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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brancani Bani, Christian. 2016. The Students' Perceptions of an Ideal English Teacher (A Descriptive Survey on the Students of SMAN 3 Malang 2016/2017 Academic Year). English Language Education Department, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dr. Esti Junining M.Pd Keywords: student perceptions, ideal English teachers, teacher competence, teacher qualification. teacher qualification. Nowadays, in language learning, English teachers as the language instructors play such an influential role in the success of the learning. The strategies and techniques applied might determine the outcome of the learning. The quality of the English teachers surely affects the quality of the students, and si the quality of the English teacher can be seen from the students. In languages it as B Universi learning, the demand for eminently qualified English teachers becomes asitas B paramount necessity in order to enhance the ability of using the English language as the universal language. This research is meant to find out the figure of an ideal English teacher conforming to the students' perceptions. The questionnaires were deployed by using the respondents of 428 (181 male and 247 female) senior high school students, the questionnaires were administered to see what kind of aspect that the students value the most to be possessed by an ideal English teacher. The sitas B questionnaire consists of four diverse parts, namely: pedagogical competence, personality competence, social competence and professional competence. The questionnaire consists of 47 items, and four-scale scoring system was applied to calculate the results. This research is considered as quantitative research with survey approach, and using only observation and questionnaire as the instruments as \square of collecting the data. There are two research problems to be answered in this research, namely: (1) what are the students' perceptions of an ideal English teacher and (2) what are the certain criteria of an ideal English teacher conforming to the students. The findings of the research indicate that among the four diverse competence, personality competence is the most favorable competence to be found in an ideal English teacher. Afterwards, come in second place is pedagogical competence, followed by professional competence in the third place and in the last place is social competence. Among other competence, personality it as Br competence seems to be the most favorable one to contribute more to create the figure of an ideal English teacher regarding the perceptions of the students. In another word, it can be assumed that personality aspect of every teacher seems to be vital to create such strong chemistry and feeling of trust for both teacher and University students in order to derive meaningful teaching and learning. Fawillaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Bani, Christian. 2016. Persepsi Siswa Tentang Guru Bahasa Inggris Ideal (Survei Deskriptif terhadap Siswa SMAN 3 Malang Tahun Ajaran 2016/2017). Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dr. Esti Junining, M.Pd rawijaya Universi Definisi istilah: Persepsi siswa, Guru Bahasa Inggris Ideal, Kompetensi Guru, Stas Br ersitKualifikasi Guru Universitas Saat ini, dalam pembelajaran bahasa, guru bahasa Inggris sebagai pengajar memegang peranan yang penting dalam keberhasilan pembelajaran. Strategi dan teknik yang digunakan menentukan hasil yang akan didapatkan. Kualitas dari guru bahasa Inggris tentunya mempengaruhi kualitas dari para siswa, dan kualitas dari para guru dapat dilihat sebagai refleksi dari para siswa. Dalam pembelajaran bahasa, tuntutan terhadap guru bahasa Inggris yang berkualitas menjadi kebutuhan yang penting untuk meningkatkan kemampuan berbahasa Inggris sebagai bahasa internasional. Penelitian ini bertujuan untuk mencari tahu tentang figur guru bahasa Inggris yang ideal menurut siswa. Penelitian ini menggunakan angket yang disebarkan kepada 428 siswa- siswi(181 pria & 247 wanita) sekolah menengah. Angket disebarkan untuk mencari tahu aspek apa yang paling diminati siswa untuk di miliki seorang guru bahasa Inggris yang ideal. Angket yang digunakan terdiri dari empat bagian, yaitu: kompetensi pedagogi, kompetensi kepribadian, sitas kompetensi sosial dan kompetensi profesional. Angket yang digunakan terdiri daris kas Universi 47 pertanyaan dan menggunakan empat skala penilaian dalam perhitungan hasilsitas angket. ini tergolong penelitian deskriptif kuantitatif menggunakan pendekatan survei, dan menggunakan observasi dan angket sebagai alat untuk mengumpulkan data. Adapun dua rumusan masalah yang mendasari penelitian ini, yaitu: (1) apa persepsi siswa tentang guru bahasa Inggris yang ideal? Dan (2) apa saja kriteria guru bahasa Inggris ideal menurut siswa? ersitas Bra Hasil temuan dari penelitian menunjukkan bahwa di antara keempat kompetensi yang disebutkan di atas, kompetensi kepribadian adalah yang paling difavoritkan untuk dimiliki seorang guru bahasa Inggris ideal. Setelah itu, di rawijaya tempat kedua adalah kompetensi pedagogi, diikuti kompetensi profesional di tempat ketiga, dan di tempat terakhir adalah kompetensi sosial. Diantara keempat kompetensi yang disebutkan, kompetensi kepribadian menjadi yang paling difavoritkan untuk menciptakan figure guru bahasa Inggris yang ideal berdasarkan Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Good teachers are "people who have some sort of connective capacity, who rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universit connect themselves to their students, their students to each other, and everyone to sit as the subject being studied" Giles (2011, cited in Palmer 1999:27). Good teachers Universitare not those who merely know how to teach, deliver the material, but above all, sitas B Universitas Brawijaya Universities an appropriate way. Universitas Nowadays, the kind of an ideal teacher is a paramount necessity in teaching it field. For it is influential not only to perpetually encourage and provide an efficient teaching plan, but also it is necessary to make learning becomes Universi worthwhile and successful. To engage students in learning, but not to make themsitas feel intimidated and as if they are under pressure. In line with Alagumalai (p.2, Universit cited in Hassett 2000) "good teachers have a sense of purpose, have expectations it as of success for all students, tolerate ambiguity, demonstrate willingness to adapt Universitiand change to meet students' needs, are comfortable with nescience, reflect on sitas their works, learn from a variety of models, enjoy their works and their students". An ideal English teacher knows how to handle the students, how to decide what to Universit do and how to solve the barriers in teaching and learning activity. On the othersitas Br hand, understanding students' needs might be an effective way to teach and gainsitas B students' trust or to engage them in the learning activity enthusiastically. Universi Regarding the idea from Alagumalai (p.2, cited in Hassett, 2000) a conclusion can stass be made that an ideal English teacher must be capable of mastering many teaching references, the latest teaching technique and some teaching methods to be applied Universitas Brawijaya Universitas Brawijaya

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Phern & Abidin (2012, cited in Westwood, 1995) advocate as follows: in order to be 'effective,' the English teacher would sometimes need to teach new knowledge and skills that may actually facilitate the students' process of it as Brawl deciphering of what is taught. Presenting new knowledge to students in order to enrich their information and their ideas about many things; it can sharpen their critical minds to think creatively and being innovative. Presenting new knowledge to students might also avoid them from the rigid arawijaya Universitate Universitate Universitate Presenting new knowledge to students might also avoid them from the rigid arawijaya Universitate Universitate Universitate Universitate Presenting new knowledge to students might also avoid them from the rigid arawijaya Universitate Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Brawliaya Universitate Universitate Brawliaya Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Universitate Universitate Universitate Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English arawijaya Universitate Un	rawijaya	Universitas Br	Universitas	Brawijay
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rawijaya Universitas Brawijaya Universitas B	rawijaya	at school; communicate with their friends and their teachers. The teacher	r must be Universitas	Brawijay
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rawijaya	Universitas the characteristics of good English language instructors, which inc	clude notsitas	
rawijaya	Universities only being good at English, but also being able to utilize various		Brawijay
rawijaya	methods, being confident of their students' capability of learning. No Khalid Al Seghayer also outlines some other criteria for a good	I limit to the idea of	Brawijay
rawijaya	Universities teacher, the English teacher must be able to come up with lesson p	a Liigiisii	
rawijaya	Universitas meet students' ability and needs, creating a friendly atmosphere for st	tudents tositas	
rawijaya	Universities freely express themselves without feeling embarrassed and encoura	aging the	Brawijay
rawijaya	students to perform their best". Universitas Braw yijaya	Universitas	Brawijay
rawijaya	Universitas Phern & Abidin (2012, cited in Vadilo, 2000) advocate as follows:	Universitas	Brawijay
rawijaya	Universitas For English language teachers need to be enthusiastic about their	Universitas	Brawijay
rawijaya	University their job and the English language they teach. They need to be knowledged their job and the English language they teach.	ledgeable las	Brawijay
rawijaya	Universi about their subject and constantly improve it and giving individua	al help tositas	Brawijava
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rawijaya	Universit 2.2 Characteristics of an Ideal English Teacher	Universitas	Brawijay
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rawijaya	Universitas L Koc (2013, cited in Miller, 1987) outline the four major issues rela	ated to ersitas	Brawijay
rawijaya	Universitas BA	Universitas	
rawijaya	Universithe concept of "being an effective teacher":	Universitas	
rawijaya	Universitas Branfective characteristics jaya	Universitas	
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rawijaya 	Universitas BraTeaching is not merely delivering knowledge to the students, but		
rawijaya	Universities Brawijaya Universities Brawijaya is also about how to get close to students, gain their trust and attention.	Universitas Students -	Brawijay
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rawijaya	Universitare not machines and they are not animals, they need affection and con	mpassion	Brawijay
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rawijaya	Universi from the teacher; students need to feel that they are special and talented.		
