

Student's Perception Toward Personal Characteristics of Good English Teachers in Vocational High School (SMK)

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Abstract

This study conducted under the basic assumption that the teacher is one of the critical factors determining the success of teaching and learning. A teacher is a fruitful source of information, knowledge, and science to the students. This role would never lose from the personal characteristics of the teacher as a human being. The good characteristics of teachers usually make a conducive situation for students in learning

The purpose of this study was to find and identify the characteristics of English teachers. The subjects of this study were taken from the students of SMK Negeri 1 Tanah Grogot with the total number of respondents was 122 students.

The procedure included: giving a questionnaire to the students of the third class of SMK Negeri 1 Tanah Grogot and asking them to select their good English teachers and the characteristics of the teachers, then the researcher interviewed the teachers to ask some questions about the qualities they had based on of student's perception. The researcher observed in the classroom when the teachers were teaching. The data analyzed descriptively.

The result showed that all of the good English teacher had many similar characteristics based on the student's perception such as patient, distinct, wide perspective, charming, discipline, encourage student to try to do the best, good grammar in speaking English, variety of elicitation and explanation, explaining English grammatically, and use English language in communication. The characteristics possessed one of them were responsible, authority, humorous, attentive to student's problem, very clear in teaching material, fair, giving, verbal model to use their communication style, respectful, giving example how to use the new vocabulary, giving conclusions about the material, and questioning.

Keywords: *English Teachers, Characteristics, Student*

A. INTRODUCTION

Teacher's role is one of the important aspects of the teaching and learning process because teachers extend information and material to the students in the school. Sahertian (1994:6) states that a teacher is a person who is given the responsibility to educate students in the school (formal education). This role makes teachers as a parent for students in the school. The role of teachers in the success of the teaching and learning process is related to the personal characteristics of the teachers' self as a human being. Johansen, Collins, and Johnson (1975:6) state that good teacher is, first of all, a good human being – someone who in personality, character, and attitudes exercise a wholesome and

inspiring influence on young people. It means that a good teacher is a human that has good characteristics as a human being.

The good characteristics of teachers usually make the students interested in learning. Teachers must be able to increase students' attention and potentials of them to learn, understand the way of study, enjoy to learn, and never give up to learn whatever the obstacle will happen (Pidarta, 1997:269). According to Wiggins (1958:48) good teachers are creative and different and ways in which they are conforming and like. In other words, good characteristics of teacher especially English teachers are very important in the successful teaching and learning process of education.

Based on the illustration above, the writer known that to be good teachers is not easy; it needed learning from the other to enrich our knowledge. Hornby (1991:231) defines knowledge as understanding or all that somebody knows or everything that is known about information. It could be concluded that knowledge is everything that is somebody understands and knows about information. There were several ways to enrich our knowledge for instance: school, read books, watch TV, finding information from the internet, and many things that could improve our knowledge.

The process of teaching and learning described above is needed to discuss more and more about how to be a good teacher for their students. It concerned with the way a person thinks about getting a view of himself as a teacher. From the opinion above the writer concluded that good teacher was a person with the experiences, performances and special characteristics in their job

In terms of experiences, good teachers needed the experience to manage the class professionally, to transfer the information well and to educate students. The experience would influence the performance, including teaching methods, physically performance of teachers, to obtain their special character in teaching. Thus the writer expected that the understanding process of good English teachers could improve the student's achievement especially in learning English.

Taking the above facts into account, the writer decided to conduct research on the influence of understanding the personal characteristics of good English

teachers which were emphasized in this thesis. This is due to the writer's observation of the student's perception of their teacher's potential in education.

B. LITERATURE REVIEW

This research concerned with student's perception toward the personal characteristics of good English teachers at SMK Negeri 1 in Tanah Grogot. Dealing with this study, the writer presented into concepts of student's perception, concepts of personal characteristics human, and concept of good English teacher.

The Concept Of Student's Perception

In this concept, the writer would like to draw about perception because the perception could bring a particular concept of student's perception. According to Slamento in Syahiddin (2004:17) states that perception was the process involved in how the message comes into a human neutral. By perception, a student might get in touch with the others and the environment repeatedly"

Next, Slamento in Syahiddin (2004:18) assumes that the concept of perception has some basic principles: those are

1. Perception is relative

A student is not a scientific instrument or machine that is supposed to be able to recognize all things at the same as they exist.

