The English Education Departement Students Perceptions of Ideal English Teacher in High School Level

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Info Artikel

Abstract

Ideal English teacher is very important in teaching and learning English especially in high schools. According to Indonesia government regulation, an ideal English teacher is an English teacher who has 4 competencies. They are pedagogical, personal, social, and professional competence. This article is a report of the research aims to know the students of English Education Department perception of an ideal English teacher in high school level. It is designed through descriptive qualitative research. To collect the data, the writer use questionnaire. The result of this research shows that according to the students, in pedagogical competence, an ideal English teacher should understand the students' characteristic. While in personal competence, an ideal English teacher should have high responsibilities. Furthermore, in social competence, the students think that an ideal English teacher should not discriminate the students based on the background of the family. In professional competence, an ideal English teacher should use many sources in delivering the material. Finally, the writer hopes this research can be used by the English teacher as a suggestion to be the truly ideal English teacher.

Introduction

A school is a place where curriculum, instruction, and educational policies are interpreted and implemented by teachers. Teachers are the one who contacts with students and knows about the students. A teacher is a person who helps others to acquire knowledge, competences or values. Teachers have the potential for increasing the quality of education by conducting curriculum in the right way and inspiring students to curiosity and are motivated in learning.

According to Indonesia newest curriculum which is K-13 (*Kurikulum 13*), there are some criteria that should be possessed by the teacher to teach the students. One of them is the teacher could think about the background, passion, and ability of the students. The teacher should understand that their students have a different background, passion, and ability for each student. And the teacher could have more than one ways to deliver the material to the students.

But, yet in fact, when the writer joined the teaching internship or PLP (*Pengenalan Lapangan Persekolahan*), the writer found that there are just a few teachers who have the criteria. Commonly, the teacher tends to give the same way, the same method to all of their students, one fix size for all. And the teacher tends to less care about their students' passion, what they know is just that the students should master the material without a care whether the students want it or not.

This is a report of a research that aimed to know how are English Education Department students' perception of ideal English teacher in high school level on 4 competencies (pedagogical competence, personal competence, social competence, professional competence)

Perception is someone ability to realize the object or phenomenon by using five senses (Desmita, 2009). While Rakhmat (2013) stated that perception is the first step of receiving information was called as sensation through the senses. People have five senses to receive information from the environment. By sense, a person also acquired the knowledge and all of the ability to interact with the world.

Perception in principle is giving an interpretation to a data. There are some perceptions that influence the interpretation, one of them is devices of perception. Believes and opinions can be referred to as devices of perception. Other factors are the beliefs or values of the individual itself. When there is data or stimulation received, but when it opposed to the values or beliefs held, then the individual doing refusing data mechanism, data modification, justify beliefs thereafter the data received. (Damayanti in Mayani, 2011)

In this research, the object of the perception is an ideal English teacher. Based on Indonesia constitution, the ideal teacher, in general, refers to a professional teacher. It states on UU no. 14 of 2005 about teacher and lecturer. It declared that teacher and lecturer should have competence, academic qualification, educator certified.

The qualification to be an ideal or professional teacher is competence which refers to pedagogical competence, personal competence, social competence, and professional competence. When someone wants to be an ideal teacher they should have and master those competencies due to improving standard quality of education is depends on the level of professionalism teacher. Pedagogical competence contains to understand the character of the students, master various learning theories, and utilize technology for learning. Understanding the character of the students means the teacher should aware that each student is different and have an unique characteristic. Master various learning strategies means has many learning strategies not only one. And utilize technology means make use of technology as much as possible. Personal competence contains behave the corresponding norm, become a role model for the students and responsible for the job. Behave the norm means to follow the rule and law in that place. Be a role model means have a noble character that can be learned by the students. And have a responsibility in the job means did not underestimate the job.

Social competence contains be objective, communicative effectively, and adapt to society in every territory. Be objective means to treat all the students same and not discriminative. Communicative effective mean use effective and polite language to communicate. Adapt to society in every territory means ready to be placed in any part of Indonesia. Professional competence contains master the material, master the basic & standard competence, develop professionalism. Master the material means fully understanding the material before delivering it. Master the basic & standard competence means fully understand the basic & standard competence. Develop professionalism here means developing the attitude of professionalism through reflective action.

While an ideal teacher in specific for English teacher more or less the same. In addition, the regulation of the national education minister of Indonesia has added two more competencies that should be possessed by an English teacher. First, an English teacher should be possessed with knowledge about the various aspect. Among others are a linguistic aspect, discourse aspect, sociolinguistic aspect, and the last is a strategic aspect. Second, an English teacher should master English both oral or written, receptive and productive in all communicative aspect.