rawijaya	characteristic conforming to Miller (1987) is one necessary part of	being an	Brawijay
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rawijaya	University effective teacher to make students feel that teacher appreciates each one of		
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rawijaya	Universitas BraThe knowledge about teaching skill determines someone to be an	effectivesitas	Brawijay
rawijaya Irawijaya	teacher. Knowing many teaching techniques and strategies will also in	Universitas influence	Brawijay
rawijaya	Universi students' perceptions about the teacher and the way of handling the cl		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	more various the knowledge about teaching techniques possessed by the	taachars	Brawijay
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rawijaya	the better the outcome of the teaching learning will be. Universitas Brawijaya	Universitas	
rawijaya	Universit3). Br Academic knowledge rawijaya	Universitas	
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rawijaya	Universitas Brawi Universitas	vledge is	Brawijay
rawijaya	University necessary to cope with unexpected situations in the classroom, especial	ly in the sitas	Brawijay
rawijaya	Universita	Universitas	Brawijay
rawijaya	Universi teacher's field of expertise. Understanding well about the area that is being	ng taught _{sitas}	Brawijay
rawijaya	University and broad store of information enable the teacher to relate the lesson	hiversitas	Brawijay
rawijaya	University University and Store of Information character to relate the lesson	hiversitas	Brawijay
rawijaya	Universitother aspects outside the learning itself. Only then, the information, w	hich thesitas	Brawijay
rawijaya	University ctudents receive will lead them not only to one rigid understanding by	niversitas	Brawijay
rawijaya	University students receive, will lead them not only to one rigid understanding but		
rawijaya	Universit some new others.	Universitas	
rawijaya	Universitas	Universitas	
rawijaya 	Universit4) Classroom management	Universitas	
rawijaya	Universitas B. The ability of controlling and managing the classroom cannot	be apart	Brawijay
rawijaya	Universitas Bra	Universitas	
Brawijaya Brawijaya	Universit from being an effective teacher. Well-established classroom environment	•	
rawijaya Irawijaya	Universitas Brawija Universitate teacher to create such effective teaching and learning process. For the	Universitas he inputs sitas	Brawijay
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rawijaya	University that students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students receive from teaching and learning are influenced Universities Brawii available to the students of th	Universitas	Brawijay
rawijaya	Universi environment or the setting of the class. Furthermore, the ability in mana		
rawijaya			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Class can help teacher to control the entire classroom and monitor each s	tudent to	Brawijay
rawijaya	Universit gain their full participation in learning activities. Iversitas Brawijaya	Universitas	
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rawijaya	University Brown (2000, cited in Allen 1980:429) once offered the following down	Ilniversitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitist of the characteristics of a good language teacher: sitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya 1. Competent preparation leading to a degree in teaching English Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universit2.s BraA love of the English language ijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universi 8. Professional citizenship	Niversitas Brawijay
rawijaya	Universi 9. A feeling of excitement about one's work	hiversitas Brawijay
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	Universit 2.3 The Necessity of a Good Quality English Teacher	niversitas Brawijay
rawijaya	Universita	Iniversitas Brawijay
rawijaya	Universita: The best quality of human resource is made through process with	
rawijaya	Universities universities good quality teachers. To achieve the expected result in learning to	Universitas Brawijay kes time.
rawijaya		
rawijaya	University effort, techniques and at the top of all is excellent teachers. The re-	
rawijaya	Universities Bra	Universitas Brawijay
rawijaya	Universitearning progress can be seen through the students, and the outcome	
rawijaya rawijaya	Universitas Brawin students can be seen as the reflection of the teachers. Excellent teacher Universitas Brawin and the reflection of the teachers.	rs are the Universitas Brawijay
rawijaya	University paramount necessity in creating outstanding language learners who c	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	_
rawijaya	Universities brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	
rawijaya	Universitas BraThe current problem is that to find such teachers who can be ex	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and professional in their field is an impediment. To find people with sucuriversitas Brawijaya	h quality
rawijaya	University and high dedication in teaching is not at ease. That is why in Indonesia,	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya Universitas Brawijaya passionately increases the standard of quality in national Brawijaya Universitas Brawijaya Universitas Brawijaya Universited ducation with the expectation to emerge highly-qualified educators. Starting it as Brawijava Universities Brawijaya Brawijaya Universities rawijaya University achieve what might seem as advanced progress in the education field. Each sitas Brawijaya Universitas Brawijaya Universities knowledge and understanding in the teaching field, but as the result of sitas Brawijaya Universithe previous years, the knowledge and understanding of the national teachers are sitas Universities Brawin below the expectation. As the ministry of education, Anis Baswedan (2015) Universitaffirms, "teachers are in the front line for the development of this country". It is a si Universi statement with demanding for teachers to be competent and professional in creating the future of human resource of this country. The National Standard Qualification of an English Teacher Universit2.4 rawijaya As mentioned in the national amendment no. X1/39/2 about teachers, that Stas Brawijaya "teachers are professional figures that are in charged to plan and execute the learning process, assess the learning result, perform guiding and instruction, Universit conduct research and perform community service mainly for the learners and sitas institutions". In addition, the amendment about teacher and lecturer verse one number four says, "professionalism belongs to the people who do their job as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi experts and it becomes the source to earn a living which takes skill, qualifications it as B and versatile to fulfill the standard quality applied and need to have the official Universitiense in their field of expertise." rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Bram line with the amendment about teacher (chapter five, part one) it is Universitas Brawijaya Universitas Brawijaya Universit prominently stated that teachers should: jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Braye academic qualification, competence and official license, mentallysitas Brayijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava, Universitas P Universit2. Br Have the qualification for at least a college degree or in the diplomasitas Brawijava program. Be competent at four competence namely; pedagogical competence, sitas Brawijaya Universitas Br personality competence, social competence and professional competence. The four mentioned competence are further elaborated as follows: Pedagogical competence Universita. In pedagogical competence, there are eight criteria for teachers to students'sitas be equipped. The eight criteria, namely: knowing the characteristics, being knowledgeable about teaching theories, expanding the curriculum base on the concerned course, and performing qualified Universitas Brateaching. Furthermore, it is also mentioned that teachers should be able tositas Brawijaya use sophisticated technology to sustain the learning activity, helping students to find and maximize their potential, being well communicated Universitas Br and polite. Moreover, teachers also should be able to assess, evaluate, and sitas Brawijava be able to perform reflective action in the learning progress and constantly Universitas Brause the results for the improvement of the learning. Brawijaya Universitas Brawijaya Universitas Brawijaya Universitbs BraPersonality competence Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijay As the other required competence for teachers, in po	ersonalitysitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Bracompetence, teachers should behave properly, respect the norms,	lawsandsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya the culture of Indonesian people, be a good example in each aspe Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas ect of life,	Brawijay
rawijaya			
rawijaya	Universitas Brhave a good personality, be confident and proud of being a tea		
rawijaya	Universitas Brawijaya	Universitas	
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rawijaya	Universitas Brawijay For social competence, there are three criteria that should		
rawijaya Irawijaya	Universitas Braw' by teachers, namely: being objective, tolerant and respecting the	diversity,	Brawijay Brawijay
rawijaya	Universitas showing dedication in the work place, being up-to-date an	nd taking sitas	Brawijay
rawijaya	Universita	Universitas	Brawijay
rawijaya	Universi participation in the community to expand the competence in the	teaching tas	Brawijay
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rawijaya	Universit	niversitas	Brawijay
rawijaya rawijaya	Universita As for the last competence, there are three required cr Universita teachers to be possessed there are fully understanding the		
rawijaya	Universitate teachers to be possessed, there are: fully understanding the Universitate	material, sitas Universitas	Brawijay
rawijaya	Universitas structure, concept and scientific theories that support the relate	ed course,	Brawijay
rawijaya	Universitas B being capable of knowing the standard competence of related competence of		
rawijaya	being capable of knowing the standard competence of related co Universities Bra	ourse and Universitas	Brawijay
rawijaya	Universitas Braexpanding the material on the related course in a creative way.	Universitas	
rawijaya	Universitas Brawija wijaya	Universitas	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas BraTo be more specific, in the amendment about English teach	hersnit issitas	Brawijay
rawijaya	explicitly written for English teachers should possess broad knowledge	Universitas	Brawijay
rawijaya	University written for English teachers should possess broad knowledge	Universitas	Brawijay
rawijaya	Universitianguage aspects, such as (linguistic, discourse, sociolinguistic and strate	egic). Notsitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universionly having broad knowledge about the language, but also being capable		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava Universitas Brawijaya Universit English orally and written, being receptive and productive and mastering all sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit communication aspects (linguistic, discourse, sociolinguistic, and strategic). niversitas Brawijaya Universitas BraThinking about the importance of having a good quality teacher, many researchers have conducted many kinds of studies to explore what the certain as Brawijaya Universitas Br Universitattributes and criteria of an ideal English teacher. Using many types of sitas Brawijaya participants at all ages, different educational backgrounds and cultures, the previous studies found some certain things to make someone to become an ideal Universi English teacher, but of course, the criteria came from many different perspectives:sitas In this current research, the researcher used two previous studies elaborated as Universite follows: The first research is about "Students' Perceptions of Effective Foreign Brawijaya Universi Language Teachers: A Quantitative Investigation from a Korean University". iversitas Brawijava Barnes and Lock conducted this research in 2013 with the participants of 222 University students to find out about their perceptions of an ideal foreign languagesitas Brawijaya rjaya Universitas Br teacher. As for the instruments of collecting the data in this previous research, the researcher used two types of questionnaires. The first one was intended to find out Universithe perceptions of the participants and another one was meant to find out abouts as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students' profile. Universitas Braconforming to the perception of each participant about the figure of ansitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitideal English teacher, the researcher drew the conclusion that students in the sites context of the present study certainly showed that the mode of questioning where **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** teachers direct questions to the nominated students to answer the questions rather ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi than relying on those to offer their responses. The findings also showed that many students of all levels do not agree with the use of L1 in the target language Universi learning. The present study proved that teachers' qualification and target languages it as Br Universitas Brawijaya Universitis eminently expected for the English teacher to possess adequate grammatical Universities Brawing Universities Brawing The second previous research entitled "The perceptions of postgraduate liniversities Brawing Universities Brawing Universi TESOL students of an ideal English teacher". Mullock conducted this research in University

