

THE STUDENTS' PERCEPTIONS OF AN IDEAL ENGLISH TEACHER

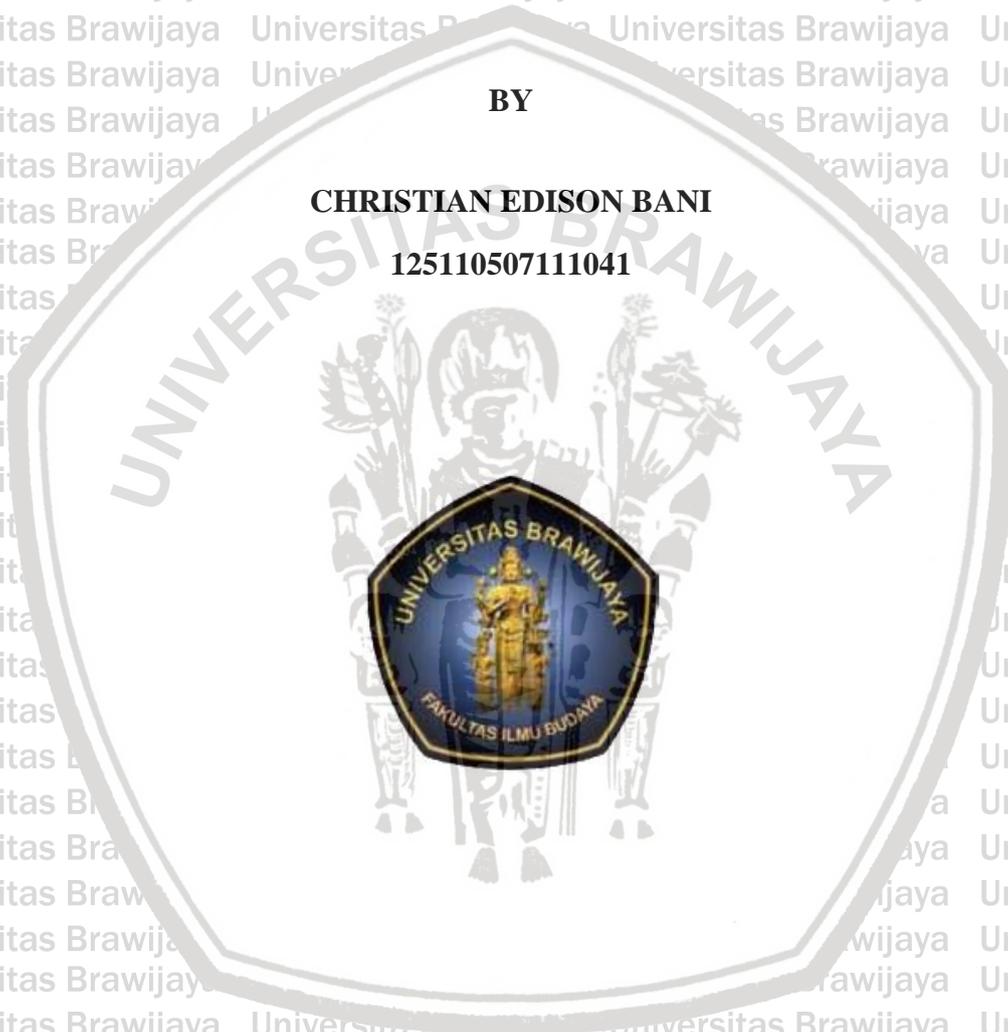
(A Descriptive Survey on the Students of SMAN 3 Malang 2016/2017 Academic Year)

UNDERGRADUATE THESIS

BY

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

MALANG

2016

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(A Descriptive Survey on the Students of SMAN 3 Malang 2016/2017
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UNDERGRADUATE THESIS

Presented to
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In partial fulfillment of the requirements
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BY

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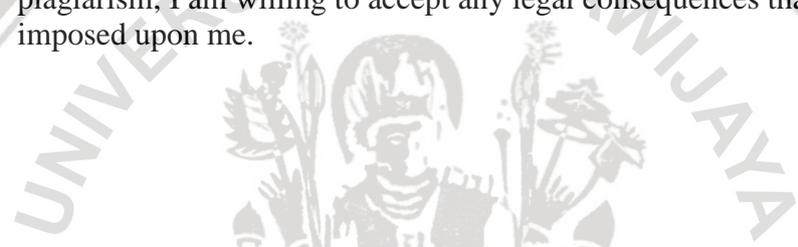
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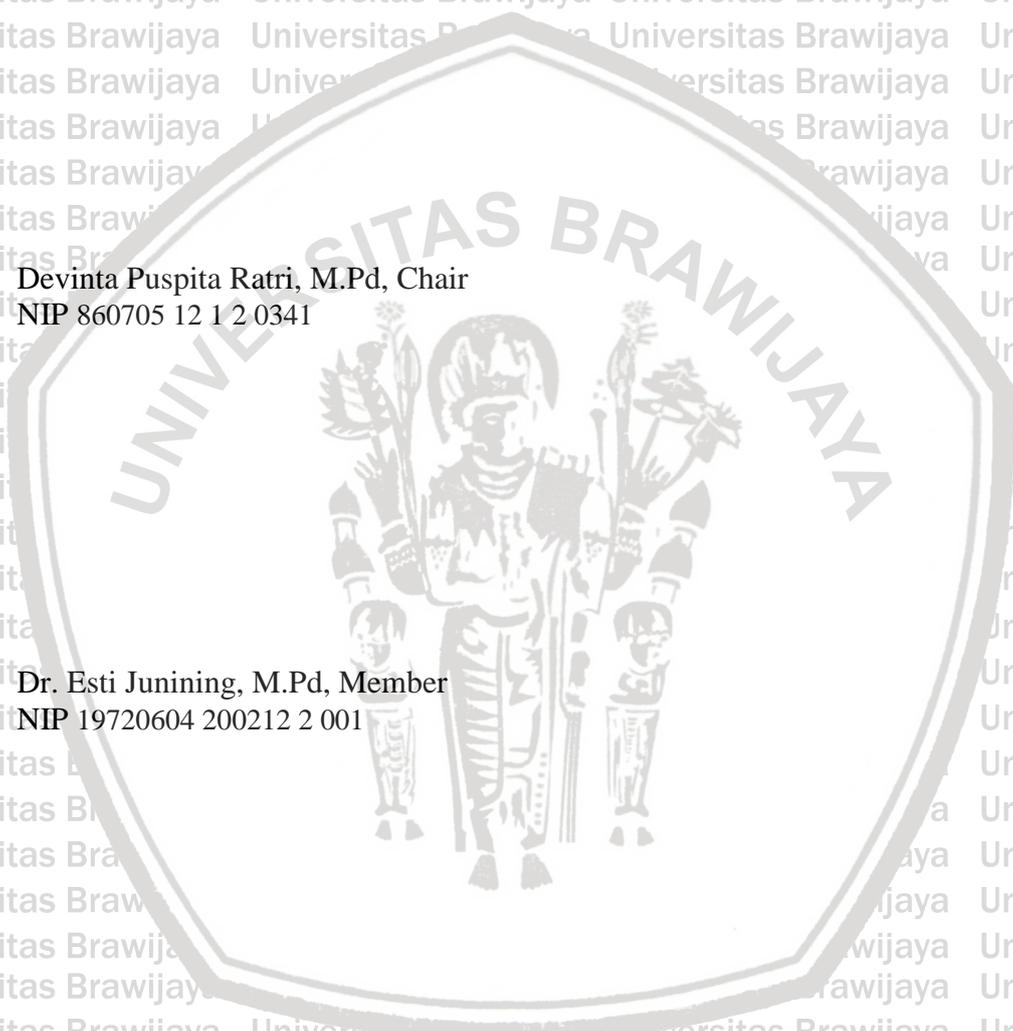
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This thesis is presented to the English Education Department, the Faculty of Cultural Studies, Universitas Brawijaya, Malang as the requirement for the degree of Strata one (S1). Furthermore, this thesis is also presented to those who love teaching and in need of some inspiration to know more about the figure of an ideal English teacher.

Thanks in advance to the honorable supervisor Dr. Esti Junining, M.Pd who always supported and encouraged the writer to finish this thesis from the start to the end, and may God always bless her for her career, family and health.

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The writer wishes this thesis could be a blessing for those who read; inspiration for those in need and information for those in search for it. Moreover, all the contents and the results mentioned in this thesis hopefully can give incentive motivation for those who dedicate their lives to teaching and the improvement of the quality of education in this country.

Malang,

Writer

ABSTRACT

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.

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 the quality of the English teacher can be seen from the students. In language learning, the demand for eminently qualified English teachers becomes a 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 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 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 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 students in order to derive meaningful teaching and learning.

ABSTRAK

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

Definisi istilah: Persepsi siswa, Guru Bahasa Inggris Ideal, Kompetensi Guru, Kualifikasi Guru

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 disebarakan kepada 428 siswa- siswi(181 pria & 247 wanita) sekolah menengah. Angket disebarakan 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, kompetensi sosial dan kompetensi profesional. Angket yang digunakan terdiri dari 47 pertanyaan dan menggunakan empat skala penilaian dalam perhitungan hasil angket.

Penelitian ini tergolong penelitian deskriptif kuantitatif dengan 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?

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 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

persepsi dari para siswa. Dengan kata lain, dapat dikatakan bahwa kompetensi kepribadian sangat vital untuk membangun ikatan dan rasa saling percaya antara guru dan siswa untuk mendapatkan kegiatan belajar dan mengajar yang efektif.



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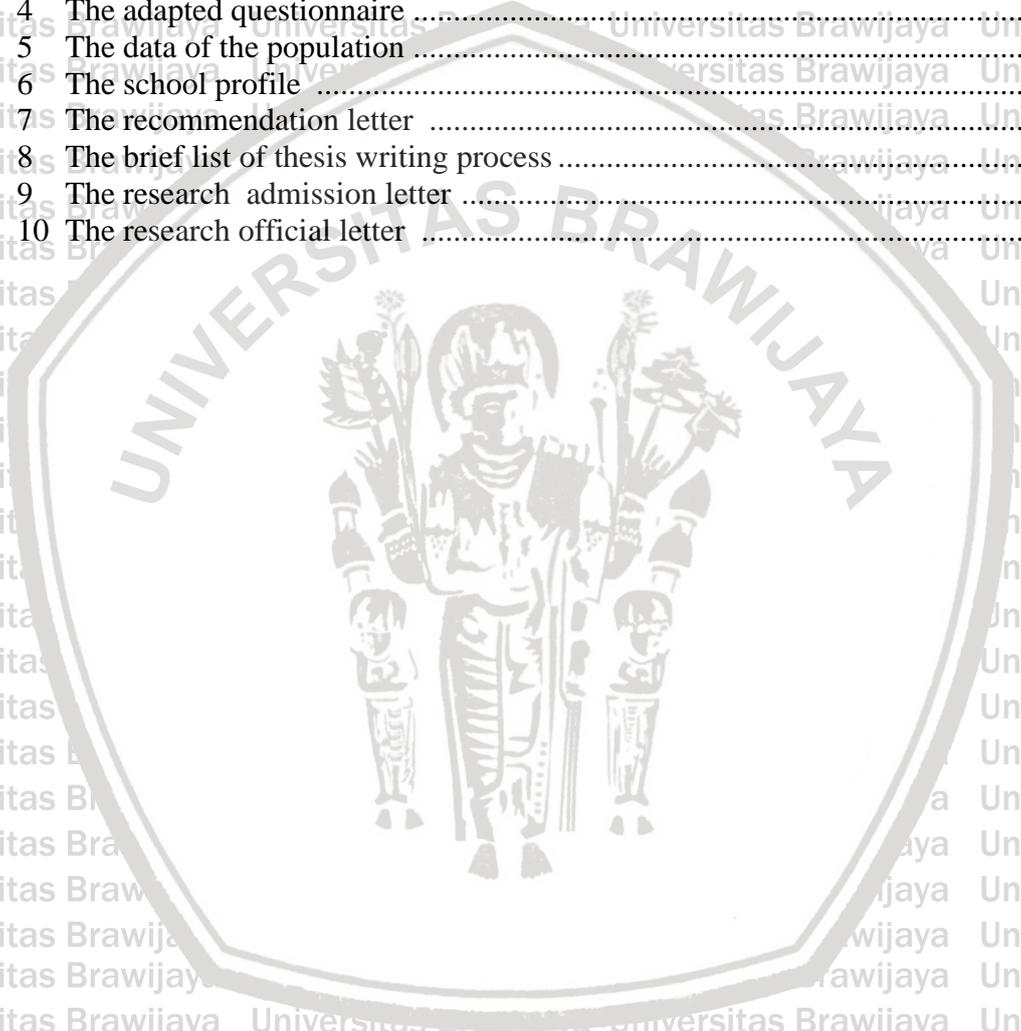
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CHAPTER I

INTRODUCTION

This chapter discusses about the reason behind this research was conducted.

Such things as background of the study, a brief explanation of an ideal English teacher and the current condition of language teacher in Indonesia are discussed here. Moreover, this chapter also discusses about the research setting, why it was chosen as the place to conduct the research and why the research concerned about an ideal English teacher.

1.1 Background of the Research

Learning seems to be the vital part human life in this era. It is necessary in order to create such qualified and high competence human source. As the requirement in this globalization era, English seems to be influential to be learned in almost every school at all levels. In teaching and learning field, teachers play an influential role in it. The teachers create the figure and the ability of the students. Teachers are the ones who strive to enhance, sharpen students' skills and abilities. Moreover, students learn many new things from their teachers, that is why teachers are the examples for their students. In the process of language learning, teachers are the ones to guide students, provide reinforcement and lead them to the improvement of their linguistic competence. The success in language learning cannot be apart from the role of the language instructors or the language teachers.

Good teachers are “people who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied” Giles (2011, cited in Palmer 1999:27). Good teachers are not those who merely know how to teach, deliver the material, but above all, good teachers are those who know their students, understand and treat the students in an appropriate way.

