

**GOOD ENGLISH TEACHER CHARACTERISTICS: PERCEPTION OF
JUNIOR HIGH SCHOOL STUDENTS IN MENGKENDOK**

*Dan Mangoki^{*1} & Susanti^{*2}*

danmangoki@yahoo.com

susantinonasariallo@gmail.com

Christian University of Indonesia Toraja, Indonesia

Abstract: The purpose of this study is to find out how the perceptions of junior high school in Mengkendek about the characteristics of a good English teacher. This study uses a quantitative method. The participant of this study are the junior high school in Mengkendek.

The author used a random sampling technique to collect data, the researcher distributed questionnaires from the google form link to obtain data. The data obtained were analyzed using a likert scale. The result of the study found that the perception of junior high school students in Mengkendek regarding the characteristics of a good English teacher. This can be seen from the average score of the students showing that 83,03% about the characteristics of a good English teacher. Based on the data analysis above, it is concluded that the characteristics of teachers good English are some students perception about good English teacher characteristic, are the English teacher leaves a comment to my work (practice or homework), English teacher is able to share ideas with others, the English teacher be friendly.

Keywords: *characteristics, good English teacher, perception.*

INTRODUCTION

Teacher is one of the factors which encourages students in learning something in the school. Motivation is the most important element in students' success in learning. According to Harmer (2007:98) motivation is the essential success in learning. As the students' motivation, what the teacher does will influence the students. Especially in learning English, many students stated that English is the difficult language to be learned. They also say that they not sure whether they like their English teacher. It is caused by some factors of teacher. In learning English, students need to have good English teachers who help them master English. Good English teacher will influence the learners in learning English.

Teacher can be defined as symbol of learning, a leader of learners and a miracle to education. According to Azhar (2016:14) teacher is a professional that aims to educating, teaching, leading, directing, training, assessing, and evaluating learner started from young learners to senior level. Meanwhile Susanti (2015:20) stated in her research that teacher is person whose occupation is teaching. So the researcher conclude that teacher who teaches the material to the students and teacher is synonym with the word instructor. The researcher concluded that teacher is a person that teaches something in classroom.

Teacher is the key factor in language teaching. Teachers' in teaching learning process have important role to help students in learning language. Teachers are not only transferring of knowledge but also have to understand students' need. Good teachers' characteristics are required to improve students' achievement in learning language. Technical knowledge, pedagogical skill, interpersonal skill and personal qualities are teachers' characteristics that must be increased by teachers to be good teachers.

Technical knowledge deals with certainties and absolutes. In other words, it's often theoretical and not found in nature (Brook, 2013). Technical knowledge comprises those aspects of a practice that have already been articulated from general usage. It has function to guide students in learning those aspects of language use that can be learned directly, and to provide standards for evaluating language use. In the case of languages, grammatical rules, conventions, and stock, formulaic expression comprises their technical knowledge (O'Dwyer, 2006:8). Pedagogy refers to the teaching skills teachers use and the activities these skills generate to enable students to learn the knowledge and skill related to different subject areas (Curee, 2012: 2). Kyriacou (2009 :78) says that pedagogical skill involves in the ability to understand others, how they feel, what motivates them, how they interact with one another Gardner's (2004, 1999) in Brown (2007:108). International skills are goal directed behavior used in face to face interactions, which are effective in bringing about a desired state of affairs (Hayes, 1991:5). Stronge (2007: 116-117) stated that the teacher's personality is one of the first sets of characteristics to look for in an effective teacher.

Perception is the way people look, value, and understand something. In giving the perception, generally people do it based on what they see, feel, taste, hear, and smell. People's perception can be influenced by experience, motivation and emotion. It can be positive or negative perception depends on how useful something is.

Some characteristics of good English teachers are universal, but others are domain-specific. Not all of characteristics of English teacher are agreed upon regarding effective teaching across disciplines. To a large extent, however, teachers are characterized by the subject they teach and the common practices they share in teaching that subject. Though some teacher characteristics may be discipline independent, various disciplines within the teaching profession must have suppositions of what it means to be an English teacher of those particular subjects and that distinguish them from colleagues in different disciplines.

When the researcher did the teaching practice in one of the junior high schools in Mengkendek I found many students who were not interested in learning English. As we know that the character of the teacher in teaching is very influential on the students' interest in learning. The author focuses on the characteristics of teachers in teaching English because good English teacher characteristics can help them to prepare their self to be a good English teacher. It also can help the English teacher to encourage the knowledge about English teacher characteristics. That's why the author is interested in knowing how the perceptions of students from several schools in short to find out how the characteristics good teachers.

