The Effects of Lecturers' Personality on Students' Learning Motivation

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ABSTRACT

The objectives of the research are; (i) to find out the kinds of lecturers' personalities they have at English Education Study Program of FKIP UKI Toraja, (ii) to describe whether the lecturers' personalities affect students' learning motivation at English Education Study Program of FKIP UKI Toraja, (iii) to describe the personalities which give positive and negative effect to students' learning motivation.The researcher employed qualitative method. The subjects of this research were the lecturers and students at English Education Study Program of FKIP UKI Toraja. The data of this research was collected by employing recording, observation and interview. The obtained data was analyzed in three major phases are; reduction, displaying, conclusion/ drawing verification.The result of the research revealed that (1) The lecturers' personalities of the lecturers in teaching English at English Education Study Program of FKIP UKI Toraja are; extrovert, sensing, thinking, feeling and judging. (2) The lecturers' personalities affect students' learning motivation in studying English at English Education Study Program of FKIP UKI are extrovert, sensing, thinking, feeling and judging that gave positive and negative effect on students' learning motivation. (3) The lecturers' personalities have the positive and negative effect on students' learning motivation.

Keywords: Personality, Learning motivation.

INTRODUCTION

Teaching English as a foreign language (TEFL) involves teaching adults and children whose first or main language is not English. Indonesia is one of the country which learning English as foreign language. It means that in Indonesia English do not use as a medium to convey the instruction but English is taught in schools as an important subject. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. English is taught for eight or nine years from primary school (from Grade 4 or 5) through high school (Renandya in Lauder, 2008).

(Day, 1993) stated that EFL lecturers use a range of course books and materials, plus a variety of audiovisual aids. There's a strong emphasis on dialogue and role-playing, but more formal exercises, language games and literature are also used.

English lecturers instruct students on how to use the English language correctly. Fernanda (1990:308) points out that the professional English language lecturer's needs for his language lessons: Knowledge of the best and most effective methods to use, an understanding of the purpose and aim of each method he uses and confidence and skill in his handling of them.

In addition to be an English lecturer's should have a good qualification, good competence, good performance, and good personality in order to encourage students' ability in using English (Richards, 2011). Lecturers are concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues. These aspects of the student important as they are in their own right are also essential to intellectual development.

Personality is such a crucial aspect of psychology that every main branch of psychological research has attempted to contribute to the existing knowledge in this area. Thus, the scope of theorizing can be as broad as the differences among the various paradigms in psychology. This is why the field of personality is "filled with issues that divide scientists along sharply defined lines and lead to alternative, competing schools of thought" (Pervin and John, 2001, p. 25).

In this case of English Education of FKIP UKI Toraja, the researcher found that some of the students there had good achievement and motivation in particular subject in studying English, but they have lack of motivation and achievement in another subject with different lecturers. A study was done by Cooper and Benis (1997) looking at lecturer's personality, lecturer's behavior and their effects upon pupil achievement.

LITERATURE REVIEW

Lecturers' Personality

There are four dichotomies targeted by the MBTI Julia Myer, (2012) as follows:

Extraversion–Introversion, referring to where people prefer to focus their attention and get their energy from: the outer world of people and activity or their inner world of ideas and experiences. This facet is also part of the Big Five model. Characteristics of Extraversion - Introversion defines the source and direction of energy expression for a person. The extravert has a source and direction of energy expression mainly in the external world while the introvert has a source of energy mainly in the internal world. Extraverts like to act rather than take a passive role, and they often make decisions spontaneously. Moreover, Extraverts are sociable and tend to like to meet new people. They enjoy seeking out novel experiences. In contrast, Introverts gather energy from within themselves.