Nowadays, the kind of an ideal teacher is a paramount necessity in teaching 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 worthwhile and successful. To engage students in learning, but not to make them feel intimidated and as if they are under pressure. In line with Alagumalai (p.2, cited in Hassett 2000) “ good teachers have a sense of purpose, have expectations of success for all students, tolerate ambiguity, demonstrate willingness to adapt and change to meet students’ needs, are comfortable with nescience, reflect on 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 do and how to solve the barriers in teaching and learning activity. On the other hand, understanding students’ needs might be an effective way to teach and gain students’ trust or to engage them in the learning activity enthusiastically.

Regarding the idea from Alagumalai (p.2, cited in Hassett, 2000) a conclusion can 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

in the classroom. Thus, teachers can be defined as leading actors of educational value (Gençtürk & Sarpkaya, 2009).

Nowadays, the competence of highly qualified English teachers is below the standard (*kompas*, July 8th 2015). Many English teachers do not possess what it takes to be ideal English teachers. On the other side, the lack of knowledge about teaching techniques and methods block their ways to be competent English teachers. Moreover, the standard of foreign language teachers in the educational system of this country, which is still below the average, makes everyone with no competence to become an English teacher. Many English teachers in Indonesia recently still maintain such conventional ways in teaching English. The main orientation of the common Indonesian teachers still maintains and compels the students to go after excellent score without paying more attention on the students' competence and the improvement in students' ability in applying the knowledge.

In line with the result of a survey conducted by EF (English First: 2015) as the world's largest private education company that specializes in language training, educational and cultural exchange. In 2015 EF English Proficiency Index, Indonesia could only reach the best position in the 32th of 70 countries as the country with a high percentage of the quality in English use. The EF English Proficiency Index ranked the English Proficiency of 70 countries and territories using data from 910.000 adults around the world. The survey itself was conducted in countries that use English not as their first language or mother tongue. The result itself was not flabbergasting, the quality of English use in Indonesia is quite poor, and English teachers are the ones who are being spotted for that kind of

issue. Meanwhile, on the other side, the quality of English teachers in this country is not as expected, in 2015 the average score of Teachers' Competence Test was not significantly different from the previous years, the average score was 53,05 from 3.015.315 test takers.

Indisciplinary attitude also gives contributing factor to the decadence of English teachers' quality. As mentioned in Indonesian amendment, no XI/39/2/2003, about the national education system, says, "teachers' function, as educators are professional functioning". That is why for each teacher, professionalism in the field is expected to increase as the changing of this globalization era, for the future of this country lies with the teachers, because the teachers are the ones to prepare students to face their real lives (Gencturk et. al 2010).

The expectation of ideal English teachers nowadays is extremely influential for the improvement of Indonesian students' ability of mastering English language in this modern era. To improve the self-quality of each English teacher depends on each individual, how the teachers manage to change their teaching styles to be better. It is eminently influential because the quality of the students depends on the quality of the teachers.

This research was concerned to find out about students' perceptions and ideas about what an ideal English teacher should be. Furthermore, this research was also concerned to find out what the things that students valued most in an English teacher. The results and findings of this research hopefully can motivate and

encourage the English teachers to improve their competence to be more expert in their field of expertise. Moreover, the result of this research is eminently expected for teachers to see things from students' perceptions as the reflection to be ideal English teachers.

As for the research setting, SMAN 3 Malang is one of the outstanding Senior High Schools in Malang. In line with National Education Department in 2014, SMAN 3 Malang was in the best 35 high schools in the national scale. The high quality standard and good qualified teachers are some of the special things about this school. In terms of academic reputation, in 2014, SMAN 3 Malang achieved many awards in English competitions. Regarding the consideration above, this school was chosen to be the setting of this research to explore about the students' perceptions of an ideal English teacher.

1.2 Problems of the Research

The problems of the research are:

1. What are the students' perceptions of an ideal English teacher?
2. What are the certain criteria for an ideal English teacher based on the students' perceptions?

1.3 Objectives of the Research

1. To figure out students' perceptions of an ideal English teacher.
2. To list up some certain criteria of an ideal English teacher based on the findings of the research.

1.4 Significance of the Research

This research is eminently expected to:

1. Provide information for other English teachers on how to improve their competence in teaching field.
2. Help the researcher to enrich the knowledge about how to become an ideal English teacher.
3. Provide sources and additional data for those who determine to conduct the same kind of research on students' perceptions of an ideal English teacher.

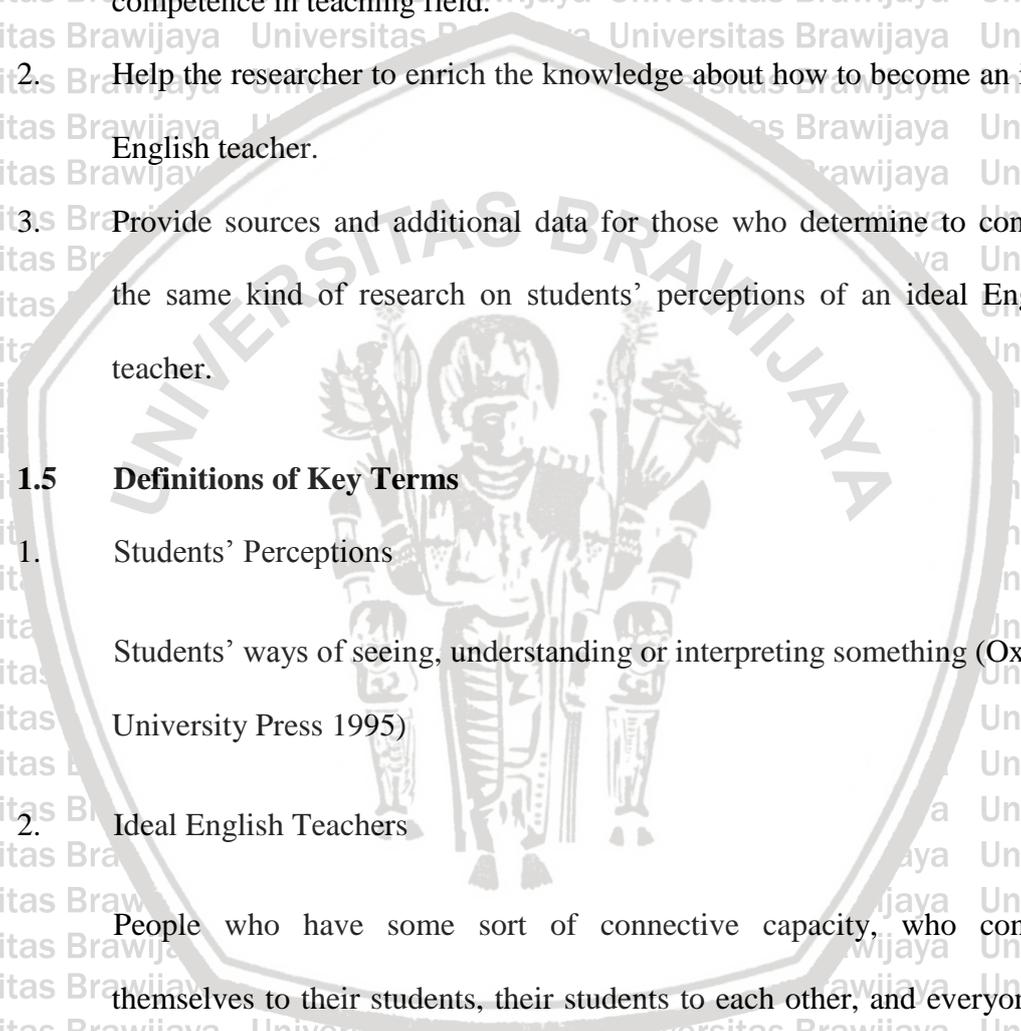
1.5 Definitions of Key Terms

1. Students' Perceptions

Students' ways of seeing, understanding or interpreting something (Oxford University Press 1995)

2. Ideal English Teachers

People who have some sort of connective capacity, who connect themselves to their students, their students to each other, and everyone to the subject being studied (Palmer, 1999).

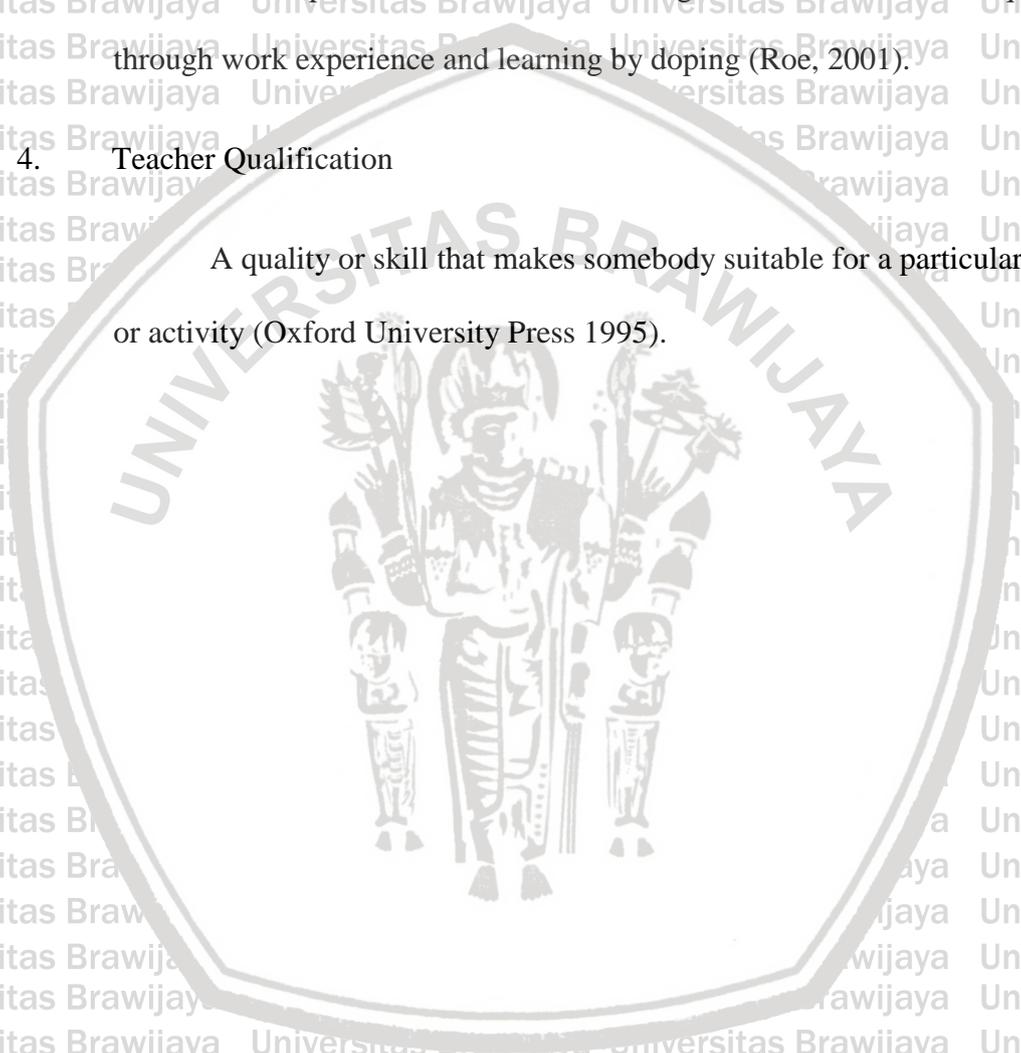


3. Teacher Competence

Teachers' competence is the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing (Roe, 2001).

4. Teacher Qualification

A quality or skill that makes somebody suitable for a particular job or activity (Oxford University Press 1995).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the aspects of an ideal English teacher such as the characteristics, the necessity of a good English teacher, the national standard and the competence of an English teacher. As for some support to backup this research, this chapter also explains some previous studies with the same concern as the additional information for the current research to expand the previous studies and find out more about the issue being observed.

2.1 English Teacher

English teachers or can be also said as language instructors have a crucial role in language learning. Teaching and upgrading students' knowledge and keen to learn belong to the teacher. Being a teacher is far more than just a profession or an educational name, but it is a responsibility. Teachers are the ones to accord more to prepare students to face their real lives (Genturk et. al 2010).

For English teacher, to teach students and broaden their ability to understand and use the target language is the main purpose. Not only know what the language is and why it is performed that way, but on the other side knowing how to use the language and communicate with the language is the essence in the

language learning. The figure of an English teacher plays a crucial role in language learning in assisting the learners to achieve the best result in the learning

2.1.1 Ideal English Teacher

Each person has one interpretation of an ideal English teacher, and it depends on each one's preference of what an ideal English teacher should be.

In line with some experts' point of views about the criteria that an ideal English teacher should possess, are elaborated as follows:

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 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 learning activity, because when the teacher puts additional information in each learning activity, indirectly the students will absorb the knowledge and the learning itself will be more attractive.

Phern & Abidin (2012, cited in Hart, 2007) advocate that the best English teacher is not only one who is academically qualified and knows one's subject matter well, but also one who is capable of bonding well with students and consequently respecting each other.

Being academically outstanding is not the only thing to make someone an excellent teacher. For the teacher is not only whose job is merely to teach, but also to educate. In line with the previous statement, students spend most of their time at school; communicate with their friends and their teachers. The teacher must be

able to form students' attitude and teach them how to behave in an appropriate manner.

Phern & Abidin (2012, cited in Seghayer, 2006-2007) elaborate as follows: the characteristics of good English language instructors, which include not only being good at English, but also being able to utilize various teaching methods, being confident of their students' capability of learning. Moreover, Khalid Al Seghayer also outlines some other criteria for a good English teacher, the English teacher must be able to come up with lesson plans that meet students' ability and needs, creating a friendly atmosphere for students to freely express themselves without feeling embarrassed and encouraging the students to perform their best".

