self; attitude towards studies; attitudes towards others; an attitude towards certain ideals etc

Based on social phenomena and explanation above, it is interesting for researcher to analyze further about students' perception and their attitude towards teacher personality at SMKN 1 Palopo. The result of the research is expected to give some benefits as follow : For teachers, this research can useful as reflection. So teacher can know students' attitude toward their personality. For students, this research can useful to identify teachers personality and they can give opinions what suitable teacher personality that they want. For the next researcher, this research can be a reference in writing with similar topic.

LITERATURE REVIEW
a. Definition of Personality

Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behavior that are unique to the individual (Callahan, 1966). Some social psychologists express that personality is entirely a matter of social awareness which is pointless to talk about anyone's personality separated from the particular people who intermingle with him, get impersonation about him, and use trait terms in unfolding him (Holt, 1971). A trait is a simple behavioral blueprint a outlook or propensity to behave in a describable way. The personality theory of Jung (1971) assumes that people are dissimilar from each other in realistic types consisting of pairs of opposites. The first pair describes the way people gain their energy. Some people are thrilled by interacting with others and are tuned to the outer world of measures.

The personality is the totality of character and behavioral traits particular to an individual. No two persons are alike in this respect, not even indentical twins (Cruickshank, Jenkins, and Metcalf, 2003). It is supported by Callahan (1966) that personality may be viewed as the dynamic organization of those tratis and charateristic patterns of behavior that are unique to the individual. In addition, it is stated that the personality is the performance of emation, mind and behavior of each person which effect the enviromental and social among people.

Based on the experts explanation about personality, the writer conclude that personality is sum total of habits, characters, attitudes and trait of any individual.

b. Dimensions of Personality (The Big Five Model)

The five dimensions of the five-factor model of personality are neuroticism, extraversion, openness to experience, agreeableness and conscientiousness.

a). Neuroticism

Neuroticism is a dimension of normal personality indicating the general tendency to experience negative affects such as fear, sadness, embarrassment, anger, guilt and disgust. High scorers may be at risk of some kinds of psychiatric problems. A high Neuroticism score indicates that a person is prone to having irrational ideas, being less able to control impulses, and coping poorly with stress. A low Neuroticism score is indicative of emotional stability. These people are usually calm, even-tempered, relaxed and able to face stressful situations without becoming upset (Hough et al., 1990). Hörmann and Maschke (1996) found that Neuroticism is a predictor of performance in various occupations. Dunn, Mount, Barrick and Ones (1995) showed that emotional stability (the opposite of Neuroticism) is the second most important characteristic that affects the employability of candidates. In a recent study Judge, Higgins, Thoresen and Barrick (1999) found that Neuroticism is inversely related to job performance. However, according to Salgado (1997), Neuroticism predicts job performance in certain circumstances.

b). Extraversion

Extraversion includes traits such as sociability, assertiveness, activity and talkativeness. Extraverts are energetic and optimistic. Introverts are reserved rather than unfriendly, independent rather than followers, even-paced rather than sluggish. Extraversion is characterised by positive feelings and experiences and is therefore seen as a positive affect (Clark & Watson, 1991). It was found that Extraversion is a valid predictor of performance in jobs characterised by social interaction, such as sales personnel and managers (Barrick & Mount, 1991; Bing & Lounsbury, 2000; Lowery & Krilowicz, 1994; Vinchur et al., 1998). Johnson (1997) found a positive relationship between Extraversion and job performance of police personnel, and explained this relationship in terms of the high level of interaction in the police service.

c). Openness to Experience

Openness to Experience includes active imagination, aesthetic sensitivity, attentiveness to inner feelings, a preference for variety, intellectual curiosity and independence of judgement. People scoring low on Openness tend to be conventional in behaviour and conservative in outlook. They prefer the familiar to the novel, and their emotional responses are somewhat muted. People scoring high on openness tend to be unconventional, willing to question authority and prepared to entertain new ethical, social and political ideas. Open individuals are curious about both inner and outer worlds, and their lives are experientially richer. They are willing to entertain novel ideas and unconventional values, and they experience both positive and negative emotions more keenly than do closed individuals. Research has shown that Openness to Experience is related to success in consulting (Hamilton, 1988), training (Barrick & Mount, 1991; Vinchur et al., 1998) and adapting to change (Horton, 1992; Raudsepp, 1990). In contrast, Johnson (1997) and Hayes, Roehm and Castellano (1994) found

that successful employees (compared with unsuccessful employees) obtained significantly lower scores on Openness. Tett et al. (1991) reported that Openness to Experience is not a valid predictor of job performance. A possible explanation for the contradictory results regarding the relationship between Openness to Experience and job performance is that different jobs have different requirements.