To support the research, there are some relevant previous researches as references to conduct this article report of research. The first research conducted by Jamei (2016) entitled "Students' and Teachers' Perceptions of a Good Teacher of Esl in Three Different Secondary Schools in Malmö". She discovered that the first important quality a teacher most possesses is good knowledge of English. The second important thing a teacher in English should do various

work methods. The third quality that teacher in English should be keen and listen to the students' wishes. Good personal and give good encouragement in the third and fourth place.

The second research was conducted by Bullock (2015) from St. Mary's College of Maryland entitled "What Makes a Good Teacher? Exploring Student and Teacher Beliefs on Good Teaching". She found that under the ability view, content knowledge characteristic is in the first place. And the second place and third places are technology and engaging lessons. On the other hand, in a personal view, kind took first place following by helpful. The next position is set to funny followed by patient and positive.

Method of The Research

This article report of based on qualitative research designed to explore students' perception of an ideal English teacher. The data is the students' perception of an ideal English teacher and the data source is the students of English Education Department in UMK academic year 2018/2019. The participant is 20 students of the students of English Education Department of UMK. The writer use convenience sampling for selecting the participant for this research. The writer used the questionnaire as the instrument of the research to collect the perception of the students of English Education Department in UMK academic year 2018/2019 toward ideal English teacher in personal and pedagogy competency. It used the Likert scale to get the students' perception of the ideal English teacher. The questionnaire used an open-ended questionnaire.

Finding and Discussion

After analyzed the data, the writer got the findings as below.

1. Pedagogical Competence

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
1	understand the students' characteristic	0 (0%)	0 (0%)	1 (5%)	14 (70%)	5 (25%)	84
2	appreciate and support the students' interest	0 (0%)	0 (0%)	7 (35%)	11 (55%)	2 (10%)	75
3	understand the students' feeling when teaching	0 (0%)	1 (5%)	12 (60%)	6 (30%)	1 (5%)	67
4	explore the students' difficulties in the learning process	0 (0%)	0 (0%)	8 (40%)	6 (30%)	6 (30%)	78
5	understand what are they teaching	0 (0%)	1 (5%)	6 (30%)	7 (35%)	6 (30%)	78

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No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
6	have many games in the learning process	0 (0%)	2 (10%)	8 (40%)	9 (45%)	1 (5%)	69
7	engage the students in the learning process	0 (0%)	0 (0%)	11 (55%)	5 (25%)	4 (20%)	73
8	be creative in the learning process	0 (0%)	0 (0%)	3 (15%)	13 (65%)	4 (20%)	81
9	have many different ways of teaching	0 (0%)	0 (0%)	6 (30%)	6 (30%)	8 (40%)	82
10	use a translation app in the learning process	0 (0%)	9 (45%)	9 (45%)	2 (10%)	0 (0%)	53
11	use the internet in the learning process	0 (0%)	7 (35%)	7 (35%)	3 (15%)	3 (15%)	62
12	use a laptop in the learning process	1 (5%)	7 (35%)	7 (35%)	4 (20%)	1 (5%)	57
13	use technology in class	0 (0%)	3 (15%)	10 (50%)	4 (20%)	3 (15%)	67
14	use powerpoint in the class	1 (5%)	5 (25%)	10 (50%)	4 (20%)	0 (0%)	57
15	allow their students to use a smartphone	1 (5%)	11 (55%)	5 (25%)	3 (15%)	0 (0%)	50

Based on findings above, in pedagogical competence, the students' dominant answer is the teacher should understand the students' characteristic (84), should have many different ways of teaching (82), and should be creative in the learning process (81).While a teacher should allow their students to use a smartphone (50) is got the lowest score on among the other competence.