Phern & Abidin (2012, cited in Vadilo, 2000) advocate as follows: For English language teachers need to be enthusiastic about their students, their job and the English language they teach. They need to be knowledgeable about their subject and constantly improve it and giving individual help to each of the students. English language teachers have to be creative and skillful at handling teaching aids, be able to encourage and patience with students.

2.2 Characteristics of an Ideal English Teacher

Koc (2013, cited in Miller, 1987) outline the four major issues related to the concept of "being an effective teacher":

- 1) Affective characteristics

Teaching is not merely delivering knowledge to the students, but teaching is also about how to get close to students, gain their trust and attention. Students are not machines and they are not animals, they need affection and compassion from the teacher; students need to feel that they are special and talented. Affective characteristic conforming to Miller (1987) is one necessary part of being an effective teacher to make students feel that teacher appreciates each one of them.

2) Teaching skills

The knowledge about teaching skill determines someone to be an effective teacher. Knowing many teaching techniques and strategies will also influence students' perceptions about the teacher and the way of handling the class. The more various the knowledge about teaching techniques possessed by the teachers, the better the outcome of the teaching learning will be.

3) Academic knowledge

For each teacher, being intelligible and having up to date knowledge is necessary to cope with unexpected situations in the classroom, especially in the teacher's field of expertise. Understanding well about the area that is being taught and broad store of information enable the teacher to relate the lesson with any other aspects outside the learning itself. Only then, the information, which the students receive, will lead them not only to one rigid understanding but also to some new others.

4) Classroom management

The ability of controlling and managing the classroom cannot be apart from being an effective teacher. Well-established classroom environment can help the teacher to create such effective teaching and learning process. For the inputs that students receive from teaching and learning are influenced by the environment or the setting of the class. Furthermore, the ability in managing the class can help teacher to control the entire classroom and monitor each student to gain their full participation in learning activities.

Brown (2000, cited in Allen 1980:429) once offered the following down-to-earth list of the characteristics of a good language teacher:

1. Competent preparation leading to a degree in teaching English
2. A love of the English language
3. Critical thinking
4. The persistent urge to upgrade oneself
5. Self-subordination
6. Readiness to go to the extra mile
7. Cultural adaptability
8. Professional citizenship
9. A feeling of excitement about one's work

2.3 The Necessity of a Good Quality English Teacher

The best quality of human resource is made through process with excellent and good quality teachers. To achieve the expected result in learning takes time, effort, techniques and at the top of all is excellent teachers. The result of a learning progress can be seen through the students, and the outcome of the students can be seen as the reflection of the teachers. Excellent teachers are the paramount necessity in creating outstanding language learners who can bring benefit to others with their potential.

The current problem is that to find such teachers who can be exemplary and professional in their field is an impediment. To find people with such quality and high dedication in teaching is not at ease. That is why in Indonesia, each year

the government passionately increases the standard of quality in national education with the expectation to emerge highly-qualified educators. Starting from changing the national curriculum, increasing the Grade Point Average (GPA) to achieve what might seem as advanced progress in the education field. Each year the government conducts the teacher competence test, in an effort to measure teachers' knowledge and understanding in the teaching field, but as the result of the previous years, the knowledge and understanding of the national teachers are below the expectation. As the ministry of education, Anis Baswedan (2015) affirms, "teachers are in the front line for the development of this country". It is a statement with demanding for teachers to be competent and professional in creating the future of human resource of this country.

2.4 The National Standard Qualification of an English Teacher

As mentioned in the national amendment no. X1/ 39/2 about teachers, that "teachers are professional figures that are in charged to plan and execute the learning process, assess the learning result, perform guiding and instruction, conduct research and perform community service mainly for the learners and institutions". In addition, the amendment about teacher and lecturer verse one number four says, "professionalism belongs to the people who do their job as experts and it becomes the source to earn a living which takes skill, qualification and versatile to fulfill the standard quality applied and need to have the official license in their field of expertise."

In line with the amendment about teacher (chapter five, part one) it is prominently stated that teachers should:

1. Have academic qualification, competence and official license, mentally and physically impeccable and being able to reach the target of national education.
2. Have the qualification for at least a college degree or in the diploma program.
3. Be competent at four competence namely; pedagogical competence, personality competence, social competence and professional competence.

The four mentioned competence are further elaborated as follows:

a. Pedagogical competence

In pedagogical competence, there are eight criteria for teachers to be equipped. The eight criteria, namely: knowing the students' characteristics, being knowledgeable about teaching theories, expanding the curriculum base on the concerned course, and performing qualified teaching. Furthermore, it is also mentioned that teachers should be able to use sophisticated technology to sustain the learning activity, helping students to find and maximize their potential, being well communicated and polite. Moreover, teachers also should be able to assess, evaluate, and be able to perform reflective action in the learning progress and constantly use the results for the improvement of the learning.

b. Personality competence

As the other required competence for teachers, in personality competence, teachers should behave properly, respect the norms, laws and the culture of Indonesian people, be a good example in each aspect of life, have a good personality, be confident and proud of being a teacher and show enthusiasm at work and also respect the ethical code.

c. **Social Competence**

For social competence, there are three criteria that should be owned by teachers, namely: being objective, tolerant and respecting the diversity, showing dedication in the work place, being up-to-date and taking participation in the community to expand the competence in the teaching field.

d. **Professional competence**

As for the last competence, there are three required criteria for teachers to be possessed, there are: fully understanding the material, structure, concept and scientific theories that support the related course, being capable of knowing the standard competence of related course and expanding the material on the related course in a creative way.

2.4.1 The Competence of English Language Teacher

To be more specific, in the amendment about English teachers it is explicitly written for English teachers should possess broad knowledge about all language aspects, such as (linguistic, discourse, sociolinguistic and strategic). Not only having broad knowledge about the language, but also being capable of using

English orally and written, being receptive and productive and mastering all communication aspects (linguistic, discourse, sociolinguistic, and strategic).

2.5 Previous Studies

Thinking about the importance of having a good quality teacher, many researchers have conducted many kinds of studies to explore what the certain attributes and criteria of an ideal English teacher. Using many types of participants at all ages, different educational backgrounds and cultures, the previous studies found some certain things to make someone to become an ideal English teacher, but of course, the criteria came from many different perspectives.

In this current research, the researcher used two previous studies elaborated as follows:

The first research is about “Students’ Perceptions of Effective Foreign Language Teachers: A Quantitative Investigation from a Korean University”.

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 language 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 the perceptions of the participants and another one was meant to find out about students’ profile.

Conforming to the perception of each participant about the figure of an ideal English teacher, the researcher drew the conclusion that students in the context of the present study certainly showed that the mode of questioning where

teachers direct questions to the nominated students to answer the questions rather 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 learning. The present study proved that teachers' qualification and target language proficiency are considered more influential than rapport attributes. Even though it is eminently expected for the English teacher to possess adequate grammatical knowledge, but they are ambivalent about the use of explicit grammar instruction.

The second previous research entitled "The perceptions of postgraduate TESOL students of an ideal English teacher". Mullock conducted this research in December 2003 by using the participants of 42 postgraduate students of applied linguistics and TESOL at three universities in Sydney. Some of the participants were experienced teachers and some of them were not. Many of the participants came from many different countries, such as Indonesia, Australia, China, Japan, Korea, Thailand, Vietnam, etc. For the research instruments, the researcher used interview and questionnaire to gather the needed information for the research.

The conclusion from this research is that good TESOL teachers need to possess the ability of knowing all about the linguistic aspects of the English 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 along with, understanding their students and are interested in them, and assisting 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

personalities, be patient, possess the sense of humor and enthusiastic about their works.

The current research entitled “Students’ Perceptions of an Ideal English Teacher” was conducted in February 2016 with the participants of 428 senior high school students of all grades. The research was conducted by using questionnaire as the main instrument to obtain the needed information. The questionnaire 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 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 common. That is about the main concern about an ideal English teacher in which 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 using quantitative data approach in analyzing the data and using questionnaire as 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 research. In this current research, the researcher used Senior High students’ 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 research from the previous studies, a little part of the research questionnaire from

the previous research was upgraded to be more detailed and specific to be used in the current research.



CHAPTER III
RESEARCH METHOD

This chapter discusses about anything related to the research methodology, encompasses the design of the research, population and samples, method of collecting the data, instruments and data analysis. Each of the aspects above is elaborated thoroughly in this chapter.

3.1 Design of the Study

The design of the study is descriptive quantitative with descriptive survey approach. “A descriptive survey is intended to describe quantitatively the tendency, behavior, opinion of a certain population by taking some samples as the representation” (Creswell, 2013:18). “Quantification is defined as a numerical method of describing information or a result of a study and it deals with a mathematical calculation to analyze the data and to search out for the results” (Zuriah, 2010). As the quantitative approach, this research described numbers of percentages of the students’ perceptions about the topic of the research, and the numbers are served in the form of table to simplify the description.

3.2 Population and Samples

“The population includes all elements that become the concerns of the researcher in a specific area and time” (Zuriah, 2005:117). The term sample refers to the part of the population that can be used as the representation for the whole population (Zuriah, 2005). In this research, the researcher chose some 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 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 possibility for the population to be identified by some sub-groups that differ from the population and possess different parameters with the concerned variables (Zulganef, 2014). From each class was taken some samples to represent male and 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 meant the total number of the samples was 428 students. The total number 428 students is elaborated as follows: first grade comprised of 313 students and the researcher took 142 students as the representation. For the second grade comprised of 238 students and the researcher took 144 students and for the third grade comprised of 305 students and the researcher took 142 students to be the representation.

Thus, the total number of samples in this research is 428, which distributed to the first, second and the third grade. The total number for each grade was divided

based on the male and female students. From the first grade was taken 142 samples comprised of 54 male and 88 female. For the second grade was taken 144 samples comprised of 64 male and 80 female. For the third grade was taken 142 samples comprised of 63 male and 79 female.

3.3 Data Collection Method and Instruments

In order to gain the information and the data for this research, the researcher used observation and questionnaire.

1. Observation

Observation is needed to understand and obtain some information related to the setting of the research. The condition of the research setting or the subject of the study can be revealed through observation. With the observational technique, the observer watches someone else's behavior, judges that behavior in some way and records this judgment.

There are two manners to conduct an observation. First, the observer can merely look for the occurrence or non-occurrence of some designated behavior. Second, the observer can attempt to evaluate the quality of the performance being observed.

The observation was conducted before the act of collecting data process took place. The observation was meant to find out more about the information on the setting of the research and the exact number of the population.

2. Questionnaire

Questionnaires are administered personally to groups or individual as the part of the research. The person who administers the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. By using a questionnaire (see appendix 3), the respondent directly supplies his or her own answers to a set of questions.

In line with Arifin (2011:228-229) there are two types of questionnaire, namely:

1. Structured Questionnaire

In this questionnaire, the researcher provides some possible answers related to the topic of the research. Structured questionnaire comprises of three kinds:

a. Closed Answer Type 1

The alternative answers for each question are clearly provided by the researcher and the respondents only need to choose the provided answers.

b. Closed Answer Type 2

Nearly be the same as the previous one, the optional answers are also provided by the researcher, but for the last question, the answer is intentionally blanked in order to give opportunity to the respondents to state their own answers subjectively.

c. Pictorial Answer Type

The answers for the questions are in the form of pictures to help the respondents to understand the main idea of each question.

2. Unstructured Questionnaire

In unstructured questionnaire, all the answers are not clearly provided by the researcher, but instead of it, each question is subjectively answered regarding each personal point of view of the respondents. This type of questionnaire can provide comprehensive response to the topic being discussed, although the negative part of this type of questionnaire refers to the general responses that cannot be analyzed statistically.

As for the questionnaire of this research was structured questionnaire (closed answer type 2). All the answers were provided by the researcher related to each question, but for the last question was intentionally blanked to give the chance for the respondents to utter their own personal opinions subjectively. Some of the items in the questionnaire were adapted from the previous research, the first 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 amendment about teacher and lecturer (see **page 14 and 15**). The questionnaires were administered to some students from each class and from each class was taken some samples to represent each grade. The questionnaires were

administered using Bahasa Indonesia in order to make the respondents fully comprehend about the whole questions.

3.4 Data Analysis

“The purpose of the data analysis is to give the meaning and finding the essence of the numbers in the data itself” (Kasiram, 2006 cited in youdant wordpress). To analyze the data, the researcher used the descriptive statistic technique, which is intended to present quantitative descriptions in a manageable and simple form of the study without deriving a conclusion about a population based on the samples of the study (Sarwono, 2006).

In addition, in applying descriptive quantitative technique, the researcher analyzed the ordinal data to find out about the percentage of students who agreed 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, in 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 were calculated statistically to find out the exact percentage and the results of the calculation are served in the form of tables.

In order to analyze the data, the researcher used computer software for statistical analysis, which was SPSS (Statistical Package for the Social Sciences) to calculate the results.

Furthermore, the results of the questionnaires were classified based on the each of the competence. Through this way, the researcher wanted to describe which competence that the students assumed as the most influential one to be possessed by an ideal English teacher. Moreover, the classification is elaborated more in the next chapter about results and findings.

Sarwono (2006) in statistical data analysis comprises of seven phases, namely:

1. Data editing

In this step, the researcher ensured that all the data and information needed for the researcher to analyze and answer the research problems that had been formulated before it was completed.

2. Variable expanding

This step was meant to make sure that all the variables needed for the research had been involved in the data.

3. Coding

This process, referred to the numbering process of the whole data, this was necessary to make it easier to be analyzed by using appropriate computer software.

4. Checking

The next step, the researcher needed to probe the whole data to ensure that there was no sloppy stuff or erroneous act in the data.