d). Agreeableness

An agreeable person is fundamentally altruistic, sympathetic to others and eager to help them, and in return believes that others will be equally helpful. The disagreeable/antagonistic person is egocentric, sceptical of others' intentions, and competitive rather than co-operative. According to Tett et al. (1991), Agreeableness is a significant predictor of job performance. Salgado (1997) found that Agreeableness is related to training success. The co-operative nature of agreeable individuals may lead to success in occupations where teamwork and customer service are relevant (Judge et al., 1999).

e). Conscientiousness

Conscientiousness refers to self-control and the active process of planning, organising and carrying out tasks (Barrick & Mount, 1993). The conscientious person is purposeful, strong-willed and determined. Conscientiousness is manifested in achievement orientation (hardworking and persistent), dependability (responsible and careful) and orderliness (planful and organised). On the negative side, high Conscientiousness may lead to annoying fastidiousness, compulsive neatness or workaholic behaviour. Low scorers may not necessarily lack moral principles, but they are less exacting in applying them. Borman, White, Pulakos and Oppler (1991) and Hough et al. (1990) found a correlation of 0,80 between reliability (an aspect of Conscientiousness) and job performance. Various researchers (Barrick & Mount, 1991; Barrick, Mount & Strauss, 1993; Frink & Ferris, 1999; Ones & Viswesvaran, 1997; Sackett & Wannek, 1996) reported significant correlations between Conscientiousness and job performance. According to Sackett and Wannek (1996), the relationship between Conscientiousness and job performance could be attributed to the conceptual relationship between Conscientiousness and integrity. Furthermore, autonomy and goal setting influence the relationship between Conscientiousness and job performance (Barrick & Mount, 1993; Barrick et al., 1993).

Important Personality Traits needed for Teaching Effectiveness: The "Big five" Personality Traits: 1). Conscientiousness: dependable, hard-working, organized, self disciplined, persistent, and responsible. 2). Neuroticism: calm, secure, happy, and unworried 3). Agreeableness: Co-operative, warm caring, good-natured, Courteous trusting 4). Extroversion: sociable, outgoing, talkative assertive, gregarious 5). Openness to

experience: curious, intellectual, creative, cultured, artistic, sensitive, and flexible imaginative.

c. Teachers' Personality

Kongkiat (2003) in Journal "*Teachers' Personality*" mentioned that there are five good personality which affect the learners in the classroom.

a). Enthusiasm

To be enthusiatic teachers can create a lively and energetic classroom. Students will be satisfied with whatever teachers teach. Teachers can lead them in the learning process and they follow what teacers perform as well. (Cruickshank, Jenkins, and Metcalf, 2003) It is mentioned in learning and teaching (Kauchak and Eggen, 2003) that teacher are the models of good behavior. Enthusiasm is one of the most importent factors. They use body language and interesting language to persuade and communicate with their students. "Teacher enthusiasm consists of at least two basic components which include (1) a sincere interst in the subject, and (2) vigor and positive energy". (Hamachek, 1990) The consideration is that teachers can communicate with speech, voicing and their gestures, moving the body around the classroom, dancing and using their hands to explain someting are preferabel.

b). Warmth and Humor

To make students interested in the subject matter of the lesson requires teacher having good sense and humor. When teacher perform to laugh, it decreases students' stress. (Fontana, 1977) it is supported that humous teachers can make students awake all the time (Highet, 1968). Besides, the warmth signifies the good interaction between teachers and students. If teachers' personality is warm, students will dare to speak and express their idea. It seems that students perceive as teachers being second parents, (Cruickshank, Jenkins, and Metcalf, 2003). Tungchitsomkid (2001) mentions the sense of humor as one of the aspect being inportant. The classroom's atmosphere will be fine.

c). Credibility

Credibility and trustworthiness which build a supportive and relaxed environment should be occured in effective teachers. To make a decision whether teachers are credible or not depends on students' judgement mostley happens at univesity level. (Cruicksank, Jenkinsn and Metcalf , 2003) "three elements seem important: your credentials, the messages you send students, and your behavior. (Cruickshank, Jenkins, and Metcalf, 2003).

d). Knowledgeable

Many researches include the knowledge as one of teachers' personality. Knowledge is essential for teachers. If they can not memorize lots of subject, they will not be able to instuct students. Teachers have to remember everything that is important for their subject matter. Accordingly, being a profesional teacher requires a good memory (Highet, 1968).