Univer linguistics and TESOL at three universities in Sydney. Some of the participants Universit were experienced teachers and some of them were not. Many of the participants sites came from many different countries, such as Indonesia, Australia, China, Japan, Korea, Thailand, Vietnam, etc. For the research instruments, the researcher used Universitinterview and questionnaire to gather the needed information for the research. iversities The conclusion from this research is that good TESOL teachers need to Universit possess the ability of knowing all about the linguistic aspects of the Englishsitas Bra language and the way it is performed. They need to understand what to teach and how to engage students in the instructional progress. They are friendly, easy to get Universitation with, understanding their students and are interested in them, and assisting it as them to solve their barriers in learning. The teachers need to teach students about comprehensible issue more than just the language. In addition, good teachers need to keep their knowledge and skills up-to-date and they need to have good Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** personalities, be patient, possess the sense of humor and enthusiastic about their Universitworks:awijaya Universitas Brawijaya Universitas Brawijaya The current research entitled "Students' Perceptions of an Ideal English Universi Teacher" was conducted in February 2016 with the participants of 428 senior high sitals. Braw Universitas Brawijaya as the main instrument to obtain the needed information. The questionnaire Universi comprised of four main competence such as professional competence, social competence, personality competence and pedagogical competence. Each of the competence has some different questions related to each competence. As the way Universi to analyze the data, quantitative data approach was used to find the exact number of the competence that the students valued most in an ideal English teacher. Both of the two previous studies and the current study have one thing in ersi common. That is about the main concern about an ideal English teacher in which states the researcher of the current study tried to find out more by using another perspective from Senior High School students. Moreover, the two previous studies Universitusing quantitative data approach in analyzing the data and using questionnaire assitas Brawijaya the instrument of collecting the information. Talking about the difference of the current research with the two previous studies, it is more to the participants of the Universi research. In this current research, the researcher used Senior High students's it as perceptions of what an ideal English teacher should be and what it takes for a person to be an ideal English teacher. Regarding the suggestion for further Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universi research from the previous studies, a little part of the research questionnaire from Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya "The population includes all elements that become the concerns of the University researcher in a specific area and time" (Zuriah, 2005:117). The term sample refers it as Brawijaya versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitas Brawijaya Universitas B population (Zuriah, 2005). In this research, the researcher chose some states Brawiaya universities representation from each class, to represent first, second and third grade. The samples were given questionnaires related to the topic of the research. The way of Universit choosing the samples was stratified random sampling. In stratified random sampling, the chosen samples were classified based on the stage, first, second and third grade. Stratified Random Sampling is a proper method to be used if there is a versi possibility for the population to be identified by some sub-groups that differ from it as Br the population and possess different parameters with the concerned variables Culganef, 2014). From each class was taken some samples to represent male and sitas female students. In this survey, the researcher took 50% of the whole population to be the samples of the research. The total population is 856 students, which University meant the total number of the samples was 428 students. The total number 428 sitas Bra students is elaborated as follows: first grade comprised of 313 students and the researcher took 142 students as the representation. For the second grade resitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi comprised of 238 students and the researcher took 144 students and for the third it as grade comprised of 305 students and the researcher took 142 students to be the Universitas Brawijaya Universitas Brawijaya University representation. Universithe first, second and the third grade. The total number for each grade was divided it as

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya samples comprised of 64 male and 80 female. For the third grade was ta Universitas Brawijaya	Universitas Brawij	ay
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rawijaya	Universitas Bra There are two manners to conduct an observation. First, the observer car Universitas Braw	n merely Universitas Brawij	ay
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rawijaya	Universit meaning of items that may not be clear. By using a questionnaire (see a	ppendix	Brawijay
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Universitas Brawijaya Universitas Brawijava Universitas Bravijava Allniversitas Brawijaya Universitas Brawijaya Universitrespondents to understand the main idea of each question. S Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universit2.s Braunstructured Questionnaire awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya In unstructured questionnaire, all the answers are not clearly provided by Universithe researcher, but instead of it, each question is subjectively answered regardingsitas Brawijaya each personal point of view of the respondents. This type of questionnaire can provide comprehensive response to the topic being discussed, although the Universi negative part of this type of questionnaire refers to the general responses that sitas cannot be analyzed statistically. As for the questionnaire of this research was structured questionnaire Universit (closed answer type 2). All the answers were provided by the researcher related to Universiteach question, but for the last question was intentionally blanked to give the last grawijaya chance for the respondents to utter their own personal opinions subjectively. Some Universit of the items in the questionnaire were adapted from the previous research, the first Sitas Brawijaya one from Barnes and Lock (2013) entitled "Students' Perceptions of Effective Foreign Language Teachers: A Quantitative Investigation from a Korean University" (see appendix 4), and some others were adapted from the national sitas Brawijay Universitas Brawijaya Universitive administered to some students from each class and from each class was Universitaken some y samples to it represent/jeach I grade. The I questionnaires were sitas Brawijava Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya University administered using Bahasa Indonesia in order to make the respondents fully Bahasa Indonesia in order to make the respondents fully rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit comprehend about the whole questions, jaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit3.4 BraData Analysis versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra'The purpose of the data analysis is to give the meaning and finding thesitas Brawijay Universitas Brawijaya wordpress). To analyze the data, the researcher used the descriptive statistic statistic Universitechnique, which is intended to present quantitative descriptions in a manageable sitas Brawijay and simple form of the study without deriving a conclusion about a population Universi based on the samples of the study (Sarwono, 2006). In addition, in applying descriptive quantitative technique, the researcher Universitanalyzed the ordinal data to find out about the percentage of students who agreeds with the necessary criteria of an ideal English teacher. The ordinal data refer to the level or stage, which portrays a situation and each stage differs from the others regarding the number contained by each object. Thus, Universitin ordinal data the objects were classified based on the level of each object, whether was higher or lower than the others were. All the respondents' answers Universitive calculated statistically to find out the exact percentage and the results of the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University calculation are served in the form of tables. University Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br In order to analyze the data, the researcher used computer software for it as Brawijaya Universitas Brawijaya Universitas Brawijaya statistical analysis, which was SPSS (Statistical Package for the Social Sciences) to calculate the results. Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Br Furthermore, the results of the questionnaires were classified bas	Universitas Brawijay
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rawijaya	Universiteach of the competence. Through this way, the researcher wanted to	describesitas Brawijay
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rawijaya	University more in the next chapter about results and findings.	Universitas Brawijay
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rawijaya Irawijaya	Universit Sarwono (2006) in statistical data analysis comprises of seven phases, nat	
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rawijaya	Universitas Brawijay	Universitas Brawijay
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rawijaya	Universitas Brensure that there was no sloppy stuff or erroneous act in the data.	Universitas Brawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitives given the score 1 up to 4 starting from the lowest one (SD) to the highest one ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit(SA):rawijaya Universitas Brawijaya Universitas Brawijaya Universitas The results of the questionnaires were ranked based on the most chosen items it as Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya from each competence. The mean scores (see table 4.1 and appendix 1) were calculated based on the criteria of each competence, and then the results of each rei competence were calculated separately from other competence by dividing thesitas Braw total number from "strongly agree" category with the total items of each Universit competence to find the total percentage of each competence. It was mainly to sitas Brawijay figure out which competence the students valued the most that should be possessed by an Ideal English teacher. The results showed that the students' Universi perceptions are mostly on personality competence (see appendix 2), followed bysitas Brawijaya pedagogical competence (see appendix 2), right in the third place is professional competence (see appendix 2), and the least is social competence (see appendix 2). Regarding the explanation above, the ranks of the competence of an ideal English teacher are elaborated as follows: Table 4.1 The Mean Scores of the Students' Perceptions Mean Score of the "strongly agree" category Competence 3.5720 Personality Competence 3.4439 Pedagogical Competence **Professional Competence** Social Competence 3.3710 ersitas The table above presents the mean scores of the total calculation from itas

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strongly agree" category from each competence. The total number was derived by calculating the whole numbers and then the result was divided with the total Universitiems from each competence to obtain the final average score (see appendix 1).