5. Constructing the data

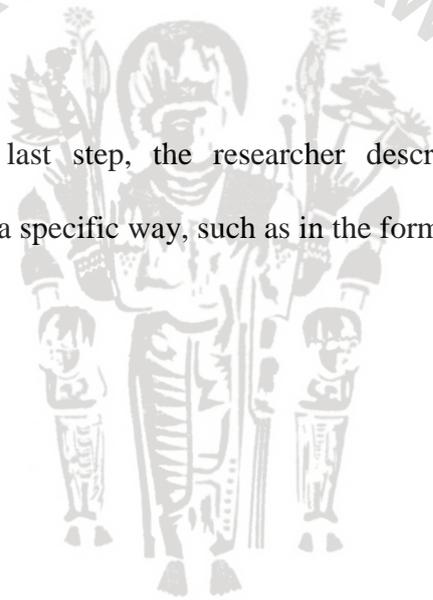
In this step, before the researcher input the data in the computer, the researcher needed to make the fixed structure of the data, including all the data needed for the data analysis.

6. Computerized-test

In this step, the fixed-data were analyzed through statistical computer software.

7. Tabulation

In the last step, the researcher described the answer of the respondents in a specific way, such as in the form of a table or diagram.



CHAPTER IV

RESEARCH FINDING

This chapter discusses about the results and findings of the research. Many things such as the percentage of the questionnaire and the students' perceptions of an ideal English teacher are elaborated in this chapter.

4.1 FINDINGS

In this part, the results of the research are prominently elaborated, and all the research problems also being answered accordingly to sort out the main issue of the research.

4.1.1 The Students' Perceptions of an Ideal English Teacher

The questionnaires were administered to 428 students, represented the first, second and the third grade. The questionnaire comprised of the four competence in the teaching field, namely: pedagogical competence, personality competence, social competence and professional competence. Each of the competence was followed up by several sub- categories related to the concerned competence. The questionnaires were made by using four-point scale, namely: SD (Strongly Disagree), D (Disagree), A (Agree) and SA (Strongly Agree), each of the scales

was given the score 1 up to 4 starting from the lowest one (SD) to the highest one (SA).

The results of the questionnaires were ranked based on the most chosen items 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 competence were calculated separately from other competence by dividing the total number from “strongly agree” category with the total items of each competence to find the total percentage of each competence. It was mainly to figure out which competence the students valued the most that should be possessed by an Ideal English teacher. The results showed that the students’ perceptions are mostly on personality competence (see appendix 2), followed by 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

No	Competence	Mean Score of the “strongly agree” category
1	Personality Competence	3.5720
2	Pedagogical Competence	3.4439
3	Professional Competence	3.3747
4	Social Competence	3.3710

The table above presents the mean scores of the total calculation from “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 items from each competence to obtain the final average score (see appendix 1).

1. Personality Competence

Advocating the students' perceptions related to an ideal English teacher showed that professional competence was the most favorable competence. The "Personality Competence" was favored by most of the respondents (see appendix 2). That is why this competence is worthy to be in the first place as the most required one for anyone to become an ideal English teacher in line with the perceptions of the students. As can be seen in the table below, most of the respondents chose to strongly agree with the sub-categories in personality competence. In personality competence, "treating all students in the same ways" was the most chosen criterion with the percentage of 77.8% as one of the required ones to be possessed by anyone to become an ideal English teacher

Table 4.2 The Percentage of Personality Competence

No	Criteria	Percentage %				Total
		SD	D	A	SA	
1	Charming and attractive	1.9	11.0	55.8	31.3	100.0
2	Caring about students		9	34.6	64.5	100.0
3	Being a good example in every aspect		3.7	43.5	52.8	100.0
4	Being humble and kind		5	34.6	65.0	100.0
5	Treating all students in the same ways		5	21.7	77.8	100.0
6	Being confident		1.2	42.5	56.3	100.0
7	Having a sense of humor		2.3	33.6	64.0	100.0
8	Being creative in teaching	9	2.1	30.1	66.8	100.0
9	Showing passion at work	2	1.9	38.8	59.1	100.0
10	Being patient	2	1.2	33.6	65.0	100.0
11	Motivating and providing long life lessons	5	2.1	36.0	61.4	100.0
	Total	19.9	44.4	404.8	664	

$$664/11 = 60.36$$

2. Pedagogical Competence

In the second place after “Personality Competence” as the second favorable competence, it is “Pedagogical competence”. The students chose this competence as the second required aspect for an ideal English teacher (see appendix 2).

Regarding the perceptions of the students, it can be inferred that pedagogical was quite favored by the students after personality competence as the aspect to be found in an ideal English teacher. In pedagogical competence, “being attractive and enjoyable in teaching” seems to be the most proper one among others in line with the students, this criterion was chosen by 73.1% of the students.

Table 4.3 The Percentage of Pedagogical Competence

No	Criteria	Percentage %				Total
		SD	D	A	SA	
1	Using various kinds of teaching methods	1.2	4.9	48.4	45.6	100.0
2	Being up-to-date about the latest teaching Method	2	1.6	49.1	49.1	100.0
3	Having broad knowledge in teaching	2	1.9	46.0	51.9	100.0
4	Being attractive and enjoyable in teaching	2	2	26.6	73.1	100.0
5	Using different methods for different kinds of Students	2	6.5	39.0	54.2	100.0
6	Being capable of knowing the students' Characteristics	5	4.2	39.3	56.1	100.0
7	Taking participation in educational events and Seminars	7	11.9	68.0	19.4	100.0
8	Being up-to-date about educational issues		3.3	53.7	43.0	100.0
9	Being responsive and having critical thinking about education	2	4.7	52.1	43.0	100.0
10	Understanding about students' needs	2	1.4	34.3	64.0	100.0
11	Correcting grammatical errors	2	5.6	51.4	42.8	100.0
Total		25.2	48	507.5	542.2	
		542.2/11 = 49.29				

3. Professional Competence

In the next place right after pedagogical competence, professional competence was considered as the most relevant one after personality competence

and pedagogical competence (see appendix 2). As can be seen in the table of the percentage below, “being attractive in teaching” was the most favorable criterion.

This criterion was favored by 70.6% of the students as one of the necessary criteria of an ideal English teacher.

Table 4.4 The Percentage of Professional Competence

No	Criteria	Percentage %				Total
		SD	D	A	SA	
1	Being knowledgeable and open-minded			32.2	67.8	100.0
2	Being disciplined at work	9	7.5	55.8	35.7	100.0
3	Being well-prepared on the concerned-subject		2	33.2	66.6	100.0
4	Setting some certain goals for each learning		3.0	38.6	58.4	100.0
5	Being attractive in teaching		2.3	27.1	70.6	100.0
6	Using simple language		1.2	31.1	67.8	100.0
7	Considering the students' current linguistic level	2	3.0	40.4	56.3	100.0
8	Captivating the students' attention easily		4.0	41.6	54.4	100.0
9	Using Indonesian selectively	1.2	5.8	58.2	34.8	100.0
10	Using many sophisticated technology for Teaching	1.2	6.1	53.7	39.0	100.0
11	Being good at English (orally or written)		1.4	32.9	65.7	100.0
12	Using fully English during in the class	2.1	21.7	50.2	25.9	100.0
13	Being disciplined and having very strict rules	22.4	51.2	20.3	6.1	100.0
14	Encouraging the students to communicate in English	7	4.4	57.5	37.4	100.0
15	Being well-experienced in teaching	2	3.5	47.2	49.1	100.0
	Total	46.9	117.1	620	735.6	
		$735.6/15 = 49.04$				

4. Social Competence

In the last place, social competence seems to be the last favorable competence that was considered necessary by the students. With the lowest percentage, the students favored this competence as the required aspect to be owned by an ideal English teacher (see appendix 2). In this competence 63.6% of the students agreed that an ideal English teacher must be communicative and sociable.

Table 4.5 The Percentage of Social Competence

No	Criteria	Percentage %				Total
		SD	D	A	SA	
1	Respecting the differences amongst students		5	36.9	62.6	100.0
2	Having a good relationship with the fellow Teachers	2	1.2	53.0	45.6	100.0
3	Adjusting to a new work environment easily	2	7	51.2	47.9	100.0
4	Being communicative and sociable	2	2	36.0	63.6	100.0
5	Being cooperative with fellow teachers about teaching and learning	7	1.6	58.6	39.0	100.0
6	Taking part in social events	5	2.6	61.7	35.3	100.0
7	Contributing to the improvement of educational quality	2	1.4	47.7	50.7	100.0
8	Having a good relationship with the students' Parents	2.3	13.3	55.4	29.0	100.0
9	Knowing each student	2	9.1	45.1	45.6	100.0
10	Using social media for educational purposes	4.4	21.3	52.3	22.0	100.0
Total		28.7	64.5	497.9	441.3	

$$441.3/10 = 44.13$$

4.1.2 The Criteria of an Ideal English Teacher Based on the Students'

Perceptions

Regarding the second research question of this study, to answer the certain criteria of an ideal English teacher in line with the students, here in this sub-chapter the certain criteria that an ideal English teacher should be equipped with are prominently elaborated.

Conforming to the idea of an ideal English teacher and as derived from the questionnaires, here are listed the three most chosen criteria to represent each competence based on the results of the questionnaires regarding the students' perceptions of an ideal English teacher. The certain criteria of an ideal English teacher listed as follows:

1. Personality Competence

As the most favorable competence valued by the students, the three most chosen categories of this competence are listed below:

a. Treating all students in the same ways

This category was one of the most chosen ones, and through this category, conforming to the students' choice; the students preferred the figure of an English teacher who can be fair to all the students with no exceptions.

b. Being creative in teaching

The ability to be creative in teaching was considered appropriate by the students as the necessity for an ideal English teacher in order to get rid of the boredom and exhausting atmosphere in teaching and learning activity.

c. Being humble and kind

The figure of an English teacher who is humble and kind apparently considered influential by the students. The kind of an English teacher who is not bragging him/herself, humble and being kind to the students seems to be favored by the students as an ideal English teacher.

2. Pedagogical Competence

As the second favorable competence, here are listed the three most chosen categories to represent this competence, namely:

a. Being attractive and enjoyable in teaching

In order to gain students' comprehension about the related material and to boost up students' enthusiasm in learning, English teacher is expected to be attractive in delivering the material. Not only being attractive, but also the sense of comfortable atmosphere is required to keep the students engaged in the learning.

b. Understanding about students' needs

The students have their own limits and lack in language learning, that is why for the English teacher to deeply apprehend the students' needs is influential. It is necessary to achieve such worthwhile and effective result in each learning activity.

c. Being capable of knowing the students' characteristics

Understanding each of the students' characteristics might be influential for the English teacher to decide the best teaching strategy and method to be performed in the classroom. Relevant ways of handling the students may be showing some significant progress of the learning.

3. Professional Competence

a. Being attractive in teaching

Related to the previous explanation "being attractive in teaching" is necessary to gain students' attention to the learning activity itself. The more attractive the teaching is, the better the outcome becomes. That is why for an English teacher to come up with many attractive instructional activities is influential to derive the effectiveness in language learning.

b. Being knowledgeable and open-minded

Avoiding the monotonous teaching ways and presenting some new knowledge or information in every learning is an effective way of upgrading students' understanding of many things and not only focus on one thing. In

line with that, the kind of English teacher who is open-minded is also favorable. The ability to adjust with some new information is quite necessary to be an ideal English teacher to bring the students to have a deep understanding before deciding something.

c. Using simple language

Conforming to the previous explanation that students have their limits in language learning, and understanding students' limits is an effective way to decide the teaching scenario. Regards to this, language use or word choosing in delivering lessons will determine how deep the students' understanding about the concerned subject. The more elusive the language used by the English teacher, the more bewildered the students become, and as the result, the goals that the English teacher intends to achieve are difficult to derive.

4. Social Competence

a. Respecting the differences amongst students

Each student possesses different knowledge, abilities, competence, backgrounds, etc. The English teacher needs to be aware of that kind of thing, because if the English teacher is not aware about it, it tends to cause disintegration between the English teacher and students, and students tend to be demotivated in learning.

b. Being communicative and sociable

Being communicative and sociable is influential for an English teacher to build a good relationship with other people or to fellow teachers. Through a good relationship with others, many problems can be overcome with some offer able solutions from others.

c. Contributing to the improvement of educational quality

The “teacher” is not the one whose job is just to teach, but in line with it, being a teacher is to give a worthwhile contribution to the improvement of the related field. Giving some worthwhile contribution to increase the quality of the education is a responsibility of every teacher to dedicate him or herself for the quality of education in this country.

In addition to the criteria above, here are also listed some criteria of what an ideal English teacher should be. These criteria were derived from the questionnaires, in the last part of the questionnaire where the students subjectively uttered their opinions of what the concept of an ideal English teacher is.

1. Personality competence

Conforming to the students’ perceptions, an ideal English teacher is expected to know all the students, be able to engage the students to speak English in such enjoyable ways, understand the students and their characteristics, be a good example for the students. Not only those criteria mentioned above as the expected criteria to be possessed by an ideal English teacher, but also in line with the

students, in order to be an ideal English teacher, the teacher should be humble and friendly and close to the students. Being straight to the point and tolerant to 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 kind in giving score. For the last, the students prefer the figure of an English teacher who can inspire the students to be fluent in English, have a determination to keep learning and once in a while perform some English jokes as the intermezzo during the lesson.

2. Pedagogical competence

In line with the students, an ideal English teacher should be giving more attention to the students' speaking and listening abilities, delivering the lesson clearly by using full English. For the students, an English teacher who has a deep understanding about the students' learning characteristics is the figure of an ideal language instructor. What is more about being an ideal English teacher regarding the students' perceptions conforming to the ability of the English teacher to re-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 teacher is expected to apply familiar media in teaching such as songs and movies, be able to build up the students' confidence to speak English, and know how to give appropriate corrective feedback toward grammatical errors.