Based on the phenomena about the researcher was interested to conduct a research entitled: good English teacher characteristics: perception of junior high school students in Mengkendek.

REVIEW OF RELATED LITERATURE

1. Perception

Matos (2016:3) stated that perception is the ability to see, hear or understanding things. That means perception is the way of seeing, understanding or interpreting something. With the perception, we can realize, understand, and judge about the environment and about the things that exist with us. When see something we will give a response, the response as a result of the perception. In response to something, depends on our attention, feeling or emotion, thinking ability, and experience. Then, in give a response to something results from the perception may be different of another people.

According to Stephen Grossberg in Pasae (2018:8) stated that perception refers to our ability to visually perceive object in the world in response to the patters of light that they caste on our retinas.

2. Teaching English

Harmer (2004:57) describe that teaching means to give (someone knowledge or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher give someone knowledge about English so that they can use English well anywhere.

3. Good English teacher

A good English teacher is a teacher or someone who success in their teaching learning English process. According to Oxford Dictionary, teaching is the work of a teacher.

One of the main ways of education is teaching. There are several definitions of teaching:

- a. Teaching is a process of interaction the teachers do something to students: the students do something in return.
- b. Teaching is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner).

According to Brown (2004:430) good English teacher is a teacher who owns some characteristics. They are characteristics related to technical knowledge, pedagogy skills, interpersonal skill and personal qualities. O'Dwey (2006:8) in Nontin (2016:2) states technical knowledge has function to guide students in learning the aspect of language use that can be learnt directly, and provide standard for evaluating language such as grammatical rules, convention, and stock, formulation expression. Pedagogy refers to teacher of using teaching skill and activities. These skills generate to enable students to learn the knowledge and skill related to different subject areas, (Curee in Nontin, 2016:3). Gardners (2004) in Nontin (2016:3) stated that interpersonal skill is ability to understand what they feel, what motivates them, and how they interact to others. Teacher personality is the first of characteristics to know an effective teacher Stronge (2007 in Nontin, 2016:3).

Teachers of different subjects may need different characteristics especially to the nature of the subject (Neumann, 2001: 77). The results of Bell's (1996) survey study indicate that those teachers who are recognized as effective teacher often adopt communicate theories of foreign language teaching, assign small group work for negotiation of meaning, and instruct selected strategies for foreign language learning. In fact, Borwn (2000: 46) also proposed that social factors may affect second language learning. Cooperation between students and teachers, such as asking question for clarification, providing feedbacks, requesting for teachers to paraphrase, explain to repeat, is very important for language learning. Socio- affective strategies, in this case, facilitate the social- mediating activity and help with teacher- students interaction. For language teachers, there may be even more characteristics for effective teaching, nevertheless, not enough research has been discussing characteristics for effective English teachers, especially in Taiwan. This study intended to continue this line of researcher and provide further insights in students' perceptions of the characteristics of good English teachers.

The researchers found shows that there are four categories of good English teacher characteristics. They are technical knowledge, pedagogy skills, interpersonal skills, and personal qualities.

1. Good English teacher characteristics related to technical knowledge are mastering four English skills speaking, listening, writing and reading, grammar, vocabulary, pronunciation, explaining material clearly and managing time.

- a) Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

- b) Listening

Listening is the communication process, according to Johnson (1951) and Hampleman (1958) while it is to distinguish words from recognizing other word.

- c) Writing

According to White (1986: 10) writing is the process of expressing the ideas, information, knowledge, experience, and understand the writing to acquire the knowledge or some information to share and learn.

- d) Reading

According to William (1984) he defines reading as a process whereby one looks at and understands what has been written.

- e) Grammar

According to Harmer (2001:12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentence in the language.

- f) Vocabulary

Laufer (1997: 54) states that vocabulary learning is at the heart of language learning and use language.

- g) Pronunciation

Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we used to make meaning when we speak. It includes the particular consonants and vowels of a language, aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing and how the voice is projected.

2. Good English teacher characteristics related to pedagogy skills are managing classroom, motivating students, giving optimal feedback, using interesting and variety media, applying appropriate and variety technique, stimulating students active and work in team, evaluating students' academic ability.

- a) Managing classroom

According Suhardan (2009: 106), class management is all efforts directed to create an effective and enjoyable learning atmosphere and can motivate students to learn well according to their abilities. Or it can be said that classroom management is a built-in effort for the systematic teaching and learning process.

- b) Motivating students

According to Tadjab, (Tadjab MA Ilmu Pendidikan. Karya Abditama Surabaya 1990:102) the notion of learning motivation is the overall driving force within students that causes learning activities, ensuring the continuity of learning activities in order to achieve a goal.