2. Perception is selective

A student may only concentrate on some stimulus from many stimuli in the environment at the time. It means an acceptable stimulus is dependent upon how and what the student has ever knows

3. Perception has an arrangement

A student will not receive stimulus blindly. He will receive it in the form of a complete relationship of a good arrangement. If a student finds an incomplete stimulus, he will fulfill it to make a clear stimulus relationship.

4. Perception is dependent upon the willingness and readiness of stimulus recipients.

Willingness and readiness of students will define what and which messages to be picked out, and then justify how a chosen message will be adjusted and designed.

5. Perception is different for one student to the others

The differences in student's perception can be identified along with the student's differences, self-esteem, behavior, attitude, motivation, etc

According to the above, the writer concludes that student's perception was the way of students seeing and understanding the good characteristics of their English teachers.

The Concept of Good English Teacher

Before explaining the concept of a good English teacher, the writer would explain the concept of teachers, the requirements to be a teacher, the function of the teacher, and the characteristics of teachers in general, the characteristics of a good teacher, and the characteristics of good English teacher.

Concept of teacher

The writer quoted the definition of a teacher. Based on oxford learner's dictionary (1991:425), a teacher is a person who teaches the student at school or academy. Haskew and Mc lendon (1968:5) state that: "a teacher is a professional person who conducts classes, performing many roles in the education system other than involves in teaching. Teacher reasses objectives for the school-enterprise, have a dominant role in proclaiming what prime objectives should be, make the curriculum the adoption of organizational arrangements (such as the non-graded school) to promote the performance of teaching's roles to cite just a few examples of the teachers at work outside the classroom"

For further definition in the book Haskew and Mclendon (1968:23) state that:" teachers are the ones who give or deny violability to any stated or advocated the end of schooling and strategy begins with such decision".

The definition above could be drawn as a conclusion that the teacher was a professional employee that teaches, especially in a school that giving instruction

and guiding the student, to help the student to find something (knowledge) that they never known, so they were able to understand it.

The Requirements of Teachers

The general certifications of a teacher by Hughes (1962:41) are :

1. Authority for certification of the teacher is centralizing in the state department of education.
2. Certificates are issues to define subject fields or a specified grad level.
3. Certificates must be renewed periodically
4. A bachelor's degree is a minimum requirement for a teaching certificate.
5. Specified courses in education and a defined number of semester hours in courses in the teaching field are required.

The Function of Teachers

The Basic function of the teacher

The familiar statements that the principal function of the teacher was to stimulate and to direct learning activities constitute a fairly accurate, simple, and definitive description of what teachers do. Hughes (1962) states that a teacher might be in control of the classroom and may greatly influence what is learned. What any child learned to depend on how he interacts with his environment. Stimulation emphasized that the teacher's job was not limited to guidance, direction, and control. It also included inciting the pupils to action. It involved providing a foundation upon which is built self-direction and the advance toward a higher level of maturity. The teacher's job was to modify the stimuli of the environment. So, they had favorable educational impacted upon the learners.

The writer concluded that the basic function of a teacher was the functions that every person who wanted to be a teacher known as a teacher, those were to stimulate and to direct learning activities in the classroom, interacted with his environment, guidance, direction, and control the pupils.

The Function of the teacher in General

Hughes (1962:19) classifies the function of the teacher in general broadly grouped into five.

1. Classroom instruction

This is the foremost clotty of the teacher. It comprises the bulk of his activities. It involves all the duties that the teacher performs in directing group and individual learning. Teachers direct discussion, make an assignment, listen to reports and recitations, direct reading, show films, check work, often at home evenings. Extended observation of classroom instruction is necessary to depict and reflect practically every faced of the total school situation

2. Guidance

Every teacher is a counselor to his pupils. Duties in this classification consume much time and energy. Often they are incidental to instruction. Counseling may also involve parent conferences, home visits, or interviews with supervisors, principles or other teachers. The teacher must be adept at group guidance, too.

Regardless of the organizational plan, however, most guidance is direct by the classroom teacher. It is the teacher who must work with the specialist in helping pupils make an adjustment. It is the teacher who does most of the investigating, testing, interviewing, follow up, and record making that one pupil guidance is commensurate with the effort involved.

3. Staff Function

The classroom teachers, collectively, are responsible for the greatest part of the administration of a school. The classroom is the administrative unit in the school, and the teacher is primarily responsible for the administration of its affairs.