3. Professional competence

Judging from the open-ended questions of the questionnaires, the results showed that for an ideal English teacher is expected to be able to introduce the culture of the target language, use British and American accents, enhance the 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, and have much experience in teaching. In addition, the students' concept of being an 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 problems in learning, teach grammar by using Indonesian, be flexible and not to use textbook constantly and practice more than theories. Withal, the capability of using literature in teaching, stimulating the students to perform the target language 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 necessary advocating to what the students agreed as the attributes for an ideal 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 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 managing the time efficiently, teaching phrasal verbs that commonly used (formal and informal). Additionally, in regards with the students' perceptions an ideal

English teacher should be giving more attention to the students who have less understanding about the lesson, giving no homework, using no formal test, understanding the related course perfectly and giving clear instructions. Moreover, an ideal English teacher should be using PowerPoint selectively, not being a score-oriented teacher and being able to use English slang terms are considered influential to enhance the students' knowledge about the target language itself to be better.

4. Social competence

Additionally, the concept of an ideal English teacher in line with the students is the one who is able to receive the students' correction. Moreover, an ideal English teacher in line with the students is the one who is willing to share experience in classroom, not being rushed in delivering the lesson, respecting the students' opinions.

CHAPTER V

DISCUSSION

In this chapter, the results and findings of the research are being discussed to lead to the deep comprehension about the research and also sustained by some reliable and proper theories of the related concerns.

5.1 DISCUSSION

In this part, the four diverse competence are being discussed more deeply, and each of the competence is sustained by some proper theories to support the writer's argumentation about the findings of the research.

5.1.1 Personality Competence

The results of the first and second research questions showed that personality competence is the more dominant competence chosen by the students. Meanwhile, regarding the answers derived from the open-ended questions indicated that "personality categories" are the most mentioned ones compare to others as the necessary requirements for an ideal English teacher.

The psychological condition of a teacher determines the effectiveness in the teaching and learning activity (Klazzen & Tze 2012). For example, if there are no chemistry and feeling of trust between the students and the teacher, the learning

tends to be pointless and having literally no direction. The effective teaching and 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 their teacher, that is why the personality aspect of the teacher plays an influential role in the teaching field to build the connection and chemistry in the classroom.

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 individual. Each teacher possesses a different personality, and the personality 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 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 chemistry and connection with the learning are likely to obtain to make a successful instructional activity.

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 growth of the students (Arif et.al 2012 cited in Nelson 1964). Excellent personality is vital to be possessed by teachers to be effective in teaching and learning activity for 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.

5.1.2 Pedagogical Competence

Each time we discuss about teaching, pedagogical knowledge cannot be apart and it plays a paramount role in teaching field. Sufficient knowledge and understanding about pedagogical competence is essential in teaching field. It is all 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 and their learning styles, understanding students' needs, etc. Conforming to the findings of this current research indicated that students favor the English teacher who is enjoyable and attractive in teaching, and understanding about students' needs. This result correlates to Mullock (2003) finding that the students prefer a 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 instructional activities, because there are many differences not only in terms of age and level, but also in terms of different individual abilities, knowledge and preferences (Harmer, 2007). Understanding those things can assist the teacher to apply the correct teaching technique in the classroom.

5.1.3 Professional Competence

Based on the findings of the research, professional competence came up in the third place after pedagogical competence. Even though coming up in the third place the importance of this competence cannot be undermine, as well as the other

competence, this competence is also crucial in the teaching field, for each of the competence plays an essential role to create successful learning.

Professionalism in the field of expertise gives such important contribution to the qualities of the outcomes. Professionalism can be seen as overall identification 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 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 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 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 students prefer to have an English teacher who has broad knowledge of the target language vocabulary and grammar. Furthermore, conforming to the research conducted by Barnes & Lock 2013 also indicated that the students value the teacher preparation in performing instructional activities very highly. Great preparation before conducting the teaching and learning activity contributes to the

improvement of students' motivation in learning and the atmosphere of mutual respect toward the English teacher.

Above all, the professionalism of the English teachers depends on the teachers themselves, how they manage to be professional in the field and enhance their self-quality in contributing to the improvement of the education. For the professionalism of the teachers surely contributes to enhance the quality of the students.

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 one competence affects another and either do the others.

Human beings basically cannot be alone and need companions to live together with, and enhancing competency in this domain exceed someone's capability to succeed in school as well as the physical and mental conditions, success in work; and the harmony in the society (Huitt & Dawson 2011).

Furthermore, social skills are crucial to prepare young people to be mature and play their role appropriately in the workplace, family and community (Huitt & Dawson 2011 cited in Ten & Volman, 2007). For teachers, having excellent social competence improves the qualities of the teachers in the teaching field.

Meanwhile, there are many benefits of being capable of this competence, such as the problems faced by some teachers might be solved together with the assistance

from some other teachers in order to come up with the best way out. Such thing only happens if there is a good social relation among fellow teachers.

Moreover, another benefit from being good at this competence is that the person is easy to get much information about many things, and in particular, it can assist the teacher to perform effective teaching and learning activities. As for the result, the teacher can share non-monotonous knowledge in the classroom and the information can be comprehensible, because learning is obviously a social process when we get along with others and to get them cooperate with us (Huitt & Dawson 2011 cited in Bandura, 1986; Dewey, 1916; Vygotsky, 1978).

As we generally know that both teacher and students are still learning and one of the sources is through interaction with others, to share what we know and what we do not know. It shows that social competence also has an influential role in instructional activities to gain more knowledge we need; conforming to Klassen & Tze (2013) that human behavior such as teaching and learning behaviors are dependent on social context to achieve a significant and meaningful progress in both of them.

As mentioned in the previous paragraph, that each of the competence links to one another to create a complementary circle of competence in the teaching field, and each one of them has an essential role in the teaching field that also contributes to the qualities of the teachers.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusions from the researcher related to the research. Other things such as suggestions for further research that have the similar concern are also discussed in this chapter as the improvement for all the lack in this research to be improved for better.

6.1 Conclusions

This research was meant to figure out the concept of an ideal English teacher conforming to the students' perceptions. Many findings in this research were genuinely derived from the students' perceptions of what an ideal English teacher should be. In line with that, the results and findings of this research might become additional information for English teachers as the reflection to enhance the qualities and competence of English teachers and enrich their knowledge about the figure of an ideal English teacher from the students' side.

The results of the research indicated that personality competence was quite dominant from the other competence. Most of the students chose this competence more than the other competence as the most important one in the teaching field. In accordance with this, this result is also sustained by some other research about the crucial role of teachers' personality competence in teaching field that affects more

to create the figure of an effective teacher (Arif et.al 2012). Afterwards, pedagogical competence was favored in the second place, followed in the third place by professional competence, and in the last place is social competence.

Another finding of this research also revealed some certain criteria of an ideal English teacher regarding the students' opinions of the criteria they prefer to be owned by an ideal English teacher. Those criteria are:

- a. Treating all students in the same ways
- b. Being creative in teaching
- c. Being humble and kind
- d. Being attractive and enjoyable in teaching
- e. Understanding about students' needs
- f. Being capable of knowing the students' characteristics
- g. Being attractive in teaching
- h. Being knowledgeable and open-minded
- i. Using simple language
- j. Respecting the differences amongst students
- k. Being communicative and sociable
- l. Contributing to the improvement of educational quality

It is influential to be mentioned that although this research provides some advice and information for English teachers, but the findings of this research cannot be used as a generalization for all stages of educational institutions. The results and findings of this research might show some differences in comparison to other educational institutions as vocational, secondary or primary school.

Furthermore, it is eminently expected for English teachers to pay more attention to the students' thought about the figure of an ideal English teacher, and it can be used to increase the qualities of English teachers in this country. In accordance with it, the researcher also expects for the results of this research can be useful for the English teachers to be better in teaching in order to create such greatly qualified language learners.

6.2 Suggestions

The researcher is aware with the fact that this research is far away from perfect and there is still some lack in it. There might be some mistakes in the process of obtaining and analyzing the data as the result human error in this research and some other erroneous stuff. For the next researchers who determine to conduct the same kind of research with the same focus, it is eminently expected to improve the lack of this research to be better than before and increasing the explanation in this research to be more deeply elaborated.

Moreover, it is recommended for the next fellow researchers to continue this research by using the comparison of an ideal English teacher from female and male students. It might be quite a fascinating object to be analyzed and to prove whether the female students' concept of an ideal English teacher is conforming to the male students or not, and what aspect that the students appreciate the most to be found in an ideal English teacher. In the line with it, the next researchers are also suggested to conduct the research more deeply on the one specific

competence from the four mentioned competence above to get to know more about those competence by using various kinds of participants.



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APPENDICES

APPENDIX 1

The Mean Scores of the Questionnaire

Personality Competence

No	Criteria	N	Min	Max	Mean	SD
1	Charming and attractive	428	1,00	4,00	3,1659	,68647
2	Caring about students	428	2,00	4,00	3,6355	,50091
3	Being a good example in every aspect	428	2,00	4,00	3,4907	,57047
4	Being humble and kind	428	2,00	4,00	3,6449	,48879
5	Treating all students in the same ways	428	2,00	4,00	3,7734	,43017
6	Being confident	428	2,00	4,00	3,5514	,52092
7	Having a sense of humor	428	2,00	4,00	3,6168	,53268
8	Being creative in teaching	428	1,00	4,00	3,6285	,57654
9	Showing passion at work	428	1,00	4,00	3,5678	,54544
10	Being patient	428	1,00	4,00	3,6332	,51988
11	Motivating and providing long life lessons	428	1,00	4,00	3,5841	,56014
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$					3,5720	

Pedagogical Competence

No	Criteria	N	Min	Max	Mean	SD
1	Using various kinds of teaching methods	428	1,00	4,00	3,3832	,63681
2	Being up-to-date about the latest teaching Method	428	1,00	4,00	3,4696	,54452
3	Having broad knowledge in teaching	428	1,00	4,00	3,4953	,54962
4	Being attractive and enjoyable in teaching	428	2,00	4,00	3,7290	,45024
5	Using different methods for different kinds of Students	428	1,00	4,00	3,4720	,62849
6	Being capable of knowing the students' Characteristics	428	1,00	4,00	3,5093	,60242
7	Taking participation in educational events and Seminars	428	1,00	4,00	3,0607	,58157
8	Being up-to-date about educational issues	428	2,00	4,00	3,3972	,55278

9	Being responsive and having critical thinking about education	428	1,00	4,00	3,3785	,58610
10	Understanding about students' needs	428	1,00	4,00	3,6215	,52720
11	Correcting grammatical errors	428	1,00	4,00	3,3668	,59939
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$					3,4439	

Professional competence

No	Criteria	N	Min	Max	Mean	SD
1	Being knowledgeable and open-minded	428	3,00	4,00	3,6776	,46795
2	Being disciplined at work	428	1,00	4,00	3,2640	,63313
3	Being well-prepared on the concerned-subject	428	2,00	4,00	3,6636	,47797
4	Setting some certain goals for each learning	428	2,00	4,00	3,5537	,55550
5	Being attractive in teaching	428	2,00	4,00	3,6822	,51394
6	Using simple language	428	2,00	4,00	3,6659	,49641
7	Considering the students' current linguistic level	428	1,00	4,00	3,5280	,56986
8	Captivating the students' attention easily	428	2,00	4,00	3,5047	,57462
9	Using Indonesian selectively	428	1,00	4,00	3,2664	,61905
10	Using many sophisticated technology for Teaching	428	1,00	4,00	3,3061	,63634
11	Being good at English (orally or written)	428	2,00	4,00	3,6425	,50826
12	Using fully English during in the class	428	1,00	4,00	3,0000	,74971
13	Being disciplined and having very strict rules	428	1,00	4,00	2,1005	,81364
14	Encouraging the students to communicate in English	428	1,00	4,00	3,3154	,58956
15	Being well-experienced in teaching	428	1,00	4,00	3,4509	,57661
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$					3,3747	

Social Competence

No	Criteria	N	Min	Max	Mean	SD
1	Respecting the differences amongst students	428	2,00	4,00	3,6215	,49513
2	Having a good relationship with the fellow Teachers	428	1,00	4,00	3,4393	,53325
3	Adjusting to a new work environment easily	428	1,00	4,00	3,4673	,52689
4	Being communicative and sociable	428	1,00	4,00	3,6285	,50276
5	Being cooperative with fellow teachers about teaching and learning	428	1,00	4,00	3,3598	,55302
6	Taking part in social events	428	1,00	4,00	3,3178	,54490
7	Contributing to the improvement of educational quality	428	1,00	4,00	3,4883	,54093
8	Having a good relationship with the students' Parents	428	1,00	4,00	3,1098	,71097
9	Knowing each student	428	1,00	4,00	3,3598	,65392
10	Using social media for educational purposes	428	1,00	4,00	2,9182	,77752
	$\frac{\text{the total number}}{\text{the total items}} \times 100 =$				3.3710	

APPENDIX 2

The Percentage of the Questionnaire

PERSONALITY COMPETENCE

Criteria	Percentage %				Total
	SD	D	A	SA	
Charming and attractive	1.9	11.0	55.8	31.3	100.0
Caring about students		9	34.6	64.5	100.0
Being a good example in every aspect		3.7	43.5	52.8	100.0
Being humble and kind		5	34.6	65.0	100.0
Treating all students in the same ways		5	21.7	77.8	100.0
Being confident		1.2	42.5	56.3	100.0
Having a sense of humor		2.3	33.6	64.0	100.0
Being creative in teaching	9	2.1	30.1	66.8	100.0
Showing passion at work	2	1.9	38.8	59.1	100.0
Being patient	2	1.2	33.6	65.0	100.0
Motivating and providing long life lessons	5	2.1	36.0	61.4	100.0
Total	19.9	44.4	404.8	664	
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$	1.80	4.03	36.80	60.36	100.0