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rawijaya	Universit competence, it is "Pedagogical competence".						
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rawijaya	Universitas Brawijaya	English	teach	ner (see	appe	ndix 2).	Brawijav
rawijaya	Universit Regarding the perceptions of the students, it can						
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rawijaya	Universit quite favored by the students after personality						
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rawijaya	Universitas Brawijay found in an ideal English teacher. In pedagog Universitas Braw	gical co	ompet	ence, "t	eing a	ttractive Universitas	Brawijay
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rawijaya	University Method	2	1.6	49.1	49.1	Iniversitas	Brawijay
rawijaya	Having broad knowledge in teaching Being attractive and enjoyable in teaching	2	1.9	46.0 26.6	51.9 73.1	1100.0	Brawijay
rawijaya	University 5 Using different methods for different kinds of	2	6.5	39.0	54.2	100.0ersitas	
rawijaya	Universit as a Being capable of knowing the students'	F L 3				Universitas	Brawijay
rawijaya	University 6 R Characteristics	5	4.2	39.3	56.1	1000	Brawijay
rawijaya	Taking participation in educational events and Seminars	7	11.9	68.0	19.4	100.0ersitas	Brawijay
rawijaya	Universita 8 B Being up-to-date about educational issues		3.3	53.7	43.0		Brawijay
rawijaya	Universitas Being responsive and having critical thinking about education	2	4.7	52.1/	a43.0	100.0ersitas	
rawijaya	Universitational Understanding about students' needs	2	1.4	34.3	64.0	100.0ersitas	Brawijay
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rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas In the next place right after pedag Universitas Brawijaya Universitas Brawijaya Universitas Competence was considered as the most releva	gogical Univer Int one Univer	sicom sitas after p	petence Brawi personal Brawi	aya aya ity con	Universitas fessionalsitas Universitas npetence _{sitas} Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Ina the next place right after pedag Universitas Brawijaya Universitas Brawi	gogical Univer Int one Univer Univer	sicom sitas after p sitas sitas	petence Brawi ersonal Brawi Brawi	iayprof iaya ity con iaya iaya	Universitas fessionalsitas Universitas apetencesitas Universitas Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya
rawijaya rawijaya rawijaya rawijaya rawijaya rawijaya	Universitas Ina the next place right after pedag Universitas Brawijaya Universitas Brawi	gogical Univer Int one Univer Univer	sicom sitas after p sitas sitas sitas	petence Brawi ersonal Brawi Brawi Brawi	iayprofiaya ityycon iaya iaya iaya iaya	Universitas fessionalsitas Universitas npetence _{sitas} Universitas Universitas	Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya Brawijaya

rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	Braw	iiava	Universita	ıs Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						ıs Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						ıs Brawijayı ıs Brawijayı
rawijaya							
	Universitas Brawijaya Universitas Brawijaya	2). As (can be s	seen in	the ta		
rawijaya	University percentage below, "being attractive in teaching						is Brawijay
rawijaya							
rawijaya 	This criterion was favored by 70.6% of th	e stude	ents as	one c	f the	necessary	is brawijay
rawijaya 							
rawijaya	Universit criteria of an ideal English teacher. awijaya						s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						s Brawijay
rawijaya	Table 4.4 The Percentage of Professional C	ompet	ence	Braw	ijaya		s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	, é	Percen	tage %			s Brawijay
rawijaya	Universitas Bawijaya Criteria	SD	D	Braw	ijaya SA		s Brawijay
rawijaya	Universitas Brawijay	שני	D	Raw	ijaya		ıs Brawijay
rawijaya	University 1 R Being knowledgeable and open-minded 2 Being disciplined at work	9	7.5	32.2 55.8	67.8 35.7	100.0	is Brawijay
rawijaya	Being well-prepared on the concerned-	9	7.		// VG	100.0	is Brawijay
rawijaya	Universitas subject **	攀	2	33.2	66.6		ıs Brawijay
rawijaya	Universi 4 Setting some certain goals for each learning 5 Being attractive in teaching		3.0	38.6	58.4 70.6	100.0	ıs Brawijay
rawijaya	Universi 6 Using simple language		1.2	31.1	67.8	100.0ersita	s Brawijay
rawijaya	Universi 7 Considering the students' current linguistic level	2	3.0	40.4	56.3	100.0ersita	s Brawijay
rawijaya	Universi 8 Captivating the students' attention easily		4.0	41.6	54.4	100.0ersita	s Brawijay
rawijaya	Universi 9 Using Indonesian selectively	1.2	5.8	58.2	34.8	100.0ersita	s Brawijay
rawijaya	Universi 10 Using many sophisticated technology for Teaching	1.2	6.1	53.7	39.0	100.0ersita	s Brawijay
rawijaya	Universital Being good at English (orally or written)	TY	1.4	32.9	65.7	100.0ersita	s Brawijay
rawijaya	Universi 12 Using fully English during in the class 13 Being disciplined and having very strict rules	2.1 22.4	21.7 51.2	50.2 20.3	25.9 6.1	100.0 100.0	s Brawijay
rawijaya	Universit a14 Encouraging the students to communicate in	7	4.4	57.5	37.4	100.0 100.0	s Brawijay
rawijaya	University English	17.4				Universits	ıs Brawijay
rawijaya	15 Being well-experienced in teaching Universit as B Total	2 46.9	3.5	47.2 620	49.1 735.6	100.0	ıs Brawijay
rawijaya	Universitas Bra 735.6/15 = 49				aya		ıs Brawijay
rawijaya	Universitas Braw				ijaya		ıs Brawijay
rawijaya	Universitas Brawija				rijaya		ıs Brawijay
rawijaya	Universitas Brawijay				ijaya		s Brawijay
rawijaya	Universitas Brawijaya Universitas Lina Julia	отпуе	rsitas	Braw	ijaya		ıs Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						s Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya						s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay Is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay Is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						ıs Brawijayı ıs Brawijayı
rawijaya	Universitas Brawijaya Universitas Brawijaya				_		is Brawijay is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						is Brawijay is Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya						s Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	unive	rsitas	praw	ıjaya	universita	ıs Brawijay

rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	s Brav	vijaya	Universit	as E	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Univ ³³ sita		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya								
rawijaya	Universitas Brawijaya Universitas Brawijaya In the last place, social competence seem Universitas Brawijaya Universitas Brawijaya	is to be	the las	st favoi	able co	mpetence	as E	Brawijay
rawijaya	Universithat was considered necessary by the studer							
rawijaya	Universitas Brawijava Universitas Brawijava	Unive	rsitas	s Brav	viiava	Universit	as E	Brawijav
rawijaya	University students favored this competence as the requi	ired as	pect to	o be ov	vned by	an ideal	as E	Brawijay
rawijaya	Universit English teacher (see appendix 2). In this							
rawijaya	Universitas Brawijaya Univer	compe	tence	63.6% s Brav	or the	Universit	as E	Brawijay Brawijay
rawijaya	Universit agreed that an ideal English teacher must be o							
rawijaya	Universitas Brawijay				viiava	Universit		
rawijaya	Universit Table 4.5 The Percentage of Social Competential	tence			vijaya	Universit		
rawijaya	Universitas B	A	Perce	ntage %	va	Total/ersita		
rawijaya	Universities	CIP.	11	-		Universit		
rawijaya	Universit No Criteria	SD	D	Α	SA	Universit		
rawijaya	1 Respecting the differences amongst students		5	36.9	62.6	100.0		Brawijay
rawijaya	2 Having a good relationship with the fellow Teachers	2	1.2	53.0	45.6	100.0		Brawijay