As members of an organized staff, the teacher is obliged to attend faculty, department, or grade-level meetings. In terms of working on curriculum committees and assisting with such function as plays, parties, and concerts the attendance record health, behavior, and achievement data. He has to make inventories, order, distribute, and collected supplies, and assign lockers. He also has to supervise play periods and lunchrooms and proctor children in the halls.

4. Community duties

The teachers are valued members of the community. The responsibility for the education of the pupils is shared by the school with the community. The community largely controls the school.

Besides the responsibility for contributing to the community, the teacher usually has the opportunity and privilege of using various community resources. Individuals with unique skills, special talents, or interesting backgrounds of experiences ability, at appropriate terms, be enlisted to supplement the regular work of the classroom or to contribute to some professional activity, perhaps curriculum planning.

So, based on the explaining above the writer conclude that the teacher is a valued member of a community that was responsible for the education of the pupils.

5. Professional activity

The teacher has a certain task because they are affiliated with various local, regional, state and professional organizations. Organizations dedicated to promoting good education and to advancing teacher welfare. A teacher may add markedly to his workload by shaping in preparation for a study of salaries and faculty salary schedule for the local board of education.

Another opinion from Holey (1971) in Sahertian (1994:15) states that teacher functions are:

1. Teachers as a father. Father knows what he did and all he did to protect his children
2. Teacher as a grandfather. He shows and tells a story to his grandchildren
3. Teacher as a grandmother. Grandmother likes to tell about the past to her children and family. Teachers are usually telling the story to their students.
4. Teacher as the eldest brother. The eldest brother is doing something always teachers to do together.
5. Teacher as an uncle. He likes giving information and ideas.
6. Teacher as a cousin. A cousin does not want to take care of other things besides his basic job.
7. Teacher as Sergeant Mayor. The teacher is always being a commander of division that with discipline and use the notes from many books always

makes a parade to respect the leader of the division. The teacher always considers the most important discipline.

8. Teacher as Sigmund Freud. The teacher is seldom as media to finish the conflict or tension.
9. Teacher as a group psychotherapist. The teacher uses drama as therapy.
10. Teacher as prate's reader. As an editor, he did correction for the writing book that unpublished
11. Teacher as a teacher. He is giving knowledge.

The Characteristics of a good teacher

Good teachers are different in terms of their liberation of conversation in teaching practices (Wiggin, 1958:55). Yet, the teacher is more like with references to their basic professional characteristics than they are different. He stated (1958:55-56) about the characteristics are :

1. Good teachers never stop trying to improve themselves
They work at the job of teaching better and better. They cannot do otherwise because no matter how effective a teacher may be. If they become complacent or self-satisfied, they are professionally dead or dying.
2. The good teacher does not become his best self by being an uncritical imitation of others.
It means that a good teacher must learn how to adapt the good practices of others to his own use through the careful examination of principles of teaching and learning and an awareness of his own personal nature.
3. Good teachers are ethical even when ethnics requires courage.
They can plan and work together as a team. They participate in the making of policy decisions., respecting minority rights while determining policy on the basic consensus or, failing there, majority rule.
4. Good teachers see their own subjects in perspective.
Yet he must constantly strive to focus attention upon the child and his society as the center of the school and study the contribution that his subject can make to the pupils themselves in this personal and society setting

C. RESEARCH METHOD

The design of this study was descriptive qualitative to obtain research concerning the current status of variables. There were three basic approaches to be described in this study which are questionnaire techniques, interviewing and observation, the data obtained from these approaches were the personal characteristics of good English teachers. The aspects which were described in this research the characteristics of the research subjects and their personalities in teaching the English language.

The subjects of this research were the students of SMK Negeri 1 Tanah Grogot in the third class. The writer chose this school because these schools were one of the favorite vocation high school in Tanah Grogot.

The writer gave the sheets if questionnaire to the students which consisted of who their good English teacher is and the characteristics of the teacher. The open questionnaire was used to take data about the teacher in that school. The source of the questionnaire was from the references and the researcher's mind. This question was needed to know about the teacher, how long he taught, how far the students know about the teacher, why the students like this teacher, etc. The close questionnaire was used to take data more specific about the characteristic of the teacher why he/she is liked by students. The source of the questionnaire is from scholars.

To clarify the characteristics of the teacher and obtained from the questionnaire, the writer also interviewed the subjects as good English teachers for their students. The writer used the structured interview is the question that already accurate formulated, usually in writing and the interviewer was able to use the question list to ease the analysis of the interview instrument, the writer used the structure question based on attitude scale by Likert, it was scale to value one or much attitude, trust, and opinion.