- c) Giving optimal feedback

Feedback is the delivery of information based on direct observation that is meant to improve performance.

- d) Using interesting and variety media

Meanwhile, Gerlach and Ely in Bakri (2011:3) divide teaching in wide meaning and narrow meaning. Media in wide meaning is people, material or event which can create condition so that students can get new knowledge, skill or attitude. In this meaning teacher, book, and environment is include in media. While media in narrow meaning is graphic, photo, picture, mechanic and electronic tools that use to express, process and also convey visual and verbal information. In addition, Bringsgs in Aniqotunnisa (2013:10) state that teaching media is all psychical from that can convey message and can stimulate students to learn.

e) Applying appropriate and variety technique

To request something, usually officially, especially in writing or sending in a form:

1) By the time I saw the job advertised it was already too late to apply.

2) We have applied to a charitable organization for a grant for the project.

A variety of techniques can be employed by attackers in this respect.

3. Good English teacher characteristics related to interpersonal skills are enjoyable, friendly, humorous, communicative, welcoming critics on teaching technique with colleagues, maintaining harmonious relationship with other teachers and students.

a) Enjoyable

Enjoyable is an adjective that describes anything full of delight and fun.

b) Friendly

Friendly is an attitude of humility to others, reflected through smiles and gentle words when greeting or talking to others.

c) Humorous

Humorous is an event or behavior that causes people to laugh differently from funny words which have different meanings of words or sentences that aim to entertain.

d) communicative

Learners like to learns by observing and listening to native speakers, talking to friends in English, watching TV in English, using English shop, learning English words by hearing them, and learning by conversations.

e) welcoming critics on teaching technique with colleagues:

1) Receive what is good for ourselves.

2) Aware that our selves were wrong

3) Not to argue if we are wrong.

4) Shall deny that we are right, in a subtle way.

f) Maintaining harmonious.

One of the most important things is any relationships, is effective communication.

4. Good English teacher characteristics related to personal qualities are patient, honest, discipline, responsible, and good figure. The characteristics are suitable with Brown's theory (2004:340). He states that good language teacher's personal qualities are conscientious in meeting commitments, and dependable, flexible when things go awry, exemplifies high ethical and moral.

a) Patient

Patient is an attitude of restraint and desire, and enduring in difficult situations by not complaining.

b) Honest

Definition of honest is someone or something that is truthful, trustworthy.

c) Discipline

Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards.

d) Responsible

Teachers' duties and responsibilities include creating an atmosphere or climate in learning process that can motivate students to feel enthusiastic in the classroom.

e) Good figure

A person can be said to be a role model because he has something in himself that become a good figure for others.

METHOD

In this research, the researcher used descriptive quantitative method. The researcher used random sampling technique to choose the participants. The researcher took the students of junior high school at SMPN 1 Mengkendek, SMP Kristen Kandora, SMPN 5 Mengkendek, and SMPN 4 Mengkendek and they was selected randomly. Random sampling is taking members of the population that is done randomly without pay attention to the strata in the population. (Sugiyono, 2015:120). The sample of this research are 51 students. The researcher took 13 students from three school and 12 from 1 school.

In collected the data, the researcher visits the library, and reads several books to found out some concept, theses, and theories, and visits website on internet that suitable with suitable research. This field research was conducted to found out the data from the students by gives questionnaire. The researcher used questionnaire which aim to know the good English teacher characteristics: perception of junior high school students in Mengkendek. And in this research, the researcher used close-ended questionnaire. Close-ended questionnaire is questions that expect a short answer or expect the respondent to choose one alternative answer from each of the questions that have been provided (Sugiyono, 2015:201). Furthermore, the researcher modified questionnaire that arranged by Ermawati (2020) & Rosita (2020). The researcher formulated the statement of questionnaire related to the good English teacher characteristics: perception of junior high school students in Mengkendek.

The researcher analyzed the data obtained from the result of the students fill the questionnaire that was analyzed quantitative. The researcher used Likert Scale. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of certain people about social phenomenon (Sugiyono, 2015: 134). There are several steps in analyze the data. The first, the questionnaires was collect from the students. Second, the result from the questionnaire was tabulate entered into the research table. Third, the researcher was analyzed the data from questionnaire to found out the score and percentage of the questionnaire. After getting the result, the next step is analyze and interpreted the data by looking at the whole mean score from the highest to the lowest result. High score indicates that students' perception is positive or agree by using mobile apps in online learning process. Low score indicates that students' perception is negative or disagree by using mobile apps in online learning. In this research the data was analyzed used several steps:

Scale Assessment	Score	
	Positive Statement	Negative Statement
Strongly Agree (SA)	5	1
Agree (A)	4	2
Doubtful (D)	3	3

Disagree (D)	2	4	<i>Likert Scale Table</i>
Strongly Disagree (SD)	1	5	

Sugiyono(2015: 135)

1. Index Score

To found the score for the assessment result students' responses questionnaire with the formula: (Nazir. M, 2005: 354).