rawijaya	Universi 3 Adjusting to a new work environment easily	2	7	51.2	47.9	100.0		Brawijay
rawijaya	 4 Being communicative and sociable 5 Being cooperative with fellow teachers about 	2	2	36.0	63.6	100.0		Brawijay Brawiiav
	University teaching and learning	7	1.6	58.6	39.0	100.0		Brawijay
rawijaya	Universita 6 Taking part in social events	5	2.6	61.7	35.3	100.0ersita		
rawijaya	Universita					Universit		
rawijaya	Contributing to the improvement of educational quality	2	1.4	47.7	50.7	U .		Brawijay
rawijaya	Universities L Having a good relationship with the students'	2.2	12.2	EF 4	20.0			Brawijay
rawijaya	University 8 Parents	2.3	13.3	55.4	29.0	Hoivorsit		Brawijay
rawijaya	Mnowing each student University 10 B Using social media for educational purposes	4.4	9.1 21.3	45.1 52.3	45.6 22.0	100.0		Brawijay
rawijaya	Universitas Bray Total	28.7	64.5	497.9	441.3	Universit		
rawijaya	Universitas Brawija 441.3/10 = 44	.13			vijaya	Universit		
rawijaya	Universitas Brawijay				vijaya	Universit		
rawijaya	Universitas Brawijaya Universitas Landing	GIIIVE	rsitas			Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
rawijaya	Universitas Brawijaya Universitas Brawijaya					Universit		
	Universitas Brawijaya Universitas Brawijaya					Universit		
awijaya	omiversitas biawijaya Omiversitas Diawijaya	OHIVE	ı sıta	וטיכ	rijaya	OHIVEISIL	JJ L	nuvvijay

	OHIVOTORIAD BIANNIANA OHIVOTORIAD BIANNIANA OHIVOTORIAD BIANNIANA	OTHER DIGITION
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Univ ³⁴ sitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	4.1.2 The Criteria of an Ideal English Teacher Based on the Studen	"Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Bra Perceptions niversitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Regarding the second research question of this study, to answer the	nelcertainsitas Brawija
rawijaya		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya criteria of an ideal English teacher in line with the students, here in	this sub- universitas Brawija
rawijaya	Universit chapter the certain criteria that an ideal English teacher should be equip	
rawijaya		Universitas Brawija
rawijaya	Universitare prominently elaborated.	Universitas Brawija
rawijaya	Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Conforming to the idea of an ideal English teacher and as derived	
rawijaya	Universitas Branchina Grand Gr	Universitas Brawija
rawijaya	Universit questionnaires, here are listed the three most chosen criteria to repres	sent each _{sitas} Brawija
rawijaya	Universit competence based on the results of the questionnaires regarding the	Universitas Brawija
rawijaya	Universi	niversitas Brawija
rawijaya	Universi perceptions of an ideal English teacher. The certain criteria of an idea	l Englishsitas Brawija
rawijaya	University	hiversitas Brawija
rawijaya	Universit teacher listed as follows:	hiversitas Brawija
rawijaya	Universit	niversitas Brawija
rawijaya	Universit 1. Personality Competence	Iniversitas Brawija
rawijaya	Universitat	Universitas Brawija
rawijaya	Universitas As the most favorable competence valued by the students, the th	ree mostsitas Brawija
rawijaya	Universitas L	Universitas Brawija
rawijaya	chosen categories of this competence are listed below:	Universitas Brawija
rawijaya	Universitas Bra	Universitas Brawija
rawijaya	Universitas araTreating all students in the same ways	Universitas Brawija
rawijaya	Universitas Brawija wijaya	Universitas Brawija
rawijaya	Universitas BraThis category was one of the most chosen ones, and through this	
rawijaya	Universitas Brawijaya Universitas Brawijaya conforming to the students' choice; the students preferred the figure	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	"Universitas Brawija
rawijaya	Universitas English teacher who can be fair to all the students with no exceptions	. Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya 	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya 	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Brawija

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rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Univ ²⁵ sitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas		Universitas Brawijay			Universitas	Brawijay
rawijaya	Universitas	h Being cre	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay y to be creative in teach	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya	Universitas	students as th	ne necessity for an ideal F	inglish teacher in	n order to get i	rid of thesitas	Brawijay
rawijaya	Universitas	Brawijaya borodom and	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay
rawijaya			exhausting atmosphere in	i teaching and le	arining activity		
rawijaya			Universitas P	Universitas		Universitas	
rawijaya			mble and kind		Brawijaya	Universitas	
rawijaya	Universitas				Brawijaya	Universitas	
rawijaya			e of an English teacher	who is humble	e and kind ap	-	
rawijaya	Universitas	Braw considered in	afluential by the students.	The kind of an	ijaya English teache	Universitas er who is it as	
rawijaya Irawijaya	Universitas Universitas					0	Brawijay
rawijaya	Universitas	not bragging	him/herself, humble and	being kind to th	e students see	ms to be	Brawijay
rawijaya	Universit	favored by th	e students as an ideal Eng	lish teacher		niversitas	
rawijaya	Universi				X	niversitas	
rawijaya	Universit 2.	Dodogogical	Competence	May	T	niversitas	
rawijaya	Universit	i cuagogicai	Competence			hiversitas	
	Universit	A a 41a a a a a a a	J. Council I	Land Street	41- 41-40- 41-6	nivereitee	
rawijaya	Universita	As the secon	nd favorable competence,	nere are fisted	the three mos	Iniversitas	
rawijaya		egories to repr	esent this competence, na	mely:	//	Universitas	
rawijaya	Universitas	\ \				Universitas	
rawijaya	Universitas	a. Being att	ractive and enjoyable in te	eaching	///	Universitas	
rawijaya	Universitas				a	Universitas	
rawijaya	Universitas	Bran order to	gain students' comprehe	ension about the	related materi	al and fositas	Brawijay
rawijaya	Universitas		Sam stadents complete	moral docut the	/ jaya	Universitas	
rawijaya	Universitas	boost up stud	dents' enthusiasm in learn	ning, English tea	acher is expec	ted to besitas	Brawijay
rawijaya	Universitas	Brawijay	dalivaring the metarial	Not only boing	rawijaya	Universitas	Brawijay
rawijaya			delivering the material.				
rawijaya	Universitas	sense of com	nfortable atmosphere is re				
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas		Universitas Brawijay			Universitas	
rawijaya	Universitas	Brawijaya	Universitas Brawijay	a Universitas	Brawijaya	Universitas	Brawijay

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rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	The students have their own limits and lack in language learning, that is
rawijaya	Universitas	why for the English teacher to deeply apprehend the students' needs issitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	influential. It is necessary to achieve such worthwhile and effective result in Brawijay
rawijaya	Universitas	Reach learning activity. Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya C. Being capable of knowing the students' characteristics Universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya
rawijaya		BraUnderstanding each of the students' characteristics might be influential sitas Brawijay
rawijaya	Universitas	
rawijaya		
rawijaya	Universita	performed in the classroom. Relevant ways of handling the students may be
rawijaya	Universi	The state of the s
rawijaya	Universi	showing some significant progress of the learning.