Table 1. Characteristics of Extrovert and Introvert

Extrovert	Introvert
Talk it out	Think it through
Pacing: Moderate to fast	Pacing: Moderate to slow
Non verbal: Direct, Intense	Non verbal: Indirect
Process: May change Course	Process: Focused, if engaged

Sensing–Intuition, referring to how people perceive the world and gather information. 'Sensing' concerns what is real and actual as experienced through one or more of the five senses; a sensing person therefore is empirically inclined and tends to be interested in the observable physical world with all its rich details (Ehrman, in Myers 1996). In contrast, a person on the 'intuitive' end of the continuum does not rely on the process of sensing and is less interested in the factual details; instead, he/she relies on the process of intuition, preferring the abstract and imaginative to the concrete, and tends to focus on the patterns and meanings in the data. Characteristics of Sensing - Intuition defines the method of information perception by a person. Sensing means that a person believes mainly information he or she receives directly from the external world.

Table 2. Characteristics of Sensing and Intuition

Sensing	Intuition
Verifiable specifics	With a search for interpretation and meaning
As a discrete incident	Seeking a theme by relating current conflicts to other conflicts

Thinking–Feeling, referring to how people prefer to arrive at conclusions and make decisions. 'Thinking' types follow rational principles while trying to reduce the impact of any subjective, emotional factors; they make decisions impersonally on the basis of logical consequences.

'Feeling' types, on the other hand, are guided by concern for others and for social values; they strive for harmony and show compassion; they are slow to voice criticism even if it is due but are quick to show appreciation; thus, they 'think with their hearts' (Ehrman in Myers 1996). Characteristics of Thinking - Feeling defines how the person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he or she makes a decision based on emotion.

Table 3. Characteristics of Thinking and Feeling

Thinking	Feeling
• To be fair: Seeks to find a solution or principle that can be applied to all equitably	• To be fair: Seeks to create a solution that takes individual circumstances into account

Judging–Perceiving, referring to how people prefer to deal with the outer world and take action. Judging types favor a planned and orderly way, seeking closure and finality, whereas people on the perceiving end of the scale like flexibility and spontaneity and therefore like to keep their options open. They often resist efforts of others to impose order on their lives (Ehrman in Myers 1996). Characteristics of Judging - Perceiving defines how a person implements the information he or she has processed. Judging means that a person organizes all his life events and acts strictly according to his plans. Perceiving means that he or she is inclined to improvise and seek alternatives. Judging types prefer to control their environment.

Table 4. Characteristics of Judgment and Perception

Judgment	Perception
Strives to settle the conflict as quickly as possible	Wants to keep options open as long as possible with a focus on process
Puts focus on organization and structure in order to accommodate closure	Has an internal sense of timing for when the time is right for closure can't always be anticipated
May want to reach a resolution before all issues are addressed	May want to keep options open for discussion longer than necessary
May be reluctant to consider alternative solutions after a decision	May agree to a solution but change their mind if something else seems more expedient

METHOD

Design and subjects

This research employed a qualitative descriptive design, to find qualitative data in this research, the researchers obtained the data namely to find out the lecturers' personalities through the combination of observation and interview. Qualitative descriptive consist of participants observation, interviewing, document collection. The researcher selected the subject of this research English Education Study Program of FKIP UKI TORAJA that could good information and contribute to researchers' understanding. The researcher applied purposive sampling in selecting the subject of this research consists of four lecturers and fifteen students as participants of English Education Study Program of FKIP UKI TORAJA from 21 lecturers.

Instruments and Procedures

The instruments of the research in collecting data consist of observation, and interviews. Observation is the act of looking at something without influencing it and recording the scene or action for later analysis (Yount, 2006:9-3) .The source of the required data is observation in classroom while teaching learning process, the researcher observed the students and lecturer interaction and write down information from classroom interaction based on protocol observation that the researcher design adopted from Gay et.al, (2006:414). The researcher recorded the activities in classroom. The procedure of data collection was the researcher employed non participant observation during the teaching and learning process in the classroom, the researcher observed and noticed the lecturer's performance, the interaction between lecturer - students and interaction between students and the kind of the method that is used by the lecturer in teaching and the data collected through some combination of audio and visual recordings. After the teaching and learning end, the researcher interviewed the lecturer and students of English Study Program of UKI Toraja with the prepared question (semi-structured interview). From observations, interviews and recording, information was gathered also through documentary evidence. The researcher examined various types of records, such as video record and document file.