The writer observed the teachers in the classroom find out how the teacher when they were teaching in the class, were the characteristic that had been gathered match with the reality in the field. The writer entered the classroom where the teacher was teaching four times. It is needed to check the agreement

characteristic of the teacher between the student's perception and the real characteristics of teachers.

D. FINDINGS AND DISCUSSION

The purpose of this study was to find and identify the characteristics of English teachers. The subjects of this study were taken from the students of SMK Negeri 1 Tanah Grogot with the total number of respondents was 122 students. The procedure included: giving a questionnaire to the students of the third class of SMK Negeri 1 Tanah Grogot and asking them to select their good English teachers and the characteristics of the teachers, then the researcher interviewed the teachers to ask the questions about the qualities they had based on a questionnaire of student's perception. The researcher observed in the classroom when the teachers were teaching. The data analyzed descriptively.

Table 1
The Good Characteristics of Each Teacher

NO	Characteristics	Mark (%)	Description
1	Patient	80	Good
2	Distinct	100	Very good
3	Wide perspective	87	Good
4	Charming	87	Good
5	Respectful	87	Good
6	Good working	87	Good
7	Fair	80	Good
8	Discipline	87	Good
9	Very clear in teaching material	80	Good
10	Encourages students to try to do their best	100	Good
11	Use grammatical in speaking English	87	Good
12	Give an example and how to use the new vocabulary	80	Good
13	Variety of elicitation of grammatical in English	87	Good
14	Giving an explanation of grammatical in English	80	Good
15	Using media and technology in the teaching process	100	Very good
16	Explaining or clarifying tasks	87	Good
17	Giving conclusions about the material	80	Good

According to the Table 1, the writer found that the personal characteristics of good English teacher were patient (80%), distinct (100%), wide perspective

(87%), charming (87%), respectful (87%), good working (87%), fair (80%), discipline (87%), very clear in teaching material (80%), encourages students to try to do their the best (100%), use grammatical in speaking English (87%), give example and how to use the new vocabulary (80%), giving explanation of grammatical in English (80%), giving explanation of grammatical in English (80%), using media and technology in teaching process (100%), explaining or clarifying tasks (87%) and giving conclusion about the material (80%)

Here the writer described the good characteristics of teachers above one by one

a. Patience

The patience is proof against the attempt (do not get angry easily, do not give up easily, and do not get indifferent easily).

b. Distinct

According to the data, the teacher told that she wanted her students to obey her rules. The teacher was not doubtful in making any decision, the teacher could require the student to obey the rules.

c. Responsible

The teacher often taught until the class ended, he responded to his job and was consistent with the schedule.

d. Authority

The teachers always get respect from students because they are the authorized person.

e. Wide perspective

The teachers can explain the knowledge widely. They also take information from the online media and the television.

f. Charming

The teachers always pay attention to their outfit. They are able to dress well, clean and fragrant.

g. Good working

The teachers are able to improve their teaching ability and figure out their fault in the teaching process.

h. Attentive to the student's problem

The teachers pay attention to the attendance, neatness, dan other problem in the student learning process

i. Very clear in teaching material

The teachers give a clear explanation and also understandable, and most students do not have a big problem in the learning process.

j. Fair

The teachers try making students in the same position, obligation, responsibility, and students enjoy their studies.

k. Encourage students to try their best

The teachers motivate the students regularly and show them the new technic in learning style if they have a problem in their ways.

l. Use good grammar in speaking English

The teachers have good ability in their structure of the language so the student could follow the good grammar in their language.

m. Giving the students a chance to interact each other

The teachers become the facilitator and instruct the student to make discussion, interaction and doing the task together for solving the problem on it.

n. Explaining and clarifying tasks

The teachers give a chance to the student for asking and clarifying the task and give clear information about it.

o. Giving a conclusion about the material

The teachers summarize the material every meeting. The teachers help students to get the point about the subject.

E. CONCLUSION

1. The teachers had better have good characteristics so they could help students to solve the problem in the teaching and learning process.
2. Being a teacher is not easy to act. The candidate of the teacher should search and study the points to be a good teacher step by step so they will not have any problem in the teaching and learning process.

3. For those who are interested in researching the personal characteristics of good English teachers, it is suggested to continue more detail form to gather more information about the characteristic itself. Also, it will be better if they use the observation technique as the main instrument in collecting data

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