2. **Personal Competence**

No	Competences	Frequency	Score

		NI	SI	I	VI	MI	
16	treat the students the same without differing the religion	1 (5%)	0 (0%)	4 (20%)	6 (30%)	9 (45%)	82
17	treat the students the same without differing the origin	1 (5%)	0 (0%)	5 (25%)	6 (30%)	8 (40%)	80
18	treat the students the same without differing gender	1 (5%)	0 (0%)	3 (15%)	7 (35%)	9 (45%)	83
19	appreciate the students' belief	0 (0%)	1 (5%)	4 (20%)	8 (40%)	7 (35%)	81
20	be honest all the time	0 (0%)	1 (5%)	4 (20%)	8 (40%)	7 (35%)	81
21	be assertive to all of the students	0 (0%)	2 (10%)	9 (45%)	5 (25%)	4 (20%)	71
22	be patient in facing the students	0 (0%)	0 (0%)	3 (15%)	10 (50%)	7 (35%)	84
23	be religious	0 (0%)	4 (20%)	11 (55%)	3 (15%)	2 (10%)	63
24	be fair to all of the students	0 (0%)	0 (0%)	5 (25%)	9 (45%)	6 (30%)	81
25	be cheerful in class	1 (5%)	1 (5%)	10 (50%)	5 (25%)	3 (15%)	68
26	be fun in class	0 (0%)	0 (0%)	6 (30%)	8 (40%)	6 (30%)	80
27	joking around with the students	0 (0%)	4 (20%)	11 (55%)	3 (15%)	2 (10%)	63

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
28	be soft with the students	0 (0%)	4 (20%)	9 (45%)	6 (30%)	1 (5%)	64
29	be on time	0 (0%)	2 (10%)	0 (0%)	8 (40%)	10 (50%)	86
30	have high responsibilities	0 (0%)	0 (0%)	0 (0%)	9 (45%)	11 (55%)	91

While in personal competence, the students' think that an ideal English teacher should have high responsibilities (91), should be on time (86), and should be patient in facing the students (84). While the lowest in personal competence is the teacher should joke around with the students (63) and the teacher should be religious (63).

3. Social Competence

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
31	be objective to the students when teaching	0 (0%)	1 (5%)	2 (10%)	9 (45%)	8 (40%)	84
32	be inclusive to the students when teaching	4 (20%)	1 (5%)	7 (35%)	7 (35%)	1 (5%)	60
33	not discriminate the students based on religion	0 (0%)	1 (5%)	1 (5%)	6 (30%)	12 (60%)	89
34	not discriminate the students based on the background of the family	0 (0%)	0 (0%)	1 (5%)	5 (25%)	14 (70%)	93
35	not discriminate the students based on the economic	0 (0%)	1 (5%)	1 (5%)	5 (25%)	13 (65%)	90

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
	condition						
36	not discriminate the parents of the students based on the economic condition	0 (0%)	0 (0%)	2 (10%)	6 (30%)	12 (60%)	90
37	use polite language to communicate with the parents of the study	0 (0%)	0 (0%)	2 (10%)	9 (45%)	9 (45%)	87
38	use polite language to communicate with society	0 (0%)	0 (0%)	0 (0%)	70%	6 (30%)	86
39	discuss the progress of the students with parents	0 (0%)	2 (10%)	8 (40%)	7 (35%)	3 (15%)	71
40	engage the parents in solving the students' learning problem	0 (0%)	1 (5%)	10 (50%)	9 (45%)	0 (0%)	68
41	engage the parents in the learning program	0 (0%)	3 (15%)	7 (35%)	9 (45%)	1 (5%)	68
42	ready to be placed anywhere in Indonesia	1 (5%)	5 (25%)	10 (50%)	1 (5%)	3 (15%)	60
43	socialize to the society where it placed	1 (5%)	0 (0%)	11 (55%)	7 (35%)	1 (5%)	67
44	has a special program to increase education quality in the school	0 (0%)	1 (5%)	8 (40%)	5 (25%)	6 (30%)	76

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
45	has a special program to increase education quality in society	0 (0%)	0 (0%)	9 (45%)	8 (40%)	3 (15%)	74

In social competence, according to the students, an ideal English teacher should not discriminate the students based on the background of the family (93), should not discriminate the students based on economic condition (90), and should not discriminate the parents of the students based on the economic condition (90). While the lowest in social competence is the teacher should inclusive to the students when teaching (60) and the teacher should ready to be placed anywhere in Indonesia (60).

4. Professional Competence

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
46	master linguistic aspect in English	0 (0%)	1 (5%)	9 (45%)	7 (35%)	3 (15%)	72
47	master discourse aspect in English	0 (0%)	1 (5%)	9 (45%)	7 (35%)	3 (15%)	72
48	master sociolinguistic aspect in English	0 (0%)	1 (5%)	9 (45%)	7 (35%)	3 (15%)	72
49	master strategic aspect in English	0 (0%)	0 (0%)	5 (25%)	11 (55%)	4 (20%)	79
50	master English both oral and written	0 (0%)	0 (0%)	5 (25%)	8 (40%)	7 (35%)	82
51	master English both receptive and productive	0 (0%)	0 (0%)	7 (35%)	8 (40%)	5 (25%)	78