Data analysis

After collecting the data from the observation, interviews, and documentation, the researcher analyzed it with qualitative data analysis.

In analyzing the qualitative data, the researcher used cyclical data analysis as supported by Watson-Gegeo in Mackey and Gass (2005: 178), those stages consists of three procedures are as follows: data reduction, data display, tentative conclusion and verification, final conclusion.

RESULTS AND DISCUSSIONS

The researcher employed direct observation during the teaching and learning process of English education study program in the classroom. The researcher observed and used recording; the researcher noticed how the lecturers did and told while teaching learning process that related with teachers' personalities.

The researcher also recorded the teacher talk and the activities in classroom such; topic of teaching learning, class discussion, presentation in order to find out the teachers' personalities by the lecturers in teaching English at English Study Program of FKIP UKI Toraja. After all, the researcher transcripted the data then quoted the kinds of teachers' personalities by lecturers at English Study Program of UKI Toraja in teaching English as following quotes:

Extrovert (E)/ Introvert (I)
Warn students directly, when they make mistakes
Giving warning when students were given quiz by lecturer.
VS explained about warning if the students tried to cheat their friends, it is a mistake. The teaching learning process was held in room 1 of campus one Makale, Tana Toraja.

VS: (When the alarm is ringing) ok ready I want to calm down from five to zero not from ten, whenever I remind you to try look at your friends' work I want to count,*kalau saya lihat ada yang melirik – lirik pekerjaan temannya saya akan hitung mundur , saya tidak peduli siapapun orangnya* [if I find somebody steal a glance your friends' work I will countdown] I don't care. Let you show me how much you understand.

The lecturer (VS) warned the students to avoid students cheat each other about answering of quiz. Here VS asked the students directly about the warning because it is a mistake. Through the warning given by VS on the statement of "*I remind you to try look at your friends' work I want to count*". Here VS directly showed his willing to the students not to cheat with each others. Regarding with this statement, VS categorized as extrovert personality.

Giving correction on students' presentation

(RC) warned when the students made mistake by saying the mistake was like sighting. The term of sighting was used by the lecturer as the gentle rebuke to show the student's mistake when presenting their assignment.

RC:….*Bagaimana ada peneliti tidak ada namanya, penampakan. Salah itu yayang, you Cuma bilang peneliti pertama,* the first is, the second is, the third is, *barangnya siapa itu? Bukan begitu Novita,* ok stop, *cukup…*[how is the writer do not have name, sightings. It is wrong honey, you just said the first researcher, the first is, the second is, the third is, whose? Not like that Novita, Ok stop, enough…]

The lecturer (RC) warned the students directly because some of students make mistakes in writing and presenting their work to make better but RC sometimes used jokes and polite utterance in order to avoid students' being offended, make students do not down and less students' learning motivation.

Explaining the material.

The lecturer (NP) gave gentle rebuke or insinuation when a student came late, NP did not pointed the students directly or warned directly but just give statement and still continue his explanation about the material.

NP: ….What is your understanding of subjective test? *Orang yang terlambat, yang selalu terlambat siapkan tempat didepan…..* [the student who coming late, prepare sit in front]
It is suitable with the result of NP's interview, which stated that "What for to warn them, they are adult, but just give gentle rebuke for example if they are not serious, it better if you go out".

The effects of lecturers' personalities to students' learning motivation based on extrovert and introvert personality.