Furthermore, the result from the research stated in *teaching and teacher's personality* is shown that knowledge of subject is in the rank of the most important characteristic in two schools. Intelegence is necessary to take into account the relationship beteween intelegence and second language takes place in the leaners. Not only the high IQ learner can perform well, but also the low IQ learner can succeed in second language learning (Lightbown and Spada, 2003). It is beneficial to be expert on the subject that teachers teach. Some researchers have shown that the mastery of the subject is essential. In contrast, it is inadequate for effective teaching. (Cruickshank, Jenkins, and Metcalf in Kongkiat, 2003)

e). Encouraging and Supportive

Successful teacher tend to be rather Encouraging and Supportive in their attitudes (Cruickshank, Jenkins, and Metcalf, 2003). The overall findings and researches present that positive attitudes and motivation are relevant to achievement in second language acquisition (Gardner, 1985 cited in Lightbown and Spada, 2003). Motivated students succeed in second language learning not only by themselves but also by encouragement. It motivates students to endeavor on the lesson they might be unwilling to start. It is useful to help them learn from their abilities. Use the words or phrases to support the students when they face the obstacles. For instance, "You can do it". "What you've done so far is good. What could we do next?" "I understand how frustrating this is, but I know that you can do it" etc. This method may lead the students to be confident and can be successful in their tasks. (Cruickshank, Jenkins, and Metcalf , 2003, p.338).

Pajak (2011) in journal "The Bad Teacher: Some Thoughts and Questions for Supervision" mentioned that there are some categories of bad teacher personality as follows :

a) Low Motivation

Low motivation included some criteria such as :
- Lazy, apathetic, unmotivated
- Always unprepared, "winging it"
- Unenthusiastic, not excited
- Tells students to "figure it out themselves"
- Doesn't like his/her job
- Negative attitude
- Does not care about teaching
- Sits at desk without teaching
- Assigns worksheets to keep students busy during class time
- Assigns work without any explanation or discussion

b) Uncaring/Disrespectful Toward Students

Uncaring/Disrespectful Toward Students included some criteria such as :
- Uncaring, doesn't seem to care

- Cold to students, unfriendly, mean spirited
- Judges children unfairly or inappropriately
- Not concerned about individual students
- Does not recognize individual learning style
- Not aware of uniqueness of individual students
- No concern for the well-being of students
- Disrespectful of students
- Never solicits input from students
- Refuses to allow students to participate in class
- Always critical of students
- Negative attitudes toward students

c). Knowledge/Skill Deficit

Knowledge/Skill Deficit included some criteria such as :

- Not knowledgeable of subject content
- Poor manager of classroom/learning environment
- Inconsistent
- Unclear, poor communicator
- Unorganized
- Unable to see the "whole" picture
- Incompetent
- Poor planner
- Does not go to workshops

d). Inflexible

Inflexible included some criteria such as :

- Unwilling to try new and different approaches to teaching
- Lectures every class, all period long
- Teaches the same way all the time
- Task-focused to the point of not caring whether the students truly understand
- In a rut
- Inflexible

e). Difficult Personality

Difficult Personality included some criteria such as :

- Not open to advice
- Self-serving
- Brings personal problems into the classroom
- Stubborn
- Not adaptable to situations or people
- Insubordinate
- Low self-esteem
- Poor interpersonal communication
- Boring

d. The importance of Teachers' Personality

The personality is very crucial for the daily life teachers. It affects their career. The most important aspect is the effect on students. Concerning the teachers' personality, it is important in controlling the lessons and the learning process. The interaction between teachers should be considered because personality plays an importent role on it. (Lew.W.J.F.,cited in Kongkiat 2003). Moreover, it is true that what teachers do influences what students do. If they show some personality traits which are bad, their students will imitate on what they have done, many researchers believe that personality will be shown to have an important influence on success in language learning. (Lightbown and Spada, 2003).