Annotation

$$\text{Index Score} = T \times P_n$$

Annotation

T :Total respondents who voted

P_n :The choice of Likert score

2. Index Percentage

$$\text{Index Percentage} = \frac{\text{Total Score}}{\text{Score Maximum}} \times 100$$

3. Interval

To found out the criteria interpretation results score with the interval formula for the students' responses questionnaire with the formula: (Nazir. M, 2005: 358)

$$I = 100 / \text{Total score (Likert)}$$

$$(I) = \frac{100}{5} = 20$$

Criteria Interpretation Score

Criteria	Score (%)	Category
Very Low	0%-19,99%	Negative Perception
Low	20%-39,99%	
Medium	40%-59,99%	Medium
High	60%-79,99%	Positive Perception
Very High	80%-100%	

RESULT

In this research involves the data obtained through the questionnaire is composed 23 items of statements for students. The researcher gave the questionnaire the student's in Mengkendek.

Score Result Of the questionnaire

Nu mb	Frequency	Tot al	Score of Frequency	Total Score	Percentag e	Category
----------	-----------	-----------	-----------------------	----------------	----------------	----------

National Seminar of PBI 2022

er of ite m	SA	A		D	S	Fre que ncy	SA							
1	32	11	3	1	4	51	16 0	4 4	9	2	4	219	85,88%	Strongly agree
2	30	13	1	2	5	51	15 0	5 2	3	4	5	214	83,92%	Strongly agree
3	23	19	2	1	6	51	11 5	7 6	6	2	6	205	80,39%	Strongly agree
4	29	18	1	1	2	51	14 5	7 2	3	2	2	224	87,84%	Strongly agree
5	24	19	-	-	8	51	12 0	7 6	-	-	8	204	80,00%	Strongly agree
6	18	22	2	4	5	51	90	8 8	6	8	5	197	77,25%	Agree
7	23	18	5	1	4	51	11 5	7 2	1 5	2	4	208	81,57%	Strongly agree
8	14	20	8	3	6	51	70	8 0	2 4	6	6	186	72,94%	Agree
9	26	18	1	1	5	51	13 0	7 2	3	2	5	212	83,14%	Strongly agree
10	35	9	-	4	3	51	17 5	3 6	-	8	3	222	87,06%	Strongly agree
11	25	20	2	1	3	51	12 5	8 0	6	2	3	216	84,71%	Strongly agree
12	27	16	-	1	7	51	13 5	6 4	-	2	7	208	81,57%	Strongly agree
13	24	20	1	1	5	51	12 0	8 0	3	2	5	210	82,35%	Strongly agree
14	30	14	-	2	5	51	15 0	5 6	-	4	5	215	84,31%	Strongly agree
15	26	17	3	2	3	51	13 0	6 8	9	4	3	214	83,92%	Strongly agree
16	25	16	2	3	5	51	12 5	6 4	6	6	5	206	80,78%	Strongly agree
17	36	8	-	2	5	51	18 0	3 2	-	4	5	221	86,67%	Strongly agree
18	31	14	-	3	3	51	15 5	5 6	-	6	3	220	86,27%	Strongly agree
19	29	14	1	2	5	51	14 5	5 6	3	4	5	213	83,53%	Strongly agree
20	29	15	3	2	2	51	14 5	6 0	9	4	2	220	86,27%	Strongly agree
21	24	19	4	1	3	51	12 0	7 6	1 2	2	3	213	83,53%	Strongly agree
22	25	19	1	2	4	51	12 5	7 6	3	4	4	212	83,14%	Strongly agree
23	24	20	1	2	4	51	12	8	3	4	4	211	82,75%	Strongly

							0	0									agree
--	--	--	--	--	--	--	---	---	--	--	--	--	--	--	--	--	-------

Based on the table 4.2 show that students response in each item positive questionnaire statement show the average is 83,03% it means that students have positive perception good english teachers characteristics.