The researcher: Do you like the lecturer who warns students directly when they make mistakes?
[Apakah anda suka dengan dosen yang menegur siswa secara langsung ketika mereka membuat kesalahan]

Student H: *Iya, karena ketika seorang dosen langsung menegur mahasiswa tersebut akan mengetahui bahwa apa yang dilakukan itu salah dan kita dapat memperbaiki kesalahan tersebut.*
[Yes, when a lecturer warns students directly, students will know theirs fault and can correct.]

Student K: *Iya, karena ketika seorang dosen langsung menegur mahasiswa berarti ada perhatian.*
[Yes, it means that the lecturer cares for the students.]

Student M: *Iya, supaya kesalahan tersebut tidak terulang.*
[Yes, to avoid the same mistakes.]

Student P: *Iya yang penting dengan bahasa yang baik dan sopan supaya kita tidak merasa malu di hadapan teman- teman yang lain.*
[Yes but the important politely to make us do not feel shy in front of the other students.]

Based on students' interview above, the lecturer who warns students directly have positive effects because students feel cared for, know their fault and can correct it. It means that do not do the same mistakes but the teacher should pay attention to warn students in polite way in order to avoid students fell shy and down.

Beside that lecturer who warns students directly have negative effects because lecturer who chews up directly can make students feel shy, down, spiritless to study when warned directly and need speak to them face to face.

Student D: *Menurut saya, saya tidak suka karena kalau dosen itu langsung menegur mahasiswa didepan teman- temannya akan membuat mahasiswa itu down dan tidak bersemangat lagi untuk belajar.*
[I disagree because it make students will be down and do not have spirit to study.]

Student E: *tidak juga karena kadang – kadang kan mahasiswa juga sudah dewasa jadi apa kita harus saling menghargai menjaga perasaan mahasiswa jadi bisa bicara empat mata.*
[Disagree, because university students as adult students so we have to admire each other and invite them speak face to face.]

Sensing (S)/ Intuitive (N)
Introducing topic or learning material.
The lecturer NP greeted students and then told about topic that will be studied. During the lecturer explained the material in detail, the lecturer used power point. It means that NP follows procedures and teaching in detail based on power point that has been made.

NP: First of all I would like to say good morning, we are coming to the research on ELT, good morning we are going to share about how to choose the research method in term of tools aim of gathering data.

The result of lecturers' interview showed that lecturers taught the material in detail explanation such as in students' condition, difficulty level of material, and students' ability.

The researcher: Do you explain the material in detail and accurately or just give the patterns?*[Apakah bpk/ ibu menjelaskan secara detail dan akurat ataukah hanya memberikan pola atau garis- garis besarnya saja?]*

NP: *Tergantung dari tingkatan materi kalau materinya rumit, sulit maka harus dijelaskan secara detail.*[It depends on difficult level of material, if the material difficult must be explained in detail.]

VS: *Karena melihat kemampuan mahasiswa kita saya menjelaskan secara detail apa saja itu karena menurut saya tidak terlalu pas kalau mahasiswa kita yang sekarang ini di berikan pola- pola saja khususnya di mata kuliah saya.* [Based on our students' ability I explain in detail everything because I think it is not suitable if our students in this time are given the patterns only specially in my lecture]

RC: *Tergantung materi yang kita berikan kepada mereka kalau tingkat kesulitannya rendah kita berikan saja garis besarnya kemudian mereka k embangkan tapi kalau menurut kita itu agak sulit jelas kita akan kupas sedetail mungkin serta memberikan contoh serta mengaplikasikannya dalam kalimat.*[depends on material that we give to them, if the difficulty level is low we give pattern or theme and they improve it but if it difficult of course we will teach in detail and give them examples and apply in sentences.]

The lecturer who teaches in detail gives positive effects to students. Based on students' interview, it showed that students have different ability in catching knowledge, it will make easy to understand, and make the material was explained clearly.