RESEARCH METHODOLOGY

This research applied descriptive qualitative method. It aimed at finding out the students' attitude toward teachers' personality at second grade students of SMKN 1 Palopo. The researcher conducted the research on May 2016 in SMKN 1 Palopo. Informants of the research were students of second grades in SMKN 1 Palopo. Researcher used snowball technique to find out the data about students' attitude towards teacher personality. This research focused on students' perception and their attitude toward English teachers' personality. Where there were two aspects that would be found in this research. The first was types of teacher personality in second grades of SMKN 1 Palopo. The second was students' attitude toward their teacher personality. This research used deep interview in getting the data. The researcher used deep interview by giving some questions to respondents. The questions aimed to find out the data about the types of teacher personality in second grades of SMKN 1 Palopo and students' attitude toward their teacher personality. The data collected was analyzing qualitatively. With the classification as follows : (1) Categorizing data. Categorizing data was used to separate each answer from respondents. The researcher chose and put data from the interview on objective of the research. Categorizing data was also used to summarize and choose the important information from the respondents. By categorizing data, the researcher classified the important information that would be entered in finding research. (2) Data display. after categorizing data, the next step was data display. Data display was used to present data. The presentation of data would be done in narrative to explain data. Data display helped researcher to understand what was happening based on information from respondents. (3) Taking conclusion. The last step was taking conclusion. Taking conclusion was used to conclude the data after categorizing and data display done. Taking conclusion had purpose to get fixed data.

FINDINGS

In collecting the data, the researcher conducted deep interview. The interview technique was used to find out types of teacher personality at

second grade of SMKN 1 Palopo and how students' attitude toward their teacher personality. Based on interview result, the data can be seen in the following table 1:

Table 1. *Types of Teacher Personality and Students' Attitude toward Their Teacher Personality*

No	Teacher	Types of Teacher Personality	Students' Attitude
1	Teacher I	- Kind - Creative teaching - Extrovert to students - Warm - Close to students - Caring to students - Explicit - Sociable	The first respondent gave positive attitude. The respondent considered that the teacher has good personality because the teacher was close to students and the respondent felt anthusiastic in learning English. The Second respondent gave positive response toward their teacher personality because the teacher was easy going and close to students. The third respondent had positive attitude toward his English teacher personality. He considered his English teacher had good personality because his English teacher is close to student so the respondent felt comfortable to study English.
2.	Teacher II	- Low motivation - Uncaring to student - Lazy - Apathetic - Uncreative teaching	The fourth respondent had negative attitude toward his English teacher. He didn't like with his English teacher personality The fifth respondents' attitude toward the English

			teacher was negative. The respondent felt bored learning English in class.
			The sixth respondent has negative attitude toward his English teacher. The respondent expected the other teacher
3	Teacher III	- Diligent - Sociable - Caring to students - Warm to students, - Kind - Explicit - Knowledgeable - Sometimes overtime in teaching	The seventh respondent has positive attitude toward his English teacher. He likes her English teacher personality because the teacher had high spirit to teach the students. The teacher never gives up explaining the materials until the students understand.
			The eighth respondent has positive attitude toward the English teacher. She felt enjoying in learning English.
			The ninth respondent has positive attitude toward his English teacher. He liked his English teacher personality because the teacher was close to students
4	Teacher IV	-Enthusiasm -Creative teaching -Warm -Cheerful -Close to students.	The respondent tenth has positive attitude toward his English teacher. The respondent liked with the English teacher because the teacher had good method to make fun learning.
			The eleventh respondent's attitude toward

			his English teacher personality was positive. The respondent understood the material.
			The twelfth respondent had positive attitude toward the English teacher personality. the respondent liked the English teacher personality because the respondent was more enthusiastic in learning English

Table 1 shows that 3 of 4 teacher in second grades of SMKN 1 Palopo had good personality as English teacher. While 1of 4 respondents had bad personality. It was showed by students' attitude toward the English teacher. 3 respondents expressed the unsatisfaction toward the second teacher. On the other hand, 9 of respondents gave positive attitude toward 3 teachers. The respondent gave positive attitude toward the teacher personality. The respondents got the feedback from their teacher personality. The respondents' attitude was measured by their answers in interview.

DISCUSSION
Based on findings, there are some points that could be discussed as follows:
Types of Teacher Personality in Second Grades of SMKN 1 Palopo
Based on description about types of English teacher personality in second grades of SMKN 1 Palopo, 3 from 4 teachers can be categorized as teachers who have good personality. While, 1 from 4 teachers can be categorized a teacher who has bad personality because the respondents expressed the unsatisfaction of the teacher personality. The data from the interview shows that the there were 3 teachers have good personality such as kind, creative teaching, extrovert to student, warm, close to students, caring to students, explicit, and sociable. Then, there was only one teacher who has bad personality, according to students' perception, the second teacher has personality such as low motivation, uncaring to student, lazy, apathetic, and uncreative teaching. This reality shows that most of the teachers' personality at SMKN 1 Palopo have supported the English Teaching process. According to Piedmont and Weinsten in Fauziah (2009), there are the "Big Five" personality traits needed for teaching effectiveness: 1). Conscientiousness: dependable, hard-working, organized, self disciplined, persistent, and responsible. 2). Neuroticism: Calm, secure, happy, and unworried 3).