rawijaya	Universit	Thiversitas Brawijay
rawijaya	Universit	hiversitas Brawijay
	Universit ₃ .	Professional Competence niversitas Brawijay
rawijaya	Universita	a. Being attractive in teaching Iniversitas Brawijay
rawijaya	Universita	(12) Para Call Conversitas Brawnjay
rawijaya	Universitas	
rawijaya	Universitas	
rawijaya	Universitas	necessary to gain students' attention to the learning activity itself. The more
rawijaya	Universitas	
rawijaya	Universitas	difficulties the teaching is, the better the outcome becomes. That is why for an
rawijaya rawijaya	Universitas	English teacher to come up with many attractive instructional activities is it as Brawijay
rawijaya		
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya influential to derive the effectiveness in language learning. Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya		b. Being knowledgeable and open-minded Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya		Br Avoiding the monotonous teaching ways and presenting some newsitas Brawijay
rawijaya		
rawijaya	Universitas	knowledge or information in every learning is an effective way of upgrading
rawijaya		students' understanding of many things and not only focus on one thing. In Stas Brawllay
rawijaya	Universitas	
awijaya	Ulliveibilas	Diawijaya Diliversitas Diawijaya Diliversitas Diawijaya Diliversitas Diawijay

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rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	
rawijaya	Universitas	27
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	line with that, the kind of English teacher who is open-minded is also
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	favorable. The ability to adjust with some new information is quite necessarysitas Brawijay
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya to be an ideal English teacher to bring the students to have a deep brawijaya universitas Brawijaya
rawijaya	Universitas	Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya		funderstanding before deciding something. Universitas Brawijaya Universitas Brawijaya
rawijaya		Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijay
rawijaya	Universitas	Rrawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas	
rawijaya	Universitas	Conforming to the previous explanation that students have their limits in
rawijaya	Universitas	Brawijaya Universitas Brawijay
rawijaya		6, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5, 5,
rawijaya	Universitas	decide the teaching scenario. Regards to this, language use or word choosing Brawijay
rawijaya	Universitas	
rawijaya	Universita	in delivering lessons will determine how deep the students' understanding Brawijay
rawijaya rawijaya	Universi	inversitus Brawnay
rawijaya rawijaya	Universi	about the concerned subject. The more elusive the language used by the sitas Brawijay
rawijaya rawijaya	Universit	English teacher, the more bewildered the students become, and as the result,
rawijaya Irawijaya	Universit	The state blawijay
rawijaya Brawijaya	Universita	the goals that the English teacher intends to achieve are difficult to derive. Versitas Brawijay
rawijaya	Universita	Universitas Pravilias
rawijaya	Universitas	Social Competence Universitas Brawijay Universitas Brawijay
rawijaya		a. Respecting the differences amongst students Universitas Brawijay
rawijaya	Universitas	
rawijaya		Brach student possesses different knowledge, abilities, competence, sitas Brawijay
rawijaya	Universitas	
rawijaya	Universitas	
rawijaya		
rawijaya	Universitas	because if the English teacher is not aware about it, it tends to cause brawijaya Universitas Brawijaya
rawijaya		disintegration between the English teacher and students, and students tend to Sitas Brawijay
rawijaya	Universitas	
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rawijaya	Universitas	Brawijaya c. Contribut	ing to the impro	ovement of e	ducational qua	Brawijaya lity	Universitas	
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rawijaya			her" is not the	one whose jo	b is just to tea	ch, but in line		
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rawijaya	Universitas	ideal English	teacher shou	ld be. Thes	se criteria we	ere derived f	rom the Universitas	Rrawijay
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rawijaya	Universites	Duc	4.6		4 5		Universitas	
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rawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
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rawijaya	Universitas	Brawijaya	Universitas ssessed by an	Brawijaya	Universitas	Brawijaya	Universitas	Brawijay
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Universitas Brawijaya University students, in order to be an ideal English teacher, the teacher should be humble University and friendly and close to the students. Being straight to the point and tolerant to sit as the students seem to be favored by the students to be owned by an ideal English teacher. Additionally the teacher should be fair and intelligent, and the one who is it as Braw Universitas Brawijaya Universiteacher who can inspire the students to be fluent in English, have a determination Universitos keep learning and once in a while perform some English jokes as the itas BRAN In line with the students, an ideal English teacher should be giving more itas attention to the students' speaking and listening abilities, delivering the lesson Versi clearly by using full English. For the students, an English teacher who has a deep si understanding about the students' learning characteristics is the figure of an ideal language instructor. What is more about being an ideal English teacher regarding Universithe students' perceptions conforming to the ability of the English teacher to re-sit as explain elusive materials, have a good handwriting, drill the students' writing skill through movies, and understand the portion of the lesson. Yet, an ideal English Universite teacher is expected to apply familiar media in teaching such as songs and movies, sites be able to build up the students' confidence to speak English, and know how to Universifigive appropriate corrective feedback toward grammatical errors. WIJAYA Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Judging from the open-ended questions of the questionnaires, the results Universi showed that for an ideal English teacher is expected to be able to introduce thesitas Braw Universitas Brawijaya students' vocabulary and speaking skill. Likewise, an ideal English teacher should possess an understanding about each student's lack and potential and improve it, be disciplined but not overly strict, be able to simplify the difficult explanation, University and have much experience in teaching. In addition, the students' concept of being sites Universitan ideal English teacher means that the teacher must be able to indirectly increase the students' ability in mastering the target language, assist the students who have Universi problems in learning, teach grammar by using Indonesian, be flexible and not to sit as use textbook constantly and practice more than theories. Withal, the capability of ersitusing literature in teaching, stimulating the students to perform the target language sitas correctly, understanding some cultural aspects of the target language, drilling the students to use the language more than just giving paper work are required and Universit necessary advocating to what the students agreed as the attributes for an idealsitas Bra English teacher. Then again, as obtained from the study, an ideal English teacher should have good pronunciation, a great store of vocabulary list, assist the Universi students to change abstruse words to the simple ones and practice English conversation continually. Furthermore, that being said that anyone who wants to be an eminently qualified English teacher should be equipped with the ability of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi managing the time efficiently, teaching phrasal verbs that commonly used (formal and informal). Additionally, in regards with the students' perceptions an ideal

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** University English teacher should be giving more attention to the students who have less Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitunderstanding about the lesson, giving no homework, using no formal test, sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya understanding the related course perfectly and giving clear instructions. Moreover, Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universitan ideal English teacher should be using PowerPoint selectively, not being asitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitinfluential to enhance the students' knowledge about the target language itself to sitas Brawijaya s Brawijaya Universitas Brawijaya Universitbe better./jjay **Universitas Braw** University. Social competence rawijaya Universitas Brawijaya rawijaya Additionally, the concept of an ideal English teacher in line with the students Universi is the one who is able to receive the students' correction. Moreover, an idealsitas Brawijaya rawijaya English teacher in line with the students is the one who is willing to share rawijaya Universite experience in classroom, not being rushed in delivering the lesson, respecting the sitas Brawijaya rawijaya rawijaya Universitstudents' opinions. Universitas rawijaya Universitas Brawijaya **Universitas Braw** rawijaya **Universitas Brawija** Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya DISCUSSION Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas In this chapter, the results and findings of the research are being discussed to sitas Brawijaya lead to the deep comprehension about the research and also sustained by some University reliable and proper theories of the related concerns. RAM Universitas Brawijaya Universit 5.1 DISCUSSION Iniversitas Brawijaya In this part, the four diverse competence are being discussed more deeply, and sitas Brawijaya rawijaya each of the competence is sustained by some proper theories to support the rawijaya University writer's argumentation about the findings of the research. rawijaya **5.1.1** Personality Competence Universitas The results of the first and second research questions showed that personality sitas Brawijaya Universit competence is the more dominant competence chosen by the students. Meanwhile, sitas Brawijaya regarding the answers derived from the open-ended questions indicated that Universit "personality categories" are the most mentioned ones compare to others as the sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitnecessary requirements for an ideal English teacherersitas Brawijaya Universitas Brawijaya Universities The psychological condition of a teacher determines the effectiveness in the sites Brawijaya Universitas Brawijaya Universitas Brawijaya teaching and learning activity (Klazzen & Tze 2012). For example, if there are no Universit chemistry and feeling of trust between the students and the teacher, the learning Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawij42/a Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitiends to be pointless and having literally no direction. The effective teaching and ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universite learning are fostered by both teacher and the students, in order to obtain such effective teaching and learning, students need to feel secure and appreciated by Universi their teacher, that is why the personality aspect of the teacher plays an influential stass Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas role in the teaching field to build the connection and chemistry in the classroom. Universitas Personality can be inferred as a dynamic organization and traits that determine the behavior of a person, and that is what makes the uniqueness of the Universitindividual. Each teacher possesses a different personality, and the personality Brawi itself contributes to the way of thinking and dealing with many things. The personality of every teacher can be seen as an outlook or propensity to behave in a Universi describable way (Arif et.al 2012). What teacher feels and does determine the responds of the students, if the personality of the teacher fits the students then the University and connection with the learning are likely to obtain to make as it as University successful instructional activity. Universitas Judging from the fact that teachers are learning from the students, and the students have the inclination to reflect what they see from the teachers. Therefore, the personality of the teacher indirectly affects the cognitive and psychomotor University growth of the students (Arif et.al 2012 cited in Nelson 1964). Excellent personality is sites vital to be possessed by teachers to be effective in teaching and learning activity Universition it is essential to build an emotional bond with the students in efforts to obtain effective teaching activities and achieve the best outcomes of the learning itself.