PEDAGOGICAL COMPETENCE

Criteria	Percentage %				Total
	SD	D	A	SA	
Using various kinds of teaching methods	1.2	4.9	48.4	45.6	100.0
Being up-to-date about the latest teaching method	2	1.6	49.1	49.1	100.0
Having broad knowledge in teaching	2	1.9	46.0	51.9	100.0
Being attractive and enjoyable in teaching		2	26.6	73.1	100.0
Using different methods for different kinds of students	2	6.5	39.0	54.2	100.0
Being capable of knowing the students' characteristics	5	4.2	39.3	56.1	100.0
Taking participation in educational events and seminars	7	11.9	68.0	19.4	100.0
Being up-to-date about educational issues		3.3	53.7	43.0	100.0
Being responsive and having critical thinking about education	2	4.7	52.1	43.0	100.0
Understanding about students' needs	2	1.4	34.3	64.0	100.0
Correcting grammatical errors	2	5.6	51.4	42.8	100.0
Total	25.2	48	507.5	542.2	
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$	2.29	4.36	46.13	49.29	100.0

PROFESSIONAL COMPETENCE

Criteria	Percentage %				Total
	SD	D	A	SA	
Being knowledgeable and open-minded			32.2	67.8	100.0
Being disciplined at work	9	7.5	55.8	35.7	100.0
Being well-prepared on the concerned-subject		2	33.2	66.6	100.0
Setting some certain goals for each learning		3.0	38.6	58.4	100.0
Being attractive in teaching		2.3	27.1	70.6	100.0
Using simple language		1.2	31.1	67.8	100.0
Considering the students' current linguistic level	2	3.0	40.4	56.3	100.0
Captivating the students' attention easily		4.0	41.6	54.4	100.0
Using Indonesian selectively	1.2	5.8	58.2	34.8	100.0
Using many sophisticated technology for teaching	1.2	6.1	53.7	39.0	100.0
Being good at English (orally or written)		1.4	32.9	65.7	100.0
Using fully English during in the class	2.1	21.7	50.2	25.9	100.0
Being disciplined and having very strict rules	22.4	51.2	20.3	6.1	100.0

Encouraging the students to communicate in English	7	4.4	57.5	37.4	100.0
Being well-experienced in teaching	2	3.5	47.2	49.1	100.0
Total	46.9	117.1	620	735.6	
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$	3.12	7.80	41.33	49.04	100.0

SOCIAL COMPETENCE

Criteria	Percentage %				Total
	SD	D	A	SA	
Respecting the differences amongst students		5	36.9	62.6	100.0
Having a good relationship with the fellow teachers	2	1.2	53.0	45.6	100.0
Adjusting to a new work environment easily	2	7	51.2	47.9	100.0
Being communicative and sociable	2	2	36.0	63.6	100.0
Being cooperative with fellow teachers about teaching and learning	7	1.6	58.6	39.0	100.0
Taking part in social events	5	2.6	61.7	35.3	100.0
Contributing to the improvement of educational quality	2	1.4	47.7	50.7	100.0

Having a good relationship with the students' parents	2.3	13.3	55.4	29.0	100.0
Knowing each student	2	9.1	45.1	45.6	100.0
Using social media for educational purposes	4.4	21.3	52.3	22.0	100.0
Total	28.7	64.5	497.9	441.3	
$\frac{\text{the total number}}{\text{the total items}} \times 100 =$	2.87	6.45	49.79	44.13	100.0



APPENDIX 3

STUDENTS' PERCEPTIONS OF AN IDEAL ENGLISH TEACHER

STUDENT QUESTIONNAIRE

ABBREVIATION:

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

Instruction: mark the answer (✓) for each number that you think the most appropriate one!

Male Female

A. PERSONALITY COMPETENCE

NO	DESCRIPTION	Categories			
		SD	D	A	SA
1	Charming and attractive				
2	Caring about students				
3	Being a good example in every aspect				
4	Being humble and kind				
5	Treating all students in the same ways				
6	Being confident				
7	Having a sense of humor				
8	Being creative in teaching				
9	Showing passion at work				

10	Being patient				
11	Motivating and providing long life lessons				

B. PEDAGOGICAL COMPETENCE

NO	DESCRIPTION	Categories			
		SD	D	A	SA
1	Using various kinds of teaching methods				
2	Being up-to-date about the latest teaching method				
3	Having broad knowledge in teaching				
4	Being attractive and enjoyable in teaching				
5	Using different methods for different kinds of students				
6	Being capable of knowing the students' characteristics				
7	Taking participation in educational events and seminars				
8	Being up-to-date about educational issues				
9	Being responsive and having critical thinking about education				
10	Understanding about students' needs				
11	Correcting grammatical errors				

C. PROFESSIONAL COMPETENCE

NO	DESCRIPTION	Categories			
		SD	D	A	SA
1	Being knowledgeable and open-minded				
2	Being disciplined at work				
3	Being well-prepared on the concerned-subject				
4	Setting some certain goals for each learning				
5	Being attractive in teaching				
6	Using simple language				
7	Considering the students' current linguistic level				
8	Captivating the students' attention easily				
9	Using Indonesian selectively				
10	Using many sophisticated technology for teaching				
11	Being good at English (orally or written)				
12	Using fully English during in the class				
13	Being disciplined and having very strict rules				
14	Encouraging the students to communicate in English				
15	Being well-experienced in teaching				

D. SOCIAL COMPETENCE

NO	DESCRIPTION	Categories			
		SD	D	A	SA
1	Respecting the differences amongst students				
2	Having a good relationship with the fellow teachers				
3	Adjusting to a new work environment easily				
4	Being communicative and sociable				
5	Being cooperative with fellow teachers about teaching and learning				
6	Taking part in social events				
7	Contributing to the improvement of educational quality				
8	Having a good relationship with the students' parents				
9	Knowing each student				
10	Using social media for educational purposes				

What do you think about an ideal English teacher:

APPENDIX 4

The Adapted Questionnaire

Australian Journal of Teacher Education

Appendix One: English Version of the Questionnaire

PART 1: ABOUT ENGLISH TEACHERS - DETAILS

For each item, please check one box which best matches your feelings.

Effective English teachers:	strongly agree	agree	slightly agree	no feelings	slightly disagree	disagree	strongly disagree
1. are friendly							
2. develop good relationships with students							
3. share personal experiences							
4. care about students							
5. are patient							
6. listen to students							
7. have a positive attitude in general							
8. have charisma							
9. understand the student's English education background							
10. understand the different student levels							
11. have a sense of humour							
12. are enthusiastic about EFL teaching							
13. give clear explanations							
14. use good examples							
15. use a variety of teaching methods							
16. use Korean selectively							
17. correct writing errors							
18. correct speaking errors							
19. teach grammar							
20. use group work							
21. encourage student participation in class							
22. encourage participation of students with low confidence							
23. talk slowly in English							
24. use easy words							
25. ask questions frequently							
26. ask questions then wait for volunteers to answer							
27. ask individual students to answer questions							
28. give students plenty of time to answer questions							



APPENDIX 5

The Data of the Population



APPENDIX 6

The School Profile

SMA NEGERI 3 MALANG



ISO 9001:2008, IWA 2

**DINAS PENDIDIKAN DAN KEBUDAYAAN
KOTA MALANG
PROVINSI JAWA TIMUR
TAHUN 2015/2016**

A. Sejarah Singkat

SMA Negeri 3 Malang, yang beralamat di jalan Sultan Agung Utara Nomor 7 Kota Malang, lahir pada tanggal 8 Agustus 1952 berdasarkan Surat Keputusan Menteri PP dan K Nomor 3418/B tertanggal 8 Agustus 1953. Pada saat itu bernama SMA B II Negeri Malang.

Sejarah perkembangan SMA Negeri 3 Malang secara kronologis dimulai setelah pengakuan kedaulatan Republik Indonesia pada tanggal 27 Desember 1949. Saat itu di kota Malang berdiri dua SMA yaitu SMA Republik Indonesia dan SMA Federal (VHO). Para pejuang TRIP, TP, TGP dan lain-lain yang sudah kembali ke sekolah, ditampung dalam satu SMA peralihan yang digabungkan ke SMA Federal.

Pada tanggal 8 Agustus 1952, Jurusan B (Pasti Alam) SMA B II dan SMA Peralihan digabungkan menjadi satu berdasarkan SP Menteri PP dan K Nomor 3418/B dan diberi nama SMA B II Negeri. Nama ini digunakan karena terdapat dua SMA yang telah mengalami perubahan nama, yaitu SMA A/C menjadi SMA I C dan SMA Federal menjadi SMA B I Negeri. Dua SMA B tersebut kemudian menjadi SMA I B dan SMA II B. Nama tersebut dirasa kurang tepat karena nama SMA I B seolah-olah kualitasnya lebih tinggi dari SMA yang lain. Akhirnya diadakan perubahan nama ketiga SMA yang ada di Malang berdasarkan usunya, yaitu: (1) SMA A/C menjadi SMA I A/C, (2) SMA I B menjadi SMA II B, dan (3) SMA II B menjadi SMA III B. Timbulnya SMA gaya baru pada tahun 1963 yang mengharuskan semua SMA mempunyai jurusan yang sama, yaitu budaya, social, ilmu pasti, dan ilmu pengetahuan alam), membuat nama tambahan A, B, dan C pada urutan nama keempat SMA di Malang. Dan nama SMA III B berubah menjadi SMA Negeri 3 Malang. Nama SMA Negeri 3 Malang mengalami perubahan lagi menjadi SMU Negeri 3 Malang berdasarkan SK Mendikbud Republik Indonesia Nomor 035/0/1997, dan kemudian kembali lagi menjadi SMA Negeri 3 Malang.

SMA Negeri 3 Malang sudah mengalami beberapa kali pergantian Kepala Sekolah yang secara kronologis sebagai berikut:

- Bpk. R. Koeswaondo 1952 s.d 1962
- Bpk. Soeroto 1962 s.d 1968
- Bpk. H. Soedarminto 1968 s.d 1978
- Bpk. Bambang Poerwono 1978 s.d 1986
- Bpk. H. Haroen Soemawinata 1986 s.d 1989
- Bpk. H. Abdullah Uki 1989 s.d 1993
- Bpk. H. Djohan Arifin 1993 s.d 1998
- Bpk. Drs. H. Moh. Saleh 1998 s.d 2005

- Bpk. Drs. H. Tri Suharno 2005 s.d 2009
- Ibu Ninik Kristiani, M.Pd 2009 s.d 2009
- Ibu Dra. Hj. Rr. Dwi Retno Ujian Ningsih, M.Pd 2009 s.d 2011
- Bpk. Drs. H. Moh. Sulthon, M.Pd 2011 s.d 2014
- **Hj. ASRI WIDIAPSARI, M.Pd. 2014 s.d sekarang**

Sejak tahun 2005, merupakan salah satu *Center of Cambridge International Examination (COCIE)*, yang ada di Indonesia. Sebagai *COCIE*, SMA Negeri 3 Malang berhak sebagai pelaksana ujian Internaional Cambridge (*Cambridge International Examination, CIE*) yang diikuti oleh beberapa sekolah RSBI. Dengan perkembangan yang terjadi saat ini, mulai tahun 2014 SMA Negeri 3 Malang melaksanakan ujian sertifikasi ICAS. ICAS bertujuan untuk mengapresiasi prestasi peserta didik yang berhasil mengikuti *International Competitions and Assessments for Schools (ICAS)* pada setiap *subject* yang telah diikuti (*English, Mathematics, Science, Writing, and Computer skills*), nilai ujian ICAS tersebut dapat dipakai untuk pertimbangan penambahan pada Nilai Akhir (NA) hasil perhitungan dari nilai tugas, ulangan harian, ulangan tengah semester dan ulangan akhir semester masing-masing mata pelajaran tersebut di atas pada semester genap sehingga nilai rapor peserta didik pada semester tersebut diharapkan dapat menjadi lebih baik. Penambahan pada Nilai Akhir didasarkan pada portofolio yang di dapat peserta didik tersebut.

Catatan:

- a. Untuk *subject English, Science, dan Writing* diatur sebagai berikut:
 - i. Untuk *subject English dan Writing* berkontribusi terhadap nilai Bahasa Inggris atau bahasa dan sastra inggris.
 - ii. Untuk *subject Science* berkontribusi terhadap nilai Fisika atau Kimia atau Biologi.

B. Visi

Menjadi sekolah unggul yang memiliki civitas akademika yang beriman, bertaqwa, berakhlakul karimah, berprestasi, berperan aktif di era global dan peduli pada lingkungan.

C. Misi

1. Menumbuhkan penghayatan dan pengalaman terhadap ajaran agama dan budaya bangsa yang diaplikasikan dalam kehidupan nyata.
2. Menumbuhkan semangat keunggulan kepada semua warga sekolah.
3. Melaksanakan proses pembelajaran secara efektif dan efisien dengan memanfaatkan beragam sumber.
4. Menumbuhkan pribadi yang mandiri dan bertanggung jawab.
5. Menumbuhkan budaya membaca, menulis, dan menghasilkan karya.
6. Menerapkan Teknologi Informasi dan Komunikasi (TIK) dalam proses pembelajaran dan pengelolaan sekolah.
7. Menyediakan sarana prasarana yang berstandar nasional pendidikan.
8. Menerapkan manajemen partisipatif secara profesional dan mengarah kepada manajemen mutu berstandar nasional pendidikan dengan 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 internasional.
10. Mengembangkan keterampilan berkomunikasi menggunakan bahasa Indonesia dan bahasa Inggris dalam bidang akademis maupun non-akademis.
11. Menumbuhkan semangat kepedulian lingkungan sosial, fisik, dan kultural.
12. Mewujudkan upaya pelestarian fungsi lingkungan dan/atau mencegah terjadinya pencemaran dan/atau kerusakan lingkungan hidup.