Agreeableness: Co-operative, warm caring, good-natured, Courteous trusting 4). Extroversion: Sociable, outgoing, talkative assertive, Gregarious 5).Openness to experience: Curious, intellectual, creative, cultured, artistic, sensitive, and flexible imaginative.

Students' Attitude toward Teacher Personality

Based on findings showed that 9 from 12 respondents gave positive attitude toward teacher personality. While, 3 from 12 respondents gave negative attitude toward their English teacher personality. The respondents' attitude was determined by types of teacher personality. Teacher whose good personality got positive attitude from respondents. On the other hand, teacher whose bad personality got negative attitude from respondents. Students' attitude toward their English teachers personality is various. But mostly, student gave positive response toward their teacher personality. They like their teacher personality because their teacher personality can increase students' attention in learning English. It means that teacher personality has big role in increasing students' motivation in learning English. On the contrary, based on interview between interviewer and respondent found that 3 of samples expressed their unsatisfaction toward their teacher personality. The teacher is assumed unqualified teacher. They didn't find the ideal English teacher in their English Teacher. So, teacher personality can influence students' mindset.

The Ideal types of Good Teacher Personality based on Students' Opinion

Based on findings, the researcher found out the types of good teacher personality based on students' opinion showed that the respondents generally expected an English teacher whose personality such as kind, humorist, good motivator, knowledgeable, creative, explicit, close to students and sociable. They are the ideal types of teacher personality based on respondents' opinion. The teacher personality was expected to increase students' motivation in learning English. Majority, students' answers about the ideal types of teacher personality is the teacher who close to the students. It means that the teacher should be sociable and outgoing. In this phase, usually teenagers expected a teacher who can be a friend. Teacher is not just about teaching but also sharing. In addition, it was found that a good teacher is a teacher that can be extrovert to students. Teacher is a place to ask and share something about learning. It changes the mindset that teacher is a feared one in school. They still need a teacher that is warm and friendly to student. So, the learning process will be fun and comfortable. Furthermore, the respondents also want an explicit teacher. The explicit teacher is expected to be able to motivate students' seriousness in learning process. The explicit teacher can change the situation based on students' need.

Teacher Personality Influnced Students' Mood in Learning English

Based on findings, the last point was discussed about the influence of teacher personality toward students' mood in learning English. Every respondent had a reason whether teacher personality influenced their mood in learning English. From 12 respondents, 11 respondents gave opinion that teacher personality influenced students' mood in Learning English. The common reason, the teacher personality will increase respondents' motivation, spirit, and make comfortable in learning English. On the hand, 1 respondent gave opinion that teacher personality did not influence respondents' mood in learning English. According to respondent, the mood of students in learning English was determined by their own self. The personality is very crucial for the dealy life teachers. It affects their career. The most important aspect is the effect on students. Concering the teachers' personality, it is important in controlling the lessons and the learning process. The interaction between teachers should be considered because personality plays an importent role on it (Lew.W.J.F.,cited in Kongkiat 2003). Teacher is assumed as model in learning process, so teacher has important role in increasing students' motivation in learning English. Based on interview, respondents expressed that teacher who has good personality can increase their mood and attention in learning process. While, the teacher who has bad personality will decrease students' enthusiasm in learning process.

CONCLUSIONS

Based on the findings and discussions at the previous chapter the researcher can conclude two points as follows:

1. Based on data, 3 of 4 teachers in second grades of SMKN 1 Palopo generally have personality such as warm, caring to students, sociable, knowledgeable, creative, cheerful, close to students, and explicit. So, 3 of 4 teachers can be categorized as English teacher whose good personality. While 1 of 4 teachers has personality such as low motivation, boring, lazy and apathetic. So, 1 teacher can be categorized as English teacher whose bad personality.

2. Students' attitude toward their English teacher is determined by teacher personality. If the teacher has good personality, students' attitude is positive. On the contrary, if the has bad personality, students' attitude is negative. The other point was found that generally respondents expected an English teacher whose personality such as kind, humorist, good motivator, knowledgeable, creative, explicit, close to students and sociable. The teacher personality is expected to make a learning process fun and comfortable.

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