The researcher: Do you like the lecturer who explains in detail? Why?*[Apakah anda suka dengan dosen anda yang menjelaskan secara detail? Mengapa?]*

Student A: *Menurut saya setuju karena dengan cara menjelaskan secara detail akan berpengaruh juga kepada siswa apalagi di dalam kelas memiliki cara penangkapan materi yang berbeda bagi siswa.*[I agree because if the lecturer explain clearly will give impact to students specially students have different way in catching knowledge from lecturer]

Student L: *Ya, karena sangat mudah memahami dan mendapatkan banyak pengetahuan.*[Yes because, it easy to understand and get much knowledge.] Beside that, teaching in detail give negative effects because students said as a university student should be challenged to find out more knowledge by theirselve and the other sources not only from lecturers' explanation, it is not enough, so students must be study hard.

Student C: *Kalau saya kurang setuju apalagi kalau kita sebagai mahasiswa harusnya tidak secara detail karena itu adalah suatu tantangan bagi mahasiswa untuk mencari materi sebagian.*[I disagree, because as university students it is as challenges to find out more knowledge from by ourselves and the other sources.]

Student D: *Ehmm tidak, karena lebih baik dosen itu memberikan pokok-pokoknya saja nanti mahasiswa yang mencari tahu.*[I disagree because the lecturers have to give the basic and students will find more].

The lecturers' reasons in setting procedures before teaching are: everything should be planned and cannot be immediately, moreover it is like brainstorming and important.

The researcher: Do you like to set procedures in teaching or is it spontaneously? *[Apakah bpk/ ibu suka menyusun prosedur / tata cara dalam mengajar ataukah secara spontan?]*

NP: *Saya Cuma memberikan persiapan artinya kata- kata kunci atau tiap-tiap topik lalu saya kembangkan berdasarkan atau saya kembangkan secara natural.* [I only give preparation means that give the key words or each topic then I improve it based or improve it naturally.

RC: *Pasti, segala sesuatu punya rencana tidak bisa tiba masa tiba akal semua terprogram that's way kita punya course outline.*[Of course, everything has plan, it cannot be immediately, all be programmed.

RL: *Ini adalah kegiatan yang selalu dilakukan, membuat prosedur dan harus dibuat semacam brain storming jadi tinggal kita menjalani atau menjalankannya.*[This is an activitywhich always do, making procedures and must be made as brain storming, so we just follow or do it.

VS: *Sebelum mengajar saya mempersiapkan diri.*[Before teaching, I prepare myself.]

Seting procedures before teaching have positif effect to students in order to make teaching learning process directionally and focus, well-ordered, the learning process will follow the rules and procedures it is a guide, so it will find good result.

The researcher: Do you like the lecturer who sets procedures in teaching? Why?*[Apakah anda suka dengan dosen anda yang menyusun prosedur / tata cara dalam mengajar? Mengapa?]*

Student C: *Sangat suka karena kalau ada prosedur materi yang disampaikan itu berarti ada tahapan dilalui dan itu akan mencapai hasil yang baik.*[I agree about that because the procedures make the material is explain regularly and follow the steps to find good result.]

Student F: *Sebetulnya suka karena memang prosedur akan menuntun setiap dosen atau guru memberikan materi dan pasti akan terarah dengan baik.*[I like because the procedures will guide the lecturer or teacher in giving material and of course directed.]

Student M: *Iya, karena prosedur tersebut menjadi panduan dalam mengajar.*[Yes, because the procedures be a guide in teaching.]

The quotes of the interview with the lecturers showed that the lectures tried to be experts in order to give the best for students, get specification and must be ready to be an educator if determine be a teacher.

The researcher: Do you use, go deep into and be expert in your expertise?*[Apakah bpk/ ibu menggunakan, mendalami serta menjadi ahli dari keahlian yang anda miliki?]*

NP: *Saya berusaha, sebab itu saya mencoba untuk memikir-mikirkan, memilah-memilah bidang sebetulnya untuk sampai kepada spesifikasi.*[I try, so I try to think, sort of field to get specification.]