D. Nilai-nilai yang Dikembangkan

SMA Negeri 3 Malang mengembangkan nilai-nilai:

1. Religius
2. Jujur
3. Berprestasi
4. Bertanggung jawab
5. Kerjasama
6. Kreatif
7. Rasa senang
8. Persahabatan

9. Kebijakanaksanaan

10. Keseimbangan hidup

E. Tujuan yang ingin dicapai

1. Tercapainya implementasi Kurikulum 2013 secara bertahap, melaksanakan pembelajaran dengan pendekatan saintifik, Standar Isi, dan Sistem Penilaian Autentik berbasis kompetensi dan life skill.
2. Tercapainya peningkatan penggunaan model-model pembelajaran di luar KBM.
3. Tercapainya peningkatan kemampuan komunikasi berbahasa asing.
4. Tercapainya peningkatan keterampilan menggunakan media Teknologi Informasi dan Komunikasi (TIK).
5. Tercapainya peningkatan keterampilan menggunakan peralatan laboratorium.
6. Tercapainya peningkatan kemampuan guru menyusun rencana pelaksanaan pembelajaran dan alat penilaian.
7. Tercapainya peningkatan perolehan nilai rata-rata ujian nasional.
8. Tercapainya peningkatan kedisiplinan dan ketertiban peserta didik dalam mewujudkan program kesiapsiagaan.
9. Tercapainya peningkatan rata-rata nilai rapor kelas X, XI, dan XII.
10. Tercapainya peningkatan kuantitas dan kualitas fasilitas/sarana di lingkungan sekolah berstandar internasional.
11. Tercapainya peningkatan jumlah lulusan yang diterima diperguruan tinggi negeri melalui jalur SNMPTN, SBMTN, dan Seleksi Mandiri.
12. Tercapainya peningkatan lulusan yang memiliki double sertifikat (Nasional dan Cambridge)
13. Tercapainya internalisasi budaya tatakrma kepada warga sekolah khususnya peserta didik.
14. Tercapainya peningkatan kerjasama dengan orang tua, masyarakat sekitar, dan institusi lain.
15. Tercapainya pengembangan kualitas peserta didik dalam bidang penelitian ilmiah remaja, olimpiade mata pelajaran, seni, olah raga, social, dan agama.
16. Tercapainya peningkatan kegiatan 7K (keamanan, ketertiban, kedisiplinan, kekeluargaan, kerindangan, kebersihan, dan kesehatan).
17. Terwujudnya lulusan yang ber-IMTAQ, menguasai IPTEK, mampu bersaing di era global serta terwujudnya pengembangan kreativitas peserta didik dalam bidang KIR, keilmuan, seni, social budaya, olah raga, dan agama.
18. Terlaksananya pembelajaran yang aktif, inovatif, kreatif, efektif, menyenangkan dan bermakna yang berbasis TIK.

19. Terwujudnya budaya belajar, membaca, dan menulis.
20. Tercapainya peningkatan layanan Program Akselerasi.
21. Tercapainya pelaksanaan life skill dan pengembangan TIK.
22. Terwujudnya manajemen sekolah yang partisipatif, transparan, dan akuntabel.
23. Terwujudnya budaya jujur, ikhlas, sapa, senyum, dan santun.
24. Terciptanya budaya disiplin, demokratis, dan beretos kerja tinggi.
25. Terwujudnya keseimbangan IQ, EQ, dan SQ.
26. Terwujudnya kesejahteraan lahir batin bagi warga sekolah.
27. Terwujudnya hubungan yang harmonis antar warga sekolah yang berjiwa BHAWIKARSU.
28. Terwujudnya pelayanan yang cepat, tepat, dan memuaskan kepada masyarakat.
29. Terwujudnya kerja sama yang saling menguntungkan dengan instansi lain.
30. Tercapainya layanan kesehatan sekolah yang memadai.

E. Profil Sekolah

NPSN : 20533665

Status Sekolah : Negeri

Bentuk Pendidikan : SMA

Alamat : JL. SULTAN AGUNG UTARA NO. 7

RT / RW : 1 / 1

Dusun : -

Desa / Kelurahan : KLOJEN

Kecamatan : Kec. Klojen

Kabupaten : Kota Malang

Propinsi : Prop. Jawa Timur

Kode Pos : 65111

Lintang : -7.976100

Bujur : 112.635200

Website : <http://www.sman3-malang.sch.id>

F. Dokumen dan Perijinan

SK Pendirian Sekolah :

Tanggal SK Pendirian :

Status Kepemilikan : Pemerintah Daerah

SK Izin Operasional :

Tanggal SK Izin Operasional :

G. Data Rincian Sekolah

Bersedia Menerima BOS? : Ya

Waktu Penyelenggaraan : Pagi

Sertifikasi ISO : 9001:2008

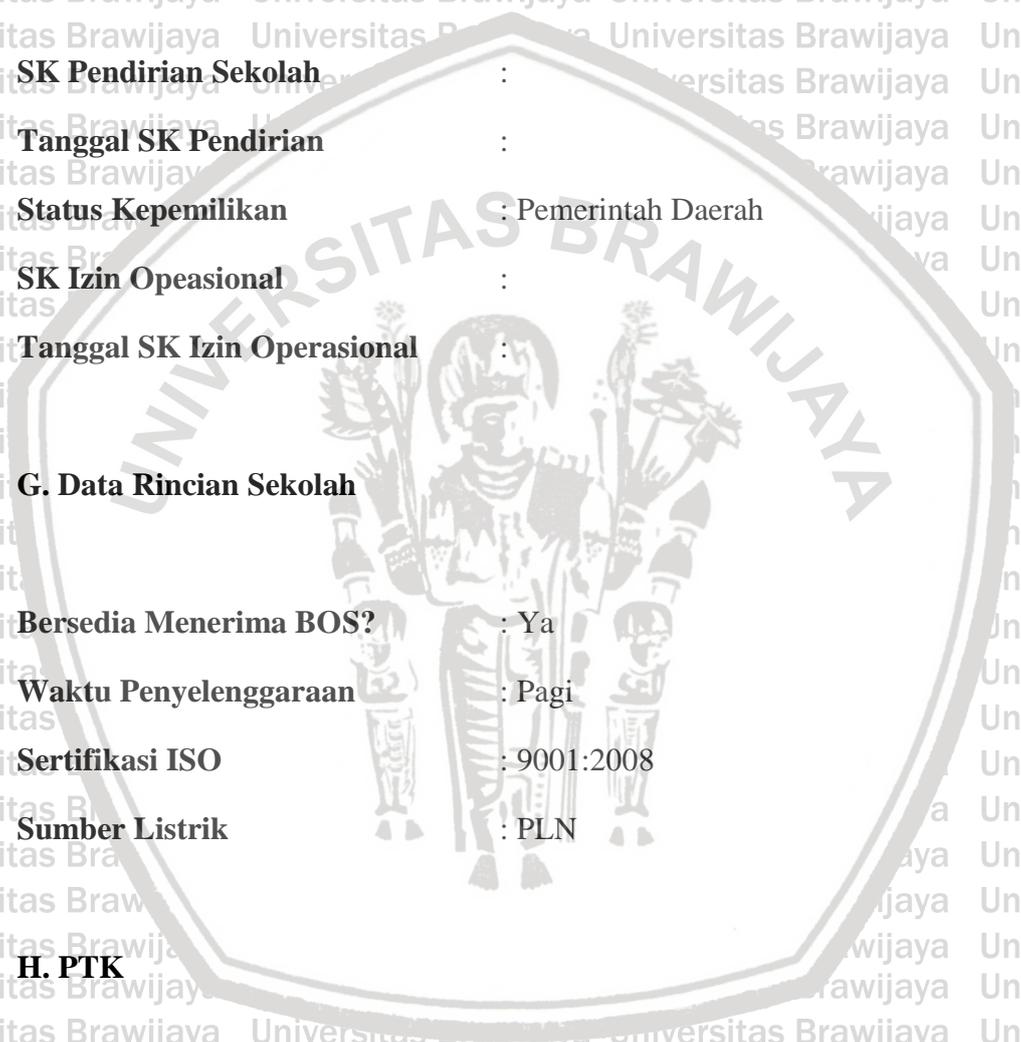
Sumber Listrik : PLN

H. PTK

Jumlah Total PTK : 81

Jumlah Guru : 61

Jumlah Pegawai : 20



Data Rekap Per Tanggal 05/06/2015 00:00:00

*: Guru dan Pegawai yang masuk dalam penghitungan rekap adalah Guru dan Pegawai yang sudah mendapat penugasan, berstatus aktif, dan mengajar di sekolah induk

I. Peserta Didik

Jumlah Total PD : 886

Jumlah PD Laki-laki : 356

Jumlah PD Perempuan : 530

PD Kelas X : 268

PD Kelas XI : 272

PD Kelas XII : 346

PD Kelas XIII : 0

J. Kualitas Kelengkapan Data Satuan Pendidikan

Persentase Indikator Kualitas Kelengkapan Data

Identitas Satuan Pendidikan : 77.78 %

Pendidik dan Tenaga Kependidikan : 95.41 %

Peserta Didik : 64.1 %

Sarana & Prasarana : 100 %

Persentase Rata-rata Kualitas Kelengkapan Data

Rata-rata : 84.32 %

Data Rekap Per Tanggal 05/06/2015 00:00:00

K. DATA PRESTASI TAHUN AJARAN 2015

No	Nama	Sekolah	Prestasi	Juara	Tingkat	Tahun
1	RIZALDY PRIMANTA	SMA N 3 MALAN G	LOMBA BLOG JB - ITC 2014	JUARA FAVORIT	KOTA	2014
2	YULIAN NAUFAL	SMA N 3 MALAN G	LOMBA BLOG JB - ITC 2014	JUARA FAVORIT	KOTA	2014
3	ALMIRA RACHMAH	SMA N 3 MALAN G	LOMBA TENIS	MEDALI PERAK POPDA JATIM	PROVINSI	2014
4	ALMIRA RACHMAH	SMA N 3 MALAN G	LOMBA TENIS	MEDALI EMAS POPWIL IV NTT	NASIONAL	2014
5	Nanda Adi Kurniawan	SMA N 3 MALAN G	OSN KEBUMIA N	MEDALI EMAS	NASIONAL	2014
6	Izzah Wahidiah Ruhmah	SMA N 3 MALAN G	OSN KEBUMIA N	MEDALI PERUNG GU	NASIONAL	2014
7	Moh. Miftahul Fahmi	SMA N 3 MALAN G	OSN ASTRONO MI	MEDALI EMAS DAN THE BEST THEORY	NASIONAL	2014

8	Hikari Arif Iman	SMA N 3 MALANG	OSN ASTRONOMI	MEDALI PERAK	NASIONAL	2014
9	Nindya Permata Bunda	SMA N 3 MALANG	OSN BIOLOGI	MEDALI PERunggu	NASIONAL	2014
17	Nindya P.B.S.U	SMA Negeri 3	Olimpiade Penelitian Siswa Indonesia (OPSI) Bidang IPTEK, Judul "Pemanfaatan Gelatin Cincau, Lidah Buaya dan Agar-agar untuk Mendeteksi Kualitas Pemisahan DNA"	1	Kota	2014
18	Ihya Fakhurizal Amin	SMA Negeri 3	Olimpiade Penelitian Siswa Indonesia (OPSI) Bidang IPTEK, Judul "Pemanfaatan Gelatin Cincau,	1	Kota	2014

			Lidah Buaya dan Agar-agar untuk Mendeteksi Kualitas Pemisahan DNA"			
19	Irza Sari Kautsar	SMA Negeri 3	Olimpiade Penelitian Siswa Indonesia (OPSI) Bidang IPS, Judul "Tingkat Motivasi Siswa SMAN 3 Malang dalam Kegiatan Bedhol Bhawikarsu "	3	Kota	2014
22	Nur Sophia Matin	SMA Negeri 3	Olimpiade Penelitian Siswa Indonesia (OPSI) Bidang IPA, Judul "Potensi Antosianin Pada Tablet Effervescent Kulit Ubi Jalar Ungu Sebagai	3	Kota	2014

			<p>Protector Hati dan Ginjal Tikus Putih Galur Wistar Yang Diinduksi Karbon Tetraklorida (CCl4)"</p>			
24	Laili Nur Rosidah	SMA Negeri 3	<p>Olimpiade Penelitian Siswa Indonesia (OPSI) Bidang IPA, Judul "Potensi Antosianin Pada Tablet Effervescen t Kulit Ubi Jalar Ungu Sebagai Protector Hati dan Ginjal Tikus Putih Galur Wistar Yang Diinduksi Karbon Tetraklorida (CCl4)"</p>	3	Kota	2014
		SMA N 3 MALAN	<p>Olimpiade Biologi Se Jawa-Bali</p>	JUARA 3	SE JAWA BALI	2015

		G	Univ Wijaya Kusuma Surabaya			
		SMA N 3 MALAN G	Olimpiade Biologi Se Jawa-Bali Univ Wijaya Kusuma Surabaya	JUARA 3	SE JAWA BALI	2015
		SMA N 3 MALAN G	Olimpiade Biologi ITS	JUARA 1	PROVINS I	2015
		SMA N 3 MALAN G	SHOOC, Master of Ceremony	JUARA 2	KOTA	2015
		SMA N 3 MALAN G	Biotechnolo gy Application Games	JUARA 1	SE JAWA BALI	2015
		SMA N 3 MALAN G	Biotechnolo gy Application Games	JUARA 2	SE JAWA BALI	2015
		SMA N 3 MALAN G	Biotechnolo gy Application Games	JUARA 3	SE JAWA BALI	2015
		SMA N 3 MALAN G	Karya tulis ilmiah LAPAN	JUARA 1	NASION AL	2015

Nanda Adi Kurniawan	SMA N 3 MALAN G	OSN KEBUMIA N	MEDALI PERAK	INTERNASIONAL	2015
Moh. Miftahul Fahmi	SMA N 3 MALAN G	OSN ASTRONO MI	MEDALI PERUNG GU	INTERNASIONAL	2015

L. DAFTAR KARYA ILMIAH TH. PELAJARAN 2015/2016

BULAN : September 2015

No	TG L	NAMA	No Hp	KELAS	JUDUL	EVEN
1.	25/9	<ul style="list-style-type: none"> •Khonsaa Aadila •Zahra Firdaus •Mirsa Ayu 		XI MIPA7	Pengaruh Pembuatan Pakan HOBİ(Hemat, Organik, Bergizi, dan Inovatif) terhadap Pertumbuhan Ikan Lele (<i>Clarias sp.</i>)	Jangkar 2015, Unair