No	Competences	Frequency					Score
		NI	SI	I	VI	MI	
52	understand about basic & standard competency of the material	0 (0%)	1 (5%)	6 (30%)	5 (25%)	8 (40%)	80
53	deliver about basic & standard competency of the material in each meeting	0 (0%)	0 (0%)	8 (40%)	6 (30%)	6 (30%)	78
54	understand the learning objective of the material	0 (0%)	1 (5%)	6 (30%)	9 (45%)	20%	76
55	deliver the learning objective of the material	0 (0%)	1 (5%)	4 (20%)	10 (50%)	5 (25%)	79
56	have a reflection on teaching performance in each meeting	0 (0%)	2 (10%)	3 (15%)	8 (40%)	7 (35%)	80
57	make use of the result of reflection	0 (0%)	0 (0%)	10 (50%)	5 (25%)	5 (25%)	75
58	do class research to increase professionalism	0 (0%)	2 (10%)	6 (30%)	9 (45%)	3 (15%)	73
59	keep up to date the material that delivered	0 (0%)	0 (0%)	5 (25%)	9 (45%)	6 (30%)	81
60	use many sources in delivering the material	0 (0%)	1 (5%)	1 (5%)	8 (40%)	10 (50%)	87

While the last is professional competence. In professional competence, according to the students, an ideal English teacher in high school level should use many sources in delivering the material (87), should master English both oral and written (82), and should keep up to date the material delivered (81).

5. Most Important Competence of Ideal English Teacher in High School Level

No	Characteristic	Competence	Score
1	should not discriminate the students based on the background of the family	Social	93
2	should have high responsibilities	Personal	91
3	should not discriminate the students based on the economic condition	Social	90
4	should not discriminate the parents of the students based on the economic condition	Social	90
5	should not discriminate the students based on religion	Social	89
6	use polite language to communicate with the parents of the students	Social	87
7	use many sources in delivering the material	Professional	87
8	be on time	Personal	86
9	use polite language to communicate with society	Social	86
10	understand the students' characteristic	Pedagogical	84
11	be patient in facing the students	Personal	84
12	be objective to the students when teaching	Social	84
13	treat the students the same without differing gender	Personal	83

No	Characteristic	Competence	Score
14	have many different ways of teaching	Pedagogical	82
15	treat the students the same without differing the religion	Personal	82
16	master English both oral and written	Professional	82
17	be creative in the learning process	Pedagogical	81
18	appreciate the students' belief	Personal	81
19	be honest all the time	Personal	81
20	be fair to all of the students	Personal	81
21	keep up to date the material that delivered	Professional	81

From the research result above, we can summarize that there are 21 characteristics that the students of English Education Department think it is most important for an ideal English teacher. The first important characteristic that should have by an ideal English teacher is the teacher should not discriminate the students based on the background of the family (93). It followed by should have high responsibilities (91), should not discriminate the students based on economic condition (90), should not discriminate the parents of the students based on economic condition (90), should not discriminate the students based on religion (89).

And the next is an ideal English teacher should use polite language to communicate with the parents of the students (87), use many sources to deliver the material (87), be on time (86), use polite language to communicate with the society (86), understand the students' characteristic (84), be patient in facing the students (84), be objective to the students (84), treat the students same without differing gender (83), have many different ways of teacher (82), treat the students same without differing religion (82), master English both oral and written (82), be creative in the learning process (81), appreciate the students belief (81), be honest (81), be fair to all of the students (81), and the last keep up to date the material that delivered (81),

The most important characteristic is dominated by personal competence (8 characteristics) and social competence (7 characteristics). While personal competence and pedagogical competence each has 3 characteristics that belong to the most important characteristic of an ideal English teacher.

Conclusion

After discussed it, the writer conclude that the perception of the students of English Education Department of Muria Kudus University on ideal English teacher is stated below.

1. Pedagogical Competence

Based on the students of English Education Department perception, the most important character on pedagogical competence that should have by an ideal English teacher in high school level is the teacher should understand their students characteristic.

2. Personal Competence

While on personal competence, the students of English Education Department think that an ideal English teacher in high school level is the teacher should have high responsibilities to their job as an English teacher.

3. Social Competence

On social competence, there is a characteristic that the highest among the other competence. So the students of English Education Department argue that the most important characteristic of an ideal English teacher in high school level is the teacher should not discriminate the students based on the background of the family.

4. Professional Competence

The last competence is professional competence. The perception of the students of English Education Department an ideal English teacher in high school level on professional competence is an ideal English teacher should use many sources in delivering the material.

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