DISCUSSION

In this research, the researcher collected data using a questionnaire to find out good english teachers characteristics: students' perception in Mengkendek. Perception is an active process as one selectively perceives, organizes, and interprets what one experiences. Interpretation are based on the perceivers past experiences, assumptions about human behavior, knowledge of the others circumstances, presents moods, desires, and expectation, stated by Tubbs and Mors in Alang (2019:35). According Saks and John in pasae (2018: 15-16) there are two kinds of perception positive and negative perception. Positive perception is that describes all of a knowledge and respond object that perceived positively. Negative perception is that describes all of knowledge (known or unknown) and respond object that perceived negatively. In this selection the researcher used questionnaire to know how is the good english teachers characteristics: students' perception in Mengkendek.

Based on the finding in previous section, it can be seen that majority of students choose answer strongly agree with average percentage that is 83,03% that categorized very good. Toha (2003) in Dahlan (2015: 12) stated that positive perception is perception that describes all of knowledge (know/unknow) and respond object that perceived positively.

From the result of the research conduted by the researcher obtained from 51 students, with 23 statements items. It show by the data in table 4, there are 23 positive statements that can be seen item 1,2,3,4,5,6,7,8,9,10,11,12,13, 14, 15, 16, 17, 18, 19, 20, 21, 22,23.

Based on the result of the data processing it can be seen that the majority of students strongly agree with good english teachers characteristics and the final result show 83,03 % and table criteria interpretation score show that 80%-100% means it fals into the category strongly agree. It means that the good english teachers characteristics: students' perception junior high school in Mengkendek have positive perception

CONCLUSION

After concluding research and analyzing the result research, the researcher conclude that there are some students perception about good english teacher characteristic, namely: the Engglish teacher leaves a comment to my work (practice or homework), English teacher is able to share ideas with others, the English teacher be friendly and the result we can see in the table.

REFERENSI

Aziz, H. Abdul. 2012. Karakter Guru Profesional: Melahirkan Murid Unggul Menjawab Tantangan Masa Depan. Jakarta: Al- Mawardi Prima.

Brown (2000) *Students' and teachers' perception of effective foreign language teaching: A comparison of ideals. The modern language journal.*

Dwi Novitaria (2020), English lecturers' perception on online English teaching at UKI

TORAJA. Skripsi. Tidak diterbitkan. Tana Toraja: program pascasarjana Universitas Kristen Indonesia Toraja.

Ebru, Melek koc. (2013) effective characteristics and teaching skill of English language teacher: comparing perception of elementary, secondary and high school students academic writing center, Ismir institute of technology, Ismir turkey E creative education.

Fetty pawarrangan (2019), students' perception toward characteristics of English teacher at SMPN 3 Rantepao satap. Skripsi. Tidak diterbitkan. Tana Toraja: program pascasarjana Universitas Kristen Indonesia Toraja.

Fausi, Endang. (2010) teaching English As A foreign language (TEFL), Surakarta: Era pustaka utama.

https://www.cal.org/caela/esl_resources/digests/speak/.html.

<https://www.covaburly.com/dictionary/enjoyable>.

Jean Richard Kala'lembang (2012), the students' perception of a good English teacher at SMAN 1 SANGALLA. Skripsi. Tidak diterbitkan. Tana toraja: program pascasarjana Universitas Kristen Indonesia Toraja.

Jung and Shihs. (2009). Exploring Characteristics for Effective EFL Teachers from the Perceptions of Junior High School Students in Tainan. STUT Journal of Humanities and Social Sciences November, 2009, NO.2 pp.219-249.

Meinarti komba bulawan (2017), Students' perception toward humour used by the lectures in classroom of English department of FKIP UKI TORAJA. Skripsi. Tidak diterbitkan. Tana Toraja: program pascasarjana Universitas Kristen Indonesia Toraja.

Ouzts, Dan. T (1982) teacher personality: implications for Achievement in reading. The barkeley electronic press. [http://scholarwork.wmich.edu/reading horizontal](http://scholarwork.wmich.edu/reading-horizontal).

Parel, Dr. M. I and M. Jein, Praven.2008. English language teaching (method, tools, & technique). Sunrise publisher & distributor.

Sulasmi (2017), Good English teacher characteristics as perceived by the seventh semester students of English education department.Surakarta. Skripsi. Tidak diterbitkan. Surakarta: program pascasarjana Universitas Muhammadiyah Surakarta.

Sugiyono (2014). Metode penelitian Pendidikan pendekatan kuantitatif, kualitatif, dan R&D. Bandung: Alfabeta.

Thi, Tam Thanh vo, (2012) English as a Second Language (ESL) students' perception of effective instructors in the LEAP program at Marshall University. Theses. Disertation and captones.