2.	<ul style="list-style-type: none"> • Laras Ningrat Sayekti • Muhammad Alifian Remifita P • Dayinta Anisa Syaiful 			<p>Pemanfaatan Limbah Tulang Ikan Gurame (<i>Osphronemus Goramy</i>) Sebagai Bahan Pembuatan Snack Yang bergizi tinggi Dalam Upaya Menciptakan Ekonomi Kreatif Melalui Prinsip Ekonomi Biru.</p>	<p>Jangkar 2015, Unair</p>
3.	<ul style="list-style-type: none"> • Maria Puspita • Alraniri Nafi • Azizah Khusnul 	082336136336	XI IIS	<p>Strategi “Branding” Dalam Bidang Pemasaran Untuk Menghadapi Persaingan Pasar Bebas Asean (MEA) 2015</p>	<p>Management Olimpiad, FE. UNAIR</p>
4.	<ul style="list-style-type: none"> • Silva Amalia • Ainun Nisa Fitri • Ayu Savitri Dewi 		XI IIS	<p>Efektivitas Pengelolaan Manajemen Keuangan Dalam Menghadapi Masyarakat Ekonomi ASEAN</p>	<p>Management Olimpiad, FE. UNAIR</p>
5.	<ul style="list-style-type: none"> • Fidelis Dwi P.S. • Maulidina Marlita F. • Talitha Syahda B. 	081945362724 08122842	XI IIS	<p>Kesiapan Manajemen SDM dalam Menghadapi MEA 2015</p>	<p>Management Olimpiad, FE. UNAIR</p>

			7331			
6.		<ul style="list-style-type: none"> • Sri Desi Rama Dani • Devi Yuspita Lendriyati • Debita Aisyiyah Putri Ayu 	082139116560		Strategi di Bidang SDM dalam Menghadapi MEA 2015	Management Olimpiad, FE. UNAIR
7.		<ul style="list-style-type: none"> • Ahya Zhilalikabar A • Nurul Asri Kholifah 		X C	Karakterisasi Senyawa Bioaktif Antiageing Dari Kelor (<i>Moringa oleifera</i>) Berbasis In-Silico	OPSI tingkat Kota Malang (Juara 1)
8.		<ul style="list-style-type: none"> • Indarta, • ArdhiaFefrineMukti, • DhilaAuliraRahmah 			FORTIFIKASI DAUN DAN BIJI KELOR SEBAGAI BAHAN PEMBUATAN TEMPE GUNA MEMPERKAYA MANFAAT TEMPE DAN MENGURANGI RESIKO PENYAKIT <i>Arthritis gout</i>	
9.		<ul style="list-style-type: none"> • IhyaFakhrurizal Amin ; • NindyaPermataBunda Surya 			ANALISIS SISA MAKANAN DI KANTIN SEKOLAH DAN PERILAKU	(Oktober 2015) juara I OPSI Kota Malang

Utami)

MAKANSIS
WA SMA
NEGERI 3
MALANG
TERHAD
P
KETAHAN
AN
PANGAN



APPENDIX 7

The Recommendation Letter



PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN

Jl. Veteran No. 19 Telp. (0341) 560946, Fax. (0341) 551333
Website : <http://diknas.malangkota.go.id> | Email : disdik_mlg@yahoo.co.id
Kode POS : Malang 65145

REKOMENDASI

Nomor : 074 / 0056/ 35.73.307 / 2016

Menunjuk surat dari Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang tanggal 11 Januari 2016 Nomor 0041/UN10.12/AK/2016 Perihal : Permohonan Ijin Penelitian, maka dengan ini kami berikan ijin untuk melaksanakan kegiatan dimaksud kepada:

1. Nama : Christian Edison Bani
2. NIM : 125110507111041
3. Jenjang : S1
4. Prodi. / Jurusan : Pendidikan Bahasa Inggris
5. Tempat Pelaksanaan : SMA Negeri 3 Malang
6. Waktu Pelaksanaan : Januari s.d April 2016
7. Judul : Students' Perception Of An Ideal English Teacher

Dengan ketentuan :

1. Dikoordinasikan sebaik – baiknya dengan Kepala SKPD / Sekolah;
2. Tidak Mengganggu proses belajar – mengajar;
3. Berlaku selama tidak menyimpang dari peraturan;
4. Selesai melaksanakan penelitian / Observasi / KKL / KKN, wajib menyampaikan laporan kepada Kepala Dinas Pendidikan Kota Malang.

Demikian untuk dilaksanakan sebagaimana mestinya.

Malang, 11 Januari 2016

A. KEPALA DINAS PENDIDIKAN
Kota Malang



Tembusan :

1. Kepala SMA Negeri 3 Malang
2. Dekan Fakultas Ilmu Budaya Universitas Brawijaya Malang
3. Yang bersangkutan

APPENDIX 8**The Brief List of Thesis Writing Process****BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama : Christian Edison Bani
2. NIM : 125110507111041
3. Program studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Figur guru bahasa Inggris ideal
5. Judul Skripsi : The Students' Perceptions of an Ideal English Teacher
6. Tanggal Mengajukan : 10 September 2015
7. Tanggal Selesai Revisi : 30 Mei 2016
8. Nama Pembimbing : Dr. Esti Junining, M.Pd

No	Tanggal	Materi	Pembimbing	Paraf
1	10 September 2015	Pengajuan judul	Dr. Esti Junining, M.Pd	
2	28 Desember 2015	Persetujuan judul	Dr. Esti Junining, M.Pd	
3	31 Desember 2015	Proposal konsultasi 1	Dr. Esti Junining, M.Pd	
4	07 Januari 2016	Proposal konsultasi 2	Dr. Esti Junining, M.Pd	

5	15 Januari 2016	ACC bab 1	Dr. Esti Junining, M.Pd
6	16 Januari 2016	Konsultasi bab 2	Dr. Esti Junining, M.Pd
7	21 Januari 2016	Konsultasi bab 2	Dr. Esti Junining, M.Pd
8	25 Januari 2016	Konsultasi bab 2 dan 3	Dr. Esti Junining, M.Pd
9	28 Januari 2016	Konsultasi bab 3	Dr. Esti Junining, M.Pd
10	02 Februari 2016	ACC bab 1,2 dan 3	Dr. Esti Junining, M.Pd
11	05 Februari 2016	Seminar proposal	Dr. Esti Junining, M.Pd
12	17 Maret 2016	Konsultasi bab 4	Dr. Esti Junining, M.Pd
13	18 Maret 2016	Konsultasi bab 4	Dr. Esti Junining, M.Pd
14	23 Maret 2016	Revisi bab 4 dan konsultasi bab 5	Dr. Esti Junining, M.Pd
15	30 Maret 2016	Revisi bab 4 dan 5	Dr. Esti Junining, M.Pd
16	07 April 2016	ACC bab 4 dan 5	Dr. Esti Junining, M.Pd
17	15 April 2016	Seminar hasil	Dr. Esti Junining, M.Pd
18	25 April 2016	Revisi bab 1-6	Dr. Esti Junining, M.Pd
19	03 Mei 2016	Ujian skripsi	Dr. Esti Junining, M.Pd

20	30 Mei 2016	Penjilidan skripsi	Dr. Esti Junining, M.Pd
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Telah dievaluasi dan diuji dengan nilai:



Malang, Juni 2016

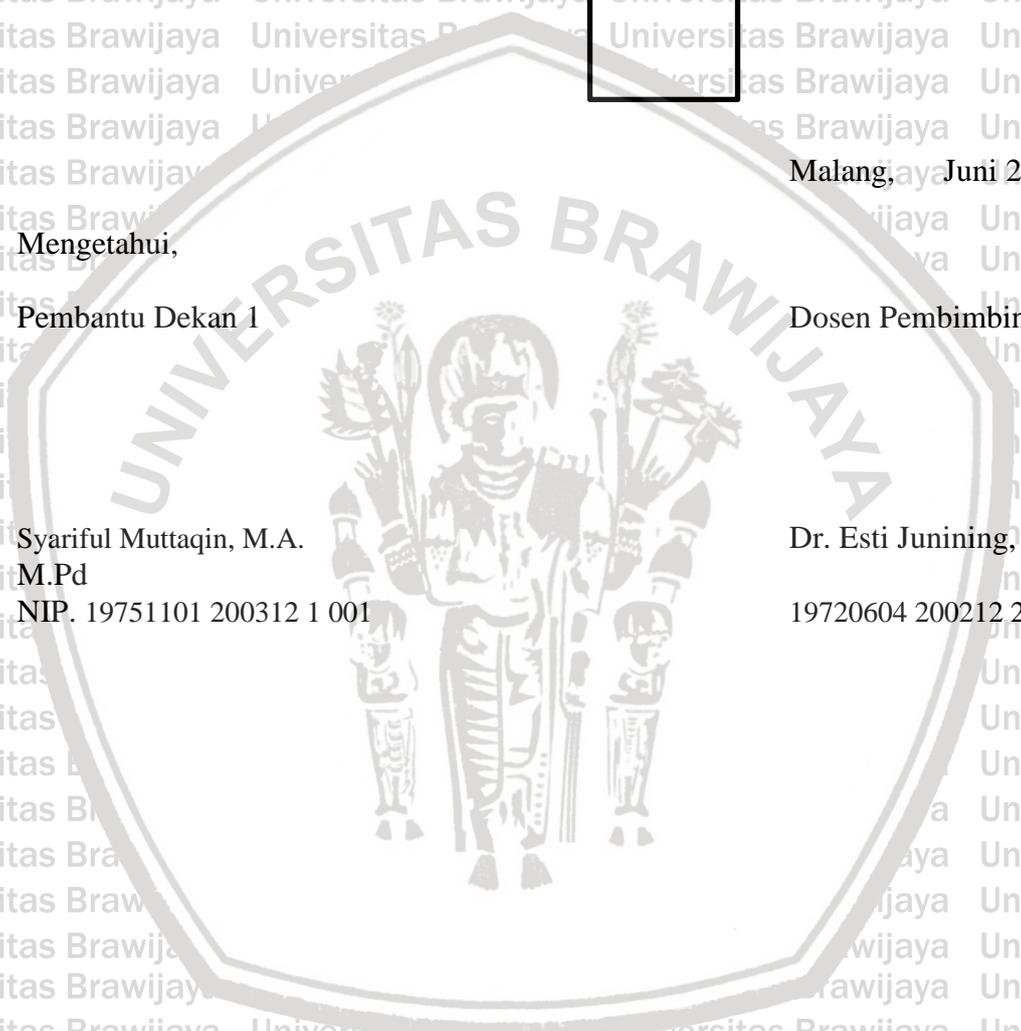
Mengetahui,

Pembantu Dekan 1

Dosen Pembimbing

Syariful Muttaqin, M.A.
M.Pd
NIP. 19751101 200312 1 001

Dr. Esti Junining,
19720604 200212 2 001



APPENDIX 9

The Research Admission Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib_ub.ac.id

Malang, 11 JAN 2016

Nomor : 091 /UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Dinas Pendidikan dan Kebudayaan
Jalan Veteran nomor 19
Kota Malang, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Christian Edison Bani
NIM : 125110507111041
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"STUDENTS' PERCEPTION OF AN IDEAL ENGLISH TEACHER"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.



Dekan
Prof. Ir. Ratya Anindita, M.S., Ph.D
NIP. 19610908 198601 1 001

Tembusan : Yth.
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Surat Pernyataan

Saya, yang bertandatangan di bawah ini:

Nama : Christian Edison Bani
NIM : 125110507111041
Semester : VII (Tujuh)
Program Studi : S1 Pendidikan Bahasa Inggris

dengan ini menyatakan bahwa berkaitan dengan penyusunan skripsi Program S1 saya yang berjudul:

"STUDENTS' PERCEPTION OF AN IDEAL ENGLISH TEACHER"
akan menjaga kerahasiaan data yang saya peroleh dan jika terjadi penyalahgunaan terhadap data tersebut, saya bersedia untuk ditindak sesuai dengan hukum yang berlaku di Indonesia.

Pernyataan ini saya buat atas kesadaran saya akan etika penelitian yang berlaku.

Tanggal pernyataan:

Yang membuat pernyataan:



Christian Edison Bani
125110507111041

Mengetahui:



Prof. Ir. Ratya Anindita, M.S., Ph.D)
NIP. 19610908 198601 1 001

Ketua Program Studi
S1 Pendidikan Bahasa Inggris



Dr. Sugeng Susilo Adi
NIP. 196805212008011004

APPENDIX 10

The Research Official Letter



**PEMERINTAH KOTA MALANG
DINAS PENDIDIKAN
SMA NEGERI 3 MALANG**

Jl. Sultan Agung Utara No. 7 Telp (0341) 324768, Fax (0341) 341530
Website : www.sman3-malang.sch.id E-mail : humas@sman3-malang.sch.id



No.Dok	Revisi
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SURAT KETERANGAN PENELITIAN

Nomor : 070/ 370 /35.73.307/SMAN3/2016

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Malang, menerangkan bahwa mahasiswa dengan identitas dibawah ini :

Nama : CHRISTIAN EDISON BANI
NIM : 125110507111041
Jenjang/Prodi/Jurusan : S1 . Pendidikan Bahasa Inggris
Univ./ PT. : Univ. Brawijaya Malang

yang bersangkutan telah mengadakan PKL/ KKN/ penelitian/ survey/ observasi ilmiah *) di SMA Negeri 3 Malang berkaitan dengan tugas akademisnya, dengan keterangan sebagai berikut :

Judul/ Topic/ Fokus : Students' Perception of An Ideal English Teacher

Waktu kegiatan : Januari- April 2016
Pemandu Lapangan : Drs. Basuki Agus PP., M.Pd

Demikian keterangan ini untuk dipergunakan sebagaimana mestinya

Dikeluarkan di : Malang
Pada tanggal : 21 Mei 2016
Kepala Sekolah,



*) coret yang tidak perlu