Universitas Brawijaya Each time we discuss about teaching, pedagogical knowledge cannot be apart Universitand it plays a paramount role in teaching field. Sufficient knowledge and it as Brawijaya Universitas Brawijaya because when the teacher understands what he/she deals with, the proper strategy or technique might be applied properly. Pedagogical encompasses many aspects, such as various kinds of teaching methodology, the characteristics of the students University and their learning styles, understanding students' needs, etc. Conforming to the Sitas Braw findings of this current research indicated that students favor the English teacher who is enjoyable and attractive in teaching, and understanding about students Universi needs. This result correlates to Mullock (2003) finding that the students prefer asitas teacher who knows and understands students' needs and expectations. Possessing the ability of being excellent at pedagogical competence is necessary to handle the students and applying the proper methods to perform Universitinstructional activities, because there are many differences not only in terms of sitas age and level, but also in terms of different individual abilities, knowledge and University preferences (Harmer, 2007). Understanding those things can assist the teacher to Sitas B Universitapply the correct teaching technique in the classroom.sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit5.1.3 raprofessional Competence rawijaya Universitas Brawijaya Based on the findings of the research, professional competence came up in Universithe third place after pedagogical competence. Even though coming up in the third stas ersitas Brawijaya Universitas Brawijaya Univ Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** competence, this competence is also crucial in the teaching field, for each of the Universitas Brawijaya Universitas Brawijaya Universi competence plays an essential role to create successful learning. wijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Professionalism in the field of expertise gives such important contribution to sit as Brawijaya ersitas Brawijaya Universitas Brawijaya Univ of what is required and expected from the people who are part of the related profession (Evans, Linda 2008 cited in Hoyle and Wallace, 2005, p. 103). In every profession, the expectation to be professional in the related field is the paramount Universit requirement to achieve what expected as the improvement and stability in the field itself. Judging from the statement above, in the teaching field, the teachers are expected to perform their best to improve the quality of the education and increase Universi the abilities of the students. In English language learning, a figure of a professional English teacher is needed to enhance the students' linguistic competence and to enable the students to master the target language itself. To be more specific, one example of a Universi professionalism discussed in this chapter is the ability to perform instructional activities and such wide knowledge of the related course. In line with it, it is sustained by the research conducted by Barnes & Lock 2013 which showed that Universi students prefer to have an English teacher who has broad knowledge of the target sites language vocabulary and grammar. Furthermore, conforming to the research conducted by Barnes & Lock 2013 also indicated that the students value the Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas teacher preparation in performing instructional activities very highly. Great preparation before conducting the teaching and learning activity contributes to the

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitimprovement of students' motivation in learning and the atmosphere of mutual Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University respect toward the English teacher awijaya University Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Pabove all, the professionalism of the English teachers depends on thesitas Brawijaya Universitas Brawijaya rawijaya Universitheir self-quality in contributing to the improvement of the education. For the sitas Brawijaya sitas Brawijaya Universi professionalism of the teachers surely contributes to enhance the quality of the sitas Brawijaya AS BRAW Universitas Braw students. Universit 5.1.4 Social Competence Each of these four different competence is obviously not the same by comparison, but each one of them links to another to create a small circle in which Universitione competence affects another and either do the others. Universita Human beings basically cannot be alone and need companions to live Brawijaya Universitogether with, and enhancing competency in this domain exceed someone's sitas Brawijava capability to succeed in school as well as the physical and mental conditions, Universit success in work; and the harmony in the society (Huitt & Dawson 2011). Sitas Brawijaya Furthermore, social skills are crucial to prepare young people to be mature and play their role appropriately in the workplace, family and community (Huitt & Universi Dawson 2011 cited in Ten & Volman, 2007). For teachers, having excellent it as Brawijaya Universitas Brawijaya Meanwhile, there are many benefits of being capable of this competence, such as Brawijaya Universitas Brawijava Universitas Brawijava Universithe problems faced by some teachers might be solved together with the assistancesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	from some other teachers in order to come up with the best way out. Such	niversitas	Brawijay
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rawijaya	Universitas Brawijaya Univer teaching and learning activities. As I	niversitas	Brawijav
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rawijaya	Universit Dawson 2011 cited in Bandura, 1986; Dewey, 1916; Vygotsky, 1978).	niversitas	Brawijay
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rawijaya 	one another to create a complementary circle of competence in the teaching	niversitas field,	Brawijay
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rawijaya	University and each one of them has an essential role in the teaching field that		
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rawijaya	the research. Other things such as suggestions for further research that have the	as Brawijay
rawijaya	Universitas Brawijaya Universit	as Brawijay
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	University teacher conforming to the students' perceptions. Many findings in this research	
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rawijaya	Universities the should be. In line with that, the results and findings of this research might	
rawijaya	Universities L	as Brawijay
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rawijaya	Universit dominant from the other competence. Most of the students chose this competences it	
rawijaya	Universitas Brawijaya	as Brawijay
rawijaya	more than the other competence as the most important one in the teaching field. In	
rawijaya	Universit accordance with this, this result is also sustained by some other research about the	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit	
rawijaya	Universit crucial role of teachers' personality competence in teaching field that affects more in the field that affects mo	
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rawijaya	Universi pedagogical competence was favored in the second place, followed in	the thirdsitas Brawijay
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rawijaya	Universitideal English teacher regarding the students' opinions of the criteria they Universitas Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya Brawijaya	Universities Brawnaya Only Universities be owned by an ideal English teacher. Those criteria are: S Brawnaya	Universitas Brawijay
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rawijaya	c. Being humble and kind	niversitas Brawijay
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rawijaya	Universitas		at English (orally or w	ritten)	428	2,00	4.00	3,6425	50026	s Brawijay
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ersillo		good relationship with the	: 8		7		niver	sitas	Brawijay
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rawijaya	Universitas Brawijaya	JD	195	Brawi	aya	Universitas	Brawijay
rawijaya	Universi Charming and attractive	1.9	11.0	55.8	a31.3	J100.0rsitas	
rawijaya	Universitas Brawi		0	04.5	iaya_	Universitas	Brawijay
rawijaya	Universit Caring about students	74	9	34.6	64.5	100.0 rsitas	Brawijay
rawijaya	Universi Being a good example in every aspect	墾	3.7	43.5	52.8	100.0 sitas	Brawijay
rawijaya	Universit	1	Ų.	.0.0	02.0		Brawijay
rawijaya	Universi Being humble and kind		5	34.6	65.0	100.0rsitas	Brawijay
rawijaya	Universi	1/3	5	21.7	77.8	niversitas	Brawijay
rawijaya	Universi Treating all students in the same ways	1380	3	21.7	//.8	100.0 niversitas	Brawijay
rawijaya	Universi Being confident		1.2	42.5	56.3	100.0 sitas	Brawijay
rawijaya	Universit	477					Brawijay
rawijaya	Universit Having a sense of humor	1.7	2.3	33.6	64.0		Brawijay
rawijaya	Universit Being creative in teaching	9	2.1	30.1	66.8		Brawijay