RC: *Selama ini saya dalami ilmu yang saya dapatkan pada program s1 dan s2 dan saya berusaha untuk mendalami ya kalau dikatakan ahli ya mungkin belum waktunya jadi sekarang mendalami saja supaya untuk dapat memberikan yang terbaik kepada mahasiswa.*[All this time, I go deep into my knowledge that I got from s1 and s2 program, but if it is said that expert I think it not the time and now I go deep into to give the best to students.]

RL: *Ya, harus percaya diri mengatakan bahwa ahli untuk diri sendiri karena seorang pengajar harus siap untuk menjadi pendidik.* [Yes, we must be confidence to say that be expert for ourselves because as a teacher must be ready to be educator.]

VS: *Saya berusaha kesana, berusaha untuk mendalaminya.* [I try it, and try to go deep into.]

Based on explanation above, it can be concluded that the lecturers have sensing personality because the lecturers teaching in detail, setting procedures and trying to be experts of expertise.

Based on students' interview, it showed that the lecturers who be expert, go deep into and use their expertise have positive effects to students because they will have good quality, be professional in teaching, get much knowledge and can teach their students well.

The researcher: What is you opinion about the lecturer who uses, go deep into and be expert in their expertise? *[Apa pendapat anda tentang dosen yang menggunakan, mendalami serta menjadi ahli dari keahlian yang mereka miliki?]*

Student A: *Menurut saya setuju karena dengan cara dia mendalami ahli dalam bidang yang ia ajarkan dalam memberikan materi dia akan memberikan materi yang berkualitas juga.* [I think I agree about the lecturer to be expert in his/ her knowledge that is taught will have good quality]

Student J: *Sangat setuju, karena dosen tersebut akan menjadi semakin professional dan akan semakin kaya ilmu.* [I really agree because the lecturer will be more and more professional and rich in science/ knowledge.]

Thinking (T)/ Feeling (F)
The lecturer VS and RC have similar opinions about decisions-making objectively with considerations such as making it clear / show it to students and fair.

The researcher: Do you tend to be objective and logic or subjective in assessing and decision making? *[Apakah bpk/ibu cenderung objektif dan logis atau subjektif dalam menilai dan mengambil keputusan?]*

RC: *Pasti objective, objective dalam menentukan nilai akhir mahasiswa dan saya harus berpikir objective mungkin bukan subjective untuk menentukan keputusan yang perlu saya putuskan dalam mengambil keputusan.* [Of course objective, objective in determining students' grade I must think objectively and not subjectively to determine my decisions.]

VS: *Selama ini saya berusaha untuk selalu objective karena di awal perkuliahan kami membuat kontrak kuliah dan kami sepakati betul apa yang harus menjadi kriteria penilaian dan selalu memprint out hasil penilaian mahasiswa dan memperlihatkannya.* [All this time I always try to be objective because at the beginning of course we make course contract and we agree about it what must be assessment criteria and always printout assessment result and show it to them.]

NP's explanation implied that he is a subjective person without told directly, he said that it is difficult to be objective because students in big capacity.

NP: *Sebetulnya itu yang harus dilakukan tapi terkadang ada bias dari dalam karena terlalu sulit mengetahui satu per satu dari mahasiswa dalam kapasitas yang besar.*[I think it must do but sometimes there inner reaction because really difficult to know it one by one of students in big capacity.]

For lecturer RL in his decision-making he applied objective and subjective based on situation and condition that he faced.

RL: *Kadang objective kadang subjective tergantung dari situasi dan kondisi yang kita hadapi.* [Sometimes objective and subjective based on situations and conditions]

For the students, the lecturers who are open in accepting suggestions and considerations give positive effect because from interview they mentioned some reasons are it will give feedback from students and lecturers, make students more creative, not egoist, make lecturers reform theirselves, can share each other, the lecturers admire their students in order to make teaching learning process well.

Students' interview showed that the lecturers who consider overall action and students' decision give positive effect because the students feel cared for and invite students to always do the best.However, consider overall students' action and decision also give negative effects to other student with reason that not all students' action and decision have same purpose and meaning with lecturers need, so it is necessary talk it each other before take the last decision. Feeling types have a tendency to respond well and easily to people's values and are adept at assessing the human impact of decisions. NP's explanation implied that he is a subjective person without telling directly, it is difficult to be objective because students in big capacity related with Trendall (1999) mentioned that large classes are frequently responsible for teacher's fatigue. Discipline is harder to maintain in a large class.

The teacher must speak with force, there are more individual problems to be dealt with, and the workload also increases directly in proportion to the size of the class.The lecturer tend to consider just impact of students' action and decision give negative effects because the lecturer just consider for one side and neglect the other one, it neglect the steps and indefinite the steps are not good, result from students not necessarily get based on good process, lecturer do not care and let students do their needs.

On the other hand, student said that the lecturer who tends to consider just impact of students' action and decision give positive effects because the result is the most important thing of what we will be obtained.

Judging (J)/ Perceiving (P)
Giving assignments to students.
In this part the lecturer (VS) and (RL) did same way in giving assignments is discussion. Both of lectures did it in order to observe process of students' learning and the lecturers do not give students the other assignments.

Lecturer: . <u>Ok do by your group please</u>. I give you ten minutes *mulai terhitung dari sekarang. Garis-garis besarnya saja ya*. [Just the pattern or theme, right!]

The students start to work in their group about ten minutes.

Lecturer: ….<u>I would like to invite the first group to explain the material that they have discussed.</u> Ok, time is yours please.

Lecturer: ….<u>I want you to organize yourself to a group of five</u>. Make yourself in   group of five. *Terserah anda bagaimana melakukannya*. [Depends on you how to do that]

Based on lecturers' interview, they stated that process is the most important than result, it means that they really enjoy working on projects because doing something and following steps as procedures in order to get result is a satisfaction.

The lecturer who likes working on project give positive effects to students with some reasons are good process will make good result, process is determine ability, good process will make maximal result in learning.

The researcher: Apakah anda suka dengan dosen anda yang lebih focus menyelesaikan satu proyek dalam satu waktu? Mengapa?

Student B:*Saya setuju karena proses di mana kita sangat melihat bahwa e seperti inilah kemampuan mereka.* [Yes I agree because process is important things in determining their ability.]

Student C:*Itu bagus karena sama saja yang tadi bahwa kalau dosen itu memikirkan proses dan proses situ di buat secara baik dan maksimal otomatis hasilnya akan maksimal dan baik.* [I think that if the process is good and maximal the result also will be good and maximal.]

Based on lecturers' interview, it showed that RC, RL and VS like to work on one project at a time because they have to finish it step by step, it will get maximal result and the time will be regular, and VS said that he cannot do two or more things at a time.

Beside that, the lecturers who work on several projects at once time give negative effects to students because it will not focus, not get good or maximal result and difficult to concentrate and it will inconvenience.

CONCLUSION

Based on the research findings and the discussions in the previous chapter, the researcher finally extend the conclusions about the lecturers' personalities had by lecturers in teaching English at English Education Study Program of FKIP UKI TORAJA and the effect to students' learning motivation. It can be concluded taht the lecturers' personalities of the lectures in teaching English at English Education Study Program of FKIP UKI TORAJA are: extrovert, sensing, thinking, feeling and judging. The lecturers' personalities affect students' learning motivation in study English at English Education Study Program of FKIP UKI TORAJA which are lecturers' personality such as: extrovert, sensing, thinking, feeling, and judging gave positive and negative effect on students' learning motivation. And the lecturers' personalities which have the positive and negative effect to students' learning motivation in which may have positive effect of the lecturers' personalities are; extrovert, sensing, thinking, feeling and judging, and negative effect of the lecturers' personalities are; extrovert, thinking, feeling and judging.

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