rawijaya	Universitas		2.1	30.1	33.3	Universitas	
rawijaya	Universit Showing passion at work	2	1.9	38.8	59.1	J100.01sitas	
rawijaya	Universitas Blad	2	1.2	33.6	65 O	Jniversitas	
rawijaya	Universit Being patient	2	1.2	33.0	65.0		Brawijay
rawijaya	University Motivating and providing long life lessons	5	2.1	36.0	61.4	100.0	Brawijay
rawijaya	Universitas Brawija			.Wi	aya	Universitas	
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rawijaya	Universitas Drawijava - Universitas Drawijava	Unive		D.	ava	Lee Lee e		Brawijay		
rawijaya	Using various kinds of teaching methods Universities Brawijaya	1.2 Unive	4.9 rsitas	48.4 Brawi	45.6 aya	100.0		Brawijay		
rawijaya	Universit Being up-to-date about the latest teaching	Unive			aya			Brawijay		
rawijaya	Universitas Brawijaya Universitas Brawijaya	2 0	1.6 _S	49.1	49.1			Brawijay		
rawijaya	Universitas Brawijaya		195	Brawi	aya			Brawijay		
rawijaya	Universit Having broad knowledge in teaching	2	1.9	46.0	51.9	100.0		Brawijay		
rawijaya	Universitas Braw		1.9	40.0	aya			Brawijay		
rawijaya	Universit Being attractive and enjoyable in teaching		2	26.6	73.1			Brawijay		
rawijaya	Universitas	Elle	12	1			sitas	Brawijay		
rawijaya	Universit Using different methods for different kinds	1	6.5	20.0	54.2	100.0	sitas	Brawijay		
rawijaya	Universi of students	2	0.5	39.0	54.2	niver	sitas	Brawijay		
rawijaya	Universi	1/3	N	1		niver	sitas	Brawijay		
rawijaya	Universi Being capable of knowing the students'	130/		7		100.0	sitas	Brawijay		
rawijaya	Universit	_5_	4.2	39.3	56.1	hiver	sitas	Brawijay		
rawijaya	Universit					niver	sitas	Brawijay		
rawijaya	Universit Taking participation in educational events					100.0	sitas	Brawijay		
rawijaya	Universitas	7	11.9	68.0	19.4			Brawijay		
rawijaya	Universit and seminars					Univer	sitas	Brawijay		
rawijaya	Universit Being up-to-date about educational issues		3.3	53.7	43.0	100.0	sitas	Brawijay		
rawijaya	Universitas B		3.3	33.1	43.0 a	Univer	sitas	Brawijay		
rawijaya	Universit Being responsive and having critical	9 3			aya	100.0	sitas	Brawijay		
rawijaya	Universitas Braw thinking about education	2	4.7	52.1	43.0	Univer	sitas	Brawijay		
rawijaya	Universitas brawija			.wi	jaya	Univer		Brawijay		
rawijaya	Universit Understanding about students' needs	2	1.4	34.3	64.0	100.0		Brawijay		
rawijaya	Universitas Brawijaya Universitas Ertain, inju-	omve	rsitas	Brawi	aya			Brawijay		
rawijaya	Universit Correcting grammatical errorss Brawijaya	Ur2ve		B51.4	42.8			Brawijay		
rawijaya	Universitas Brawijaya Universitas Brawijaya	<u>Unive</u> 25.2	48	507.5	542.2			Brawijay		
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	Brawi	aya	Univer	sitas	Brawijay
rawijaya	Universi Being knowledgeable and open-minded	Unive	rsitas	B32.2	67.8	100.0	sitas	Brawijay
rawijaya	Universitas Brawijaya Univer	0	rsitas	Brawi	aya	Univer	sitas	Brawijay
rawijaya	Universi Being disciplined at work	9	7.5 _s	B55.8	35.7 aya	100.0	sitas	Brawijay
rawijaya	Universi Being well-prepared on the concerned-			rawi	aya	100.0	sitas	Brawijay
rawijaya	Universitas Brawi	D .	2	33.2	66.6	Univer		Brawijay
rawijaya	Universitsubject		10		va			Brawijay
rawijaya	University Setting some certain goals for each learning	差	3.0	38.6	58.4	100.0		Brawijay
rawijaya	University		3.0	30.0	30.4	Tov.er		Brawijay
rawijaya 	Universi Being attractive in teaching	155	2.3	27.1	70.6	100.0		Brawijay
rawijaya	Universi		1.2	21.1	67.9	niver		Brawijay
rawijaya	Universit Using simple language		1.2	31.1	67.8	100.0	sitas	Brawijay
rawijaya rawijaya	Considering the students' current linguistic					100.0	sitas	Brawijay
rawijaya	University Considering the students current impulsive	2	3.0	40.4	56.3			Brawijay
rawijaya Kawijaya	Universities Universities							Brawijay
rawijaya rawijaya	University Captivating the students' attention easily		4.0	41.6	54.4	100.0		Brawijay Brawijay
rawijaya Irawijaya	Universities S.J.	1000		ı		Univer		Brawijay
rawijaya	Using Indonesian selectively	1.2	5.8	58.2	34.8	100.0		Brawijay
rawijaya	Universit Using many sophisticated technology for	4 6			aya			Brawijay
rawijaya	Universitas Braw	1.2	6.1	53.7	39.0			Brawijay
rawijaya	Universiteaching			wi	aya			Brawijay
rawijaya	Universites Promiles		1.4	32.9	65.7	100.0		Brawijay
rawijaya	Being good at English (orally or written) Universit as Brawijaya Universitas	omve		Brawi	aya	Jniver		Brawijay
rawijaya	UniversitUsing fully English during in the class ijaya	U2i1/e	\$21.75	B50.2	25.9			Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	Brawi	aya	Univer	sitas	Brawijay
rawijaya	Universi Being disciplined and having very strict aya	Unive 22.4	sitas 51.2	20.3	aya 6.1	100.0	sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	Brawi	aya	Universi	tas	Brawijay
rawijaya	Universi Encouraging the students to communicate in	Unive	rsitas	Brawi	aya	100.0	tas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Un j ve	′S4.4S	B57.51	37 .4		tas	Brawijay
rawijaya	Universit English wijaya Universitas Brawijaya	Unive	rsitas	Brawi	aya	Universi	tas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive 2	rsitas 3.5	Brawi	aya	<u>Iniversi</u>	tas	Brawijay
rawijaya	Being well-experienced in teaching Universities Brawijaya	Unive	rsitas	47.2 Brawi	49.1 aya	100.0 Jniversi	tas	Brawijay
rawijaya	Universitas Brawijaya UTotalrsitas Brawijaya	46.9	117.1	620	735.6	Universi	tas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Unive	rsitas	Brawi	aya		tas	Brawijay
rawijaya	Universitas Brawijava Universitas P	U3.12e	7.80	41.33	49.04	100.0	tas	Brawijay
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rawijaya	Universitas Brawijay			rawi				Brawijay
rawijaya	Universit SOCIAL COMPETENCE AS B							Brawijay
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Menjadi sekolah unggul yang memiliki civitas akademika yang beriman, bertaqwa, berakhlaqul karimah, berprestasi, berperan aktif di era global dan peduli rawijaya niversitas Brawijaya Universitas Brawijaya pada lingkungan. rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Menumbuhkan penghayatan dan pengamalan terhadap ajaran agama dan rawijaya budaya bangsa yang diaplikasikan dalam kehidupan nyata. Menumbuhkan semangat keunggulan kepada semua warga sekolah. Melaksanakan proses pembelajaran secara efektif dan efisien dengan memanfaatkan beragam sumber. Menumbuhkan pribadi yang mandiri dan bertanggung jawab. 5. Menumbuhkan budaya membaca, menulis, dan menghasilkan karya. Menerapkan Teknologi Informasi dan Komunikasi (TIK) dalam proses pembelajaran dan pengelolaan sekolah. Menyediakan sarana prasarana yang berstandar nasional pendidikan. Menerapkan manajemen partisipatif secara profesional dan mengarah Sitas Brawijaya kepada manajemen mutu berstandar nasional pendidikan melibatkan seluruh warga sekolah dan lembaga terkait. 9. Mengembangkan potensi dan kreativitas warga sekolah yang unggul dan mampu bersaing, baik di tingkat regional, nasional, maupun rawijaya internasional. 10. Mengembangkan keterampilan berkomunikasi menggunakan bahasa rawijaya Indonesia dan bahasa Inggris dalam bidang akademis maupun nonakademis. 11. Menumbuhkan semangat kepedulian lingkungan sosial, fisik, dan kultural. 12. Mewujudkan upaya pelestariaan fungsi lingkungan dan/atau mencegah terjadinya pencemaran dan/atau kerusakan lingkungan hidup. Universit D. Nilai-nilai yang Dikembangkan Universitas BraSMA Negeri 3 Malang mengembangkan nilai-nilai: Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Braeligius Universitas 2 raujunya rawijaya Berprestasi niversitas Brawijaya Universitas Brawijaya Bertanggung jawab s Brawijaya Universitas Brawijaya 5. Keriasama Universitas 6. raKreatifa Universitas 7. raRasa senang niversitas Brawijaya Universitas Brawijaya rawijaya Universitas & Persahabatan iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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Website: www.sman3-malang.sch.id E-mail: humas@sman3-malang.sch.id Universitas Brawijaya Revisi Universitas Brawijaya Universitas Brawijaya SURAT KETERANGAN PENELITIAN Nomor: 070/ 370 /35.73.307/SMAN3/2016 Universitas Brawijaya Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Malang, menerangkan bahwa 🔠 mahasiswa dengan identitas dibawah ini : Universitas Brawijaya **CHRISTIAN EDISON BANI** Nama : 125110507111041 NIM rawijaya Universitas Brawijaya Jenjang/Prodi/Jurusan S1 . Pendidikan Bahasa Inggris Univ./ PT. Univ. Brawijaya Malang Iniversitas Brawijaya yang bersangkutan telah mengadakan PKL/ KKN/ penelitian/ survey/ observasi ilmiah *) hiversitas Brawijaya di SMA Negeri 3 Malang berkaitan dengan tugas akademisnya, dengan keterangan sebagai berikut : Students' Perception of An Ideal English Teacher Judul/Topic/Fokus rawijaya : Januari- April 2016 Waktu kegiatan : Drs. Basuki Agus PP., M.Pd Pemandu Lapangan rawijaya Demikian keterangan ini untuk dipergunakan sebagaimana mestinya Dikeluarkan di : Malang Pada tanggal 21 Mei 2016 Universitas Brawijaya Kepala Sekolah. Universitas Brawijaya **Universitas Brawijaya** SMA NIA ASRI WIDIAPSARI, M.Pd Pembina NIP. 19670111 199003 2 003 Universitas Brawijaya rawijaya *) coret yang tidak perlu **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas B Universitas Brawijaya Universitas Euraavyens Constitution Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya