

**Students' Perception on Teacher Characteristic  
in Teaching English  
(A Descriptive Research at Eight Grade of  
SMP Pesantren Guppi Samata Gowa)**



**A THESIS**

*Proposed as the Fulfillment to Accomplish Sarjana Degree  
At Faculty of Teacher Training and Education  
Makassar Muhammadiyah University*

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2018**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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27/9-18		- abstract - chapter I - scope of problem - the method	
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Day/Date	Chapter	Note	Signature
Thursday, 12th, 2018		<ul style="list-style-type: none"><li>- Some corrections in Finding</li><li>- Add more discussion by relating the finding with the theory used in Chapter 2</li><li>- Revise Conclusion &amp; suggestion</li></ul>	
6 Dec, 2018		<ul style="list-style-type: none"><li>- Some corrections</li><li>- Still revise the discussion &amp; conclusion &amp; suggestion</li><li>- Still some corrections</li></ul>	

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Day/Date	Chapter	Note	Signature
19 Dec, 2018		- Still make key points the discussion	
20 Dec, 2018		- Still some correcting - still little corrections (revise)	
21 Dec, 2018		- ok - learn your thesis well & prepare yourself to be examined - make power points	

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## ABSTRACT

**Ritah**, 2018. *Students perception on Teacher Characteristic in Teaching English (A Descriptive Research at Eight Grade of SMP Pesantren Guppi Samata Gowa)*. Guided by Nur Qalbi and Radiah Hamid.

This research aimed to know about the Students Perception on Teacher Characteristic in Teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa .

The method of this research was Descriptive Method. The population of this research consisted of the students of Eight Grade at SMP Pesantren Guppi Samata Gowa in 2018/2019 academic year. In this research, the researcher used Purposive Sampling Teqhnique, where the researcher chose 1 class to make as a sample. In this research, the researcher took 24 students from VIII B.

Based on data analysis, it was found that the mean score of the questionnaire of students perception on Teacher Characteristic of patience was 89,17% It means excellent because 89,17% is in the range 81% to 100% means that teacher' patience is excellent, creative was 78,75% it means good and empathy 85% it means excellent. It indicated that students had positive response about teacher characteristic in teaching English. The findings showed that students need a patience teacher in English teaching. The students also said that games can make their class better and fun to study.

Keyword : Students perception, Teacher Characteristic, Teaching English

## ACKNOWLEDGEMENT



### *In the name of Allah, Most Gracious, Most Merciful*

Alhamdulillah Robbil ‘Alamin, thanks giving to Allah SWT for grace in writing this thesis. Shalawat and salam are addressed to the final chosen religious messenger, the Prophet Muhammad SAW who has changed the human life from the darkness to the lightness.

The writer received advice and guidance from a number of people from various participations in the process of preparation and completion of this thesis. The writer wants to say the greatest thanks to her parents (Muh Tahir and Hj. Ida) who give the best support, prayers, and sacrifices during her life. My greatest thanks to Nur Qalby S.S., M.Hum as my first consultant and Dra. Radiah, M. Pd as my second consultant who has guided me patiently and gave valuable suggestion, encouragement, and correction for the completeness of this thesis. The writer realizes that many hands had given their helps and useful suggestion for the completion of this thesis. Without the assistance of these people, this thesis would never have existed. Therefore, the writer would like to express her appreciation and sincere thanks to all of them particularly:

1. Dr. H Abd Rahman Rahim, SE., MM. The Rector of the Muhammadiyah University of Makassar.
2. Erwin Akib, S.Pd, M.Pd, the Dean of Teacher Training and Education Faculty (FKIP).
3. Ummi Khaerati Syam, S. Pd., M. Pd the Head of English Education Department of FKIP UNISMUH Makassar.
4. My heartfelt thank to all lectures of the FKIP UNISMUH especially to the lectures of English Department and all staff of Muhammadiyah University of Makassar for their guidance during the years of my study.

5. My deep appreciation for the Headmaster, English Teacher, and all the students of SMP Pesantren Guppi Samata Gowa especially for class VIII B who have spared their time and activities for being subject of this research.
6. Special thanks to the examiners who have taken an important role in finishing my study.
7. I would like to express my deepest and affectionate thank to my beloved parent, Muh Tahir (my father) and Hj.Ida (my mother), my beloved sister for their prayers, unfailing love, sacrifice and continual understanding.
8. Thanks to all of my friends in C class (CROWN,all of Magang 3 friends, P2K friends and the others. You have taught me the meaning of togetherness.

Finally, the writer surrenders everything to Allah SWT and the writer hope it will be useful ting for the writer herself and for all to improve education quality.

Gowa, September 2018

**RITAH**

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## CHAPTER I

### INTRODUCTION

#### A. Background

Teacher's duties and teacher roles from day to day are heavier. Along with the development of science and technology requires people must continue to learn, especially teachers who have the task to educate and teaching, a little careless in educating to be left with developments, including students being taught. According to Januari (2015 : 3) Teacher is a educators not just a transmitter of material. Teacher make the students smart and also have a good personality. This implies that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

In general teachers try to do their work better every day. They have good interest in their students and this drives them to a constant search for more motivating activities, more efficient teaching methods, and better designed materials for their classes. Teachers who have competencies in carrying out his profession can affect the achievement of goals education. However, being a teacher is not easy as the people think. There are some competence need to be had by the teacher, such as professional competence, pedagogical competence, personality competence, and social competence. A teacher will become a model

for the students. The students will see how the teacher carries a big responsibility in the classroom.

From previous experience when apprenticed at SMP Pesantren Guppi Samata the researcher chose English teacher characteristic because every teachers had a different characteristic in teaching English. So most students did not understand from the way they teach so the researchers will use the personality competence of teacher characteristic consisting of creative, patience and empathy. McGillicuddy and Devine(2013), determined five factors of passion for teaching and learning, the social and moral dimension, reflective practice, effective planning and management, and love of children. After reviewing this research, three major themes emerged. Good teaching characteristics relate to a teacher's ability, personality and relationship with students.

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

Some research studies used teaching evaluation through students' perception because the researchers aware that what students think are about should not be ignored, because of students has their own perception to improve

teaching skill all educators should see, hear, and consider what their students think about. The teacher should be ready to be evaluated. Based on the explanation above, the writer is interested in conducting a research entitled "*Students' Perceptions on Teachers Characteristic in Teaching English at Eight Grade of SMP Pst. Guppi Samata Gowa*". This research was designed to determine teacher characteristics which focus in personality competence.

### **B. Problem Statement**

Based on the previous background, the researcher formulate research question as follow : How is the students' perceptions on teacher characteristic in teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa?

### **C. Objectives of the Research**

The objectives of the study are to find out the students' perceptions on teacher characteristic in teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa.

### **D. Significant of the Research**

In this research, the writer hopes it can give benefits. They are practical and theoretical benefits.

#### **1. Practical Benefit**

There are some practical benefits.

- a. For the writer himself, can get large knowledge the students' perceptions of teacher characteristics in teaching English.

- b. For the readers, they will get large knowledge and information about the students' perceptions of teacher characteristics in teaching English.
- c. For the teacher and the learner, the result of this research will help the teachers and the learners to solve the problem in teaching-learning process.

## 2. Theoretical Benefit

- a. The result of the research can be useful for the English teacher in giving additional input in teaching English based on the students' perception about teacher characteristics in teaching English.
- b. The writer hopes that this research will be one of references for other researcher who will conduct the same object with different perspectives.

## **E. Scope of the Research**

The characteristics of the teachers can be seen on the teachers' competences which was the researcher focus on the personality competences of teacher. It was evaluated based on the students' perception in teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa.

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter include previous related research finding, some pertinent ideas and conceptual framework would be explain as below :

#### A. Previous Related Research Findings

Many researchers have been conducting studies related to this research, there are as follow:

1. Amoo & Rahman ( 2004) in their journal with the tittle, *Teachers' Characteristics and Students' Attitude towards Economics in Secondary Schools*, found that, the students' perception of the teachers' characteristics could influence their attitude toward Economics or any other school subject. Students more often than not judge their teachers in such areas as the teachers' knowledge of the subject matter, communication ability, the choice of appropriate teaching method and the general classroom management skills. A teacher who is rated high on these indices in the perception of the students is likely to enjoy the confidence, respect and admiration of students.
2. In addition, according to Joni, (2008) in his journal with the tittle, *Resureksi Pendidikan Profesional Guru* said that he needs special attention, because most of the personality is not formed through direct learning in the context of formal education, but most are formed as a result of accumulated escort learning experience gained on preposition

and previous education are formed even in a family environment. It is necessary therefore, personal competence observed with in-depth interview with mixed approach, while others competence is approached quantitatively.

3. Besides that, Mulyasa (2008) in her journal with the title, *Standar Kompetensi dan Sertifikasi Guru* said that the personality competence the basis for three other kinds of competence. In this case, a teacher is demanded to explain learning process, and the most important thing is how a teacher makes a learning process the site of a student's competence formatting and personality quality improvement. The hope of a teacher's personality competence is the personality ability (pertinacious, stable, mature, wise, and prestigious) and becomes a teacher having ethics for his or her students in other to emerge positive attitude for students. Experience shows that problems such as motivation, discipline, social behavior, achievement and continuous study desire source from a teacher's personality.
4. Moreover, Liando (2010:134) in his journal with the title, *Students' Vs Teachers' Perspectives on Best Teacher Characteristic in EFL Classroom* found that students mentioned the best teachers should show personal attributes such as being nice, friendly, patient, and fair as well as academic elements like making the course more interesting and challenging students academically. Meanwhile in teachers' perspective has shown that several behaviors of teachers, verbal or nonverbal,

influenced students who were studying English. Both teachers and students believed that a quality teacher should display personal as well as academic attitudes. Both parties also considered that there were certain verbal and nonverbal immediacy behaviors teachers performed which could be the source of motivating as well as demotivating the students.

5. The last, Gorton (1983) in his journal with the title, *Teachers' Characteristics and Students' Attitude towards Economics in Secondary Schools*: found that, rightly pointed out that if a person is to be successful in his chosen career, that individual also needs a set of ethical beliefs or standards for guidance or direction in the appropriate use of competences. A competent teacher seeks to know his learners' behaviour during the teaching and he or she must perceive the individual learner in an holistic way since gender neutral has affective, cognitive and psychomotor talents. Also, students' participation in the instructional process is critical and their perception thereof presents methodological challenges when they are underprepared. The knowledge of the way the students think and perceive can aid the teacher to reflect upon and adjust the teaching strategies to enhance students' understanding and achievement.

From some previous result finding above, what are students' think about the teachers cannot be ignored. Believe or not what are the students' think, what the students want about teachers can be a foundation to the teachers to evaluate their self. The One thing that makes this research



different from previous research is that researchers will use personality competence in teacher characteristic consisting of creative empathy and patience.

## **B. Some Pertinent Ideas**

### **1. Concept of Perception**

#### a. Definition of Perception

There are some definition that are given by several experts as follows:

According to Robbins (1995) perception is the process taken by individuals to govern and and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people response information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with environment perception allows people to take the sensory information in and make it into something meaningful.

According to Barry (1998) find that perception is the set of process by which we recognize, organize, and make stimuly in our environment the key distinction between the two main theories of perception the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is define variously by different scholars as Chee, et.al (2002) state that perception of stimuli that can be influenced by an

individuals mental awareness, past experience, knowledge, motivation, and social interactions. The perception of an individual eventually give rise to an individuals attitudes. Millikan (2004) also state that perception is way of understanding natural sign, or better of translating natural sign into intentional signs.

According to Leavitt (2002) find that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Ross (1995) finds that in the science of psychoogy, there are terms of processing the information received fro the observations, one of the terms is perception. Perception is a psychological function that stars from the sensation, continued multiple stimulat once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

Slameto (2003) finds that perception is the process to imput message or information to human brain by the human perception that continuously make relation with the environment. This relation done by the four of

sense those are sense of sight, sense of feeling, sense of smell, and sense of touch.

Perception from the Latin *perceptio, percipio* is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. Perception is the ability to see, hear, or become aware of something through the sense, the way in which something is regarded, understood, or interpreted (Oxford Dictionary, 2016). Perception is the process through which the information from outside environment is selected, received, organized and interpreted to make it meaningful to people.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something, the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by

means of which a person identifies things and objects, the sensations refer to.

#### b. Factors Affecting Perception

According to Hussein (2017) state that, there were individual differences in perceptual abilities. Two people may perceive the same stimulus differently. The factors affecting the perceptions of people are:

##### 1. Perceptual Learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

##### 2. Mental Set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

##### 3. Motives and Needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food

items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

#### 4. Cognitive Styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

The students' perception can be one of students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching.

#### c. Types of Perception

According Goldstein (2007) state that, there are five types of perception follow :

##### 1. Depth Perception

This is the ability for a person to perceive distance. It is extremely important for one to discern distances in the real world, like the distance between me and another person and the space between objects. Included in depth/spatial perception is the ability to perceive moving objects, like vehicles driving on roads. Factors like first,

second, and third dimensions come into play in our understanding of depth perception.

We know that depth perception appears early in human development, although the idea of being cautious when there is danger of falling seems to develop later in infancy. In a famous demonstration, psychologists Eleanor Gibson and Richard Walk placed infants on a Plexiglas-topped table that appeared to drop off sharply on one end. (See the accompanying photo.) Reactions to the *visual cliff* occurred mainly in infants older than 6 months old enough to crawl.

When the ball image suddenly appeared to move directly toward the infant's face, the reaction was increased heart rate and obvious anxiety. This suggests that some ability for depth perception is probably inborn or heavily influenced by genetic programming that unfolds in the course of early development. Digging deeper into the problem of depth perception, we find that our sense of depth or distance relies on multiple cues. We can group these depth cues in two categories, either *binocular cues* or *monocular cues*.

## 2. Movement Perception

We understand when objects are in movement because particular objects appear in different places at different times. This is a natural process that we learn since birth. It is only through this ability that an individual can understand the world around him or her and perceive dangers or threats in movement, which is key for survival.

In a phenomenon called apparent motion, we perceive objects as moving when really they are stationary. It becomes an illusion then, as we perceive objects that are not moving to in fact be moving. An example of this is when we are moving fast on a bus or a car and the trees, plants, and houses we pass by appear to be moving in the opposite direction. Obviously, those objects are not moving, but we perceive them as indeed in motion.

Another cool example of this is movies we watch, or what used to be called “moving pictures.” The movement of the figures in films appear to be moving, but they really are not. What movies really are are a real of film pictures moving very, very fast to produce a movement feeling known as stroboscopic motion or the phenomenon. It is the same case for moving-picture booklets, where the artists flips through the edges of a book and it gives the appearance of activity from the drawings.

### 3. Form Perception

This is the ability to recognize objects in a particular form within a certain environment. According to Gestalt psychologists, different laws govern how we perceive different patterns within space.

The law of proximity holds that when we perceive a collection of objects, we will see objects close to each other as forming a group. This also affects how we view pictures and films. If you were to magnify pictures on a computer screen to a large depth, you would see

pixels forming the picture together. When we look at one complete image, we don't see each individual pixel; rather we see it as one whole object based on the law of proximity.

The law of similarity states that elements will be grouped perceptually if they are similar to each other. Color plays a big role in this grouping. Think again to the pixels that make up a photograph. Looking closely, the pixels in one area are all similar or closely related shades of the same color to make up that one element of the image.

The law of figure-ground captures the idea that when we perceive a visual field, some objects take a prominent role (the figures) while others recede into the background. For example, if you were getting a picture taken of yourself near a lake with beautiful hills and mountains behind you, then you would be the central figure of the photo, while the water, mountains, sky, and other scenery would be the ground.

The law of closure holds that when we capture objects that are not complete, we perceptually close them up so that we perceive shapes in a picture that are not actually there. A classic example of this is aligning three pac-man, incomplete circles into a pyramid and then using your perception to sense the triangle that they form, although no triangle is physically present in the picture.



#### 4. Time Perception

We perceive time in, seconds, minutes, and hours which pass into days weeks months and in years and even in centuries. Time is perceived in terms of Past, Present, and Future Perception of time is less in children than elders Several factors influence time perception: Subjective (age, activity, motivation, intelligence), and Objective.

Time perception, experience or awareness of the passage of time. The human experience of change is complex. One primary element clearly is that of a succession of events, but distinguishable events are separated by more or less lengthy intervals that are called durations. Thus, sequence and duration are fundamental aspects of what is perceived in change.

Manifestly, duration is relative to the events people isolate in the sequences through which they live: the duration of a kiss, of a meal, of a trip. A given interval always can be subdivided into a sequential chain delimiting briefer durations, as with the regular units that provide empirical measures of time: the second, the day, the year. Indeed, human experience is not simply that of one single series of events, but of a plurality of overlapping changes. The duration of a radio program, for example, can combine with that of a breakfast, both being inserted within the longer period of an ocean voyage.

Humans seem to be unable to live without some concept of time. Ancient philosophies sought to relate the concept of time to some

objective reality to which it would correspond. Other philosophers of the 18th and 19th centuries sought to explain the notion of time as arising from association and memory of successive perceptions.

A move to empirical psychology emerged with the growth of research on the introspective data of experience. From about mid-19th century, under the influence of the psychophysical notions of Gustav Theodor Fechner, psychologists conducted experiments to study the relationship between time as perceived and time as measured in physics. Their work with adults gradually spread to the study of children and of animals. The psychologists then broadened their investigations of time to cover all forms of adaptation to sequence and duration.

## 5. Size Perception

The perceived size of objects depends on a number of factors. Perhaps the most important of these is the visual angle subtended by the object on the retina. All other things being equal, the object that subtends the larger visual angle will appear larger. If you have already clicked on the visual angle, above, you know that the visual angle is dependent on two factors. 1. The actual size of the object and 2. the distance the object is from the eye.

Another factor effecting perceived size is size constancy. This phenomenon results in objects of known size tending to appear constant in size regardless of their distance. So, for example, if you are looking at

your friend and that friend starts walking away from you, the friend does not, at the same time, start to appear smaller even though the visual angle subtended by that friend is getting less and less.

Actually I made a small error in the above statement. Size constancy does not result in perceived size remaining constant regardless of distance. If the distance is large, enough known objects will appear smaller. If you have ever looked at the ground, say from the Empire State Building or the Eiffel Tower or similar very tall edifices, you would have noticed that people on the sidewalks and cars in the streets look very small, indeed. They almost appear as ants.

Another factor that can influence perceived size is perspective. One of the situations where this could be experienced is in a tunnel. The bricks lining the walls of the tunnel will subtend small and smaller visual angles the further they are from your eye. In fact, these converging lines are often used by artists to create the illusion of distance in their paintings. If you have clicked on the word perspective already, you will have noted that if objects of constant size are placed in an environment where there are strong perspective cues these objects can appear larger at greater distances.

## **2. Concept of Teacher Characteristics**

Teachers' characteristics can be identified through teachers' competences. Teachers/lecturers competence as referred to in UUD No. 14 of 2005 on Chapter IV, Article 8, further clarified in article 10,

paragraph 1, which states that "the competence of teachers/lecturers includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education".

### **1) Pedagogical Competence**

According Mulyasa (2007) that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential.

Components included in the pedagogical competency, namely :

- 1) Controls the characteristics of learners from the physical aspect, the spiritual moral, social, cultural, emotional and intellectual
- 2) Control of learning theories and principles of learning that educates
- 3) Develop curriculum related to the subject matter.
- 4) Conducting educational learning
- 5) Utilize information and communication technology for the sake of learning
- 6) Facilitate the development of potential learners to actualize their potential
- 7) Communicate effectively, empathetic, and manner with the students
- 8) Conducting the assessment and evaluation processes and learning outcomes

9) Utilize the assessment and evaluation for the sake of learning

10) Take action to improve the quality of reflective learning

For the purposes of analysis of the pedagogical concepts used measurement indicators, among others; level of understanding of learners, instructional design, and implementation of educational learning the diagnosis, evaluation of learning and development of learners to actualize their potential.

## **2) Personality Competence**

Modeling an educator or teacher is needed by their students. Therefore, an educator needs to have the capability with regard to the development personality. This is a personal competence of personal competence, namely with regard to the personal ability of self-understanding, self-acceptance, self-direction and self-realization (Surya, 2003:138 in Hamidi and Indrastuti, 2012). While the PP. 19 of 2005 states that personal competence includes personal steady, stable, mature, wise, authority and example.

Then Komara (2007) states that, personal competence includes steady, noble, wise and prudent, dignified, stable, mature, honest, becoming role models for students and the community, to objectively evaluate their own performance, and develop themselves independently and sustainably. Measurement of personal competence used in this study include:

- 1) Steady and stable personality, as measured by the indicators act in accordance with norms (laws), social norms, happy to work as a teacher and has a consistency in the act.
- 2) Adult personality, as measured by indicators show independence in acting as educators and have a work ethic as an educator.
- 3) Personality wise as measured by the indicator displays the actions that are beneficial to the students, school and community and demonstrates openness in thinking and acting.
- 4) Authoritative personality as measured by the indicators have a positive attitude towards the students, and behaviors that are respected.
- 5) Competence relating to the noble character, as measured by indicators, which act in accordance with religious norms and behaviors that can be followed by learners.

According to Ilorin & Edu (2013), they described eleven of lecturer/teacher characteristics based on the personal competence. Those are patience, mentorship, intellectual curiosity, role model, creative, confidence, compassion, maturity, enthusiasm, empathy, positive mental attitude.

a) Patience

The most important of quality that a lecturer/teacher should have is patience. A lecturer/teacher does more than teaching. As a matter of fact, the lecturer/teacher duty is “man making”. Man making has two

aspects. The first is to impart knowledge in the various domain a student want and the others character building. (Chathanadath, 2016)

b) Mentorship

Myen (2016) said in his article that mentorship is the key to career success. Oyen (2012) mentoring is a natural part of her job, and arguably one of the most important aspects of her day as a lecturer/teacher in the Department of Engineering at the University of Cambridge. She mentored many students every day. In her article, she said that mentoring does not contribute to the students' funding portfolio, but relationships built with students through mentoring can't help but contribute significantly to the total group output.

c) Intellectual curiosity

What is intellectual curiosity? The intellectually curious person has a deep and persistent desire to know. She asks and seeks answers to the "why" questions. And she doesn't stop asking at a surface level but instead asks probing questions in order to peel back layers of explanation to get the foundational ideas concerning a particular issue. (Austin, Michael W: 2014).

d) Role model

A role model is a person who inspires and encourages us to strive for greatness, live to our fullest potential and see the best in ourselves. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment to excellence and through their

ability to make our own personal growth. We look to them for advice and guidance.

e) Creative

The creativity of teacher is crucial to success in teaching and learning process. Without creativity, the class will feel boring. Creative teachers are able to conjure up any frozen class condition to be exciting, festive and very meaningful even memorable for students. Creative teachers always keep up with the times. Always look for fresh ideas as new science and insights to be delivered to students. Creative teachers do their best for themselves, especially the students.

f) Confidence

Effective teachers teach is with confidence. Teaching without confidence is not much fun. Teaching confidence is not easy, the teacher should know the ingredients and components of effective instruction, prepare teacher well, listen to what students have to say about the teacher's teaching and their learning.

g) Compassion

Compassion is empathy in action, and your actions don't have to be big or life-changing. Compassion is all about realizing that we ultimately all want the same things out of life (love, safety, health, happiness) and responding in an appropriate way.



#### h) Maturity

According to Anna Landers in Fiqry's (2011) articles, maturity is the ability to control anger and settle differences without violation or destruction. Maturity is humility. A mature person is able to say "I am wrong", He is also able to say "I am sorry" and when he is proved right, he does not have to say "I told you so". Maturity means dependability, integrity, keeping one's word. The immature have excuses for everything. They are chronically tardy, the no-shows, the gutless-wonder who fold in a crisis. Their lives are a maze of broken promises, unfinished business, and former friends. Maturity is the ability to live in peace with that we cannot change.

#### i) Enthusiasm

According to Tjiptadinata Effendi in *kompasiana* said that enthusiasm is the most important force in life. Therefore, it can be the key to success. For that reason, the enthusiasm is very important owned by the teacher. An enthusiastic person will be passionate or eager to do something. Likewise, a teacher who is teaching enthusiastic means passionate or passionate in his task of carrying out learning.

#### j) Empathy

Empathy means 'the ability to understand and share the feelings of another' (as in both authors have the skills to make you feel empathy with their heroines). Teaching by empathy helps the teacher to understand the

students. Understand how the students learn, how the students receive the course. What the students want.

k) Positive mental attitude.

Positive Mental Attitude is a self-confident, honest, and constructive state of mind, in which the person makes and guards it by his own chosen method, done with his own strength of intention, based on his own adapted motivation. Based on the explanation above, if the teacher has positive mental attitude, the teacher will be a memorable teacher.

### **3) Professional Competence**

Professional competence is the mastery of learning materials is broad and deep, covering mastery of curriculum content and substance of scientific subjects philosophically . According to Wijaya and Rusyan (1992) that the ability of professionals to be possessed teacher in the learning process are: control of materials, manage learning programs, managing the classroom, using a media source, mastering the foundations of education, managing the interaction of learning teaching, assessing student achievement for the sake of teaching participants, knowing the functions and programs, guidance and counseling services, and organizes the school administration know and understand the principles and interpret the results of educational research for teaching purposes. Indicators used to measure the level of professional competence includes understanding of the teaching materials appropriate curriculum, understand the concepts and

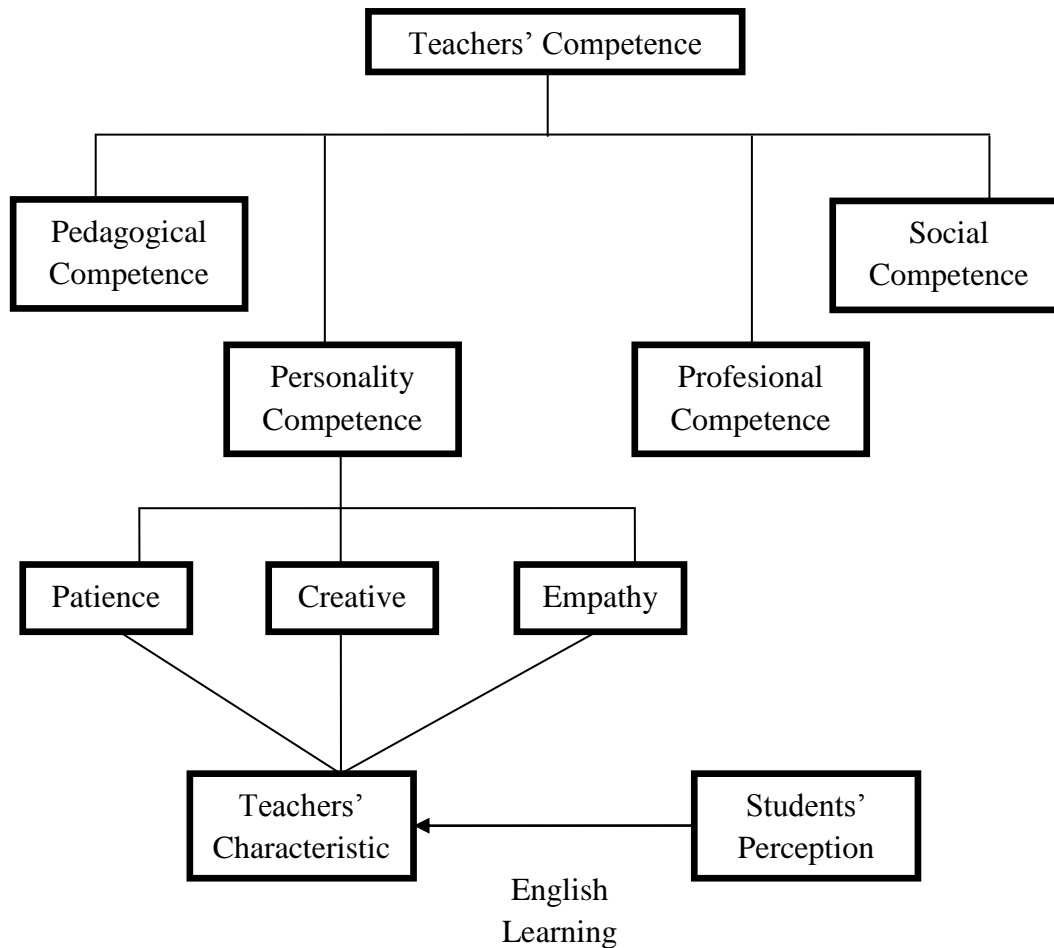
linkages with other sciences, as well as mastering the steps in the research and critical analysis to explore teaching materials.

#### **4) Social Competence**

Professional teaching in the field, in addition to the need to have a pedagogic competence, personality and professional competence is also needed competencies related to social activities (Social competence). Social competence is required by a person's ability to succeed in dealing with others, including skills in social interaction and social responsibilities (Surya : 2003:138 in Hamidi and Indrastuti, 2012). In that Regulation no 19 of 2005 stated that, social competence includes the ability to communicate, get along in school and society.

Mulyasa (2008) states that social competency is the ability of teachers as part of the public to communicate and interact effectively with others include: learners, fellow teachers, parents/ guardians of the students and the community. Indicators used in the measurement of social competence of teachers include the ability to communicate and interact effectively with students, fellow teachers and education personal and the parents/guardians of the students and the community

### C. Conceptual Framework



**Figure 2.1 Conceptual Framework**

In the conceptual framework, the students and teachers have a relationship with the teachers in the classroom. Teachers have four competences that can be evaluated by using the students perception. However, in this research just focus on the personality competence as a teachers' characteristics. The personality competence related to the teachers performance in classroom teaching which is divided into three aspects. Those are patience, creative, and empathy.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this part, the researcher explain about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

#### **A. Research Design**

Based on the title, the researcher chose Descriptive Method as design method because it is comparable to collect the data from the students' perception. According to Arikunto (2013:3) descriptive terms derived from the English term to describe which means describing a thing, such as circumstances, conditions, situations, events, and others. The purpose of this research design is to find out the students perception of teachers' characteristic in teaching english.

#### **B. Population and Sample**

##### **1. Population**

Population is a complete set of elements (person or object) that possess some common characteristic defined by the sampling criteria establish by the researcher. The population is an aggregate or totality of all the objects, subjects, or member that conform to a set of specifications. In this research, the population is the students' of SMP Pesantren Guppi Samata Gowa who join in the classroom. There are two classes of Eight Grade with the number of students is 46 people.

## 2. Sample

The researcher used the Purposive Sampling Technique. Purposive Sampling also known as judgmental, selective, or subject sampling technique. Non-probability sampling focuses on sampling techniques where the units investigated are based on the judgment of the researcher. In this research, the sample is one class of the Eight Grade of SMP Pesantren Guppi Samata Gowa. It is B Class with the number of students is 24 people. The researcher believes by using Purposive Sampling Technique then the purpose of this study can be achieved. In accordance with Sugiyono (2011:300), purposive sampling is a technique of taking sample data sources based on consideration or focus of a particular sample. The goal is to maximize information, not to facilitate generalization, because the research is the students' perception of Teacher Characteristic in Teaching English, where the researcher wants to collect information about the students' perception. So this technique is in accordance with this research.

### **C. Instrument of the Research**

In this study, the researcher uses questionnaire and interview as techniques in collecting the data.

#### 1. Questionnaire

Based on the problem statement of the research, the researcher wants to know about the students' perception of teachers' characteristics in teaching English through the questionnaire. A questionnaire is required to collect data

from the students or participants. The questionnaire aims to give the opportunity for the researcher to gather data from a number of people and the good thing about descriptive questionnaire is that they are flexible and can be word in different ways to allow participant to responses. The researcher use Likert Scale to get data questionnaire from the students. Likert scale is used to measure attitudes, opinions, and perceptions of a person or group of people about social phenomena. in research, this social phenomenon has been specified specifically by the researchers, hereinafter referred to as research variables (Sugiyono, 2015:134). Likert Scale usually have five potential choices (strongly agree “SA” (5), agree“A” (4), Undecided “UnD” (3), disagree “DS” (2), strongly disagree“SDS” (1)) 'but sometimes go up to ten or more. The results of questionnaires are analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

The statements of questionnaire of this research consisted of closed-ended question form. The statements of questionnaire allow the respondents to answer the question (John: 2012). It consist of 10 numbers statements of closed-ended questionnaire.

## 2. Interview

Interview as the second instrument is given to the students. This interview consisted of five questions only, that cover question and feedback as the problem statement refer in this research. The interview is given for all the students. Each student have time around 3-5 minutes in answering the interview.

## **D. Data Collection Method**

### 1. Questionnaire

For data collection, the researcher used questionnaire as instrument method. The researcher give questionnaire for the sample that consist of 10 closed-ended questions, the researcher give 60 minutes for the students to answer the question based on their own think. In gathering the data, the researcher use the following procedures:

- a. The researcher give questionnaire to the sample of the research.
- b. The researcher collect the questionnaire
- c. The researcher analyze the data
- d. The researcher classify the answers based on the questions.
- e. The researcher do the data and make conclusion.



## 2. Interview

The interview section held after the data from the questionnaire. The researcher asks five questions which prepared by researcher before. Therefore, the researcher interviewed the students directly, while recording the interviewing audio visual devise/record.

## E. Techniques of Data Analysis

To analyze the data, the researcher employed the formulas as follows:

### 1. The Likert Scale and scoring

**Table 3.1 Likert Scale**

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Partially agree	3
4	Disagree	2
5	Strong disagree	1

(Sugiono, 2012:135)

### 2. Determined the ideal score. Ideal score is score used to count the score to determine rating scale and total answering. The formula used was:

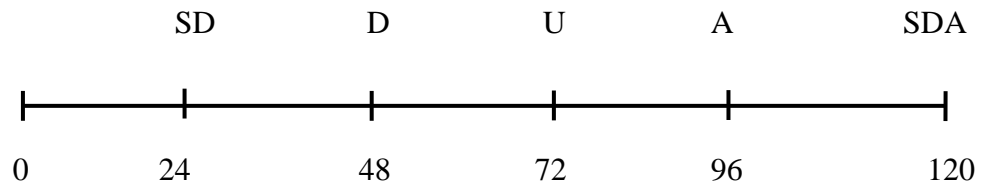
$$\text{Criterion score} = \text{Scale score} \times \text{total of respondent}$$

(Sugiyono, 2012:137)

**Table 3.2 Criterion Score**

<b>Forms</b>	<b>Scale</b>
5 x 24= 120	Strongly agree
4 x 24= 96	Agree
3 x 24 = 72	Partially agree
2 x 24 = 48	Disagree
1 x 24 = 24	Strong disagree

3. The next step identified the rating scale and interval distance.



(Sugiyono, 2012:137)

**Table 3.3 Rating Scale Interval of Agreement**

<b>Answer Score</b>	<b>Scale</b>
97-120	Strongly agree
73-96	Agree
49-72	Partially agree
25-48	Disagree
0-24	Strong disagree

4. After the researcher administrating the fulfilled the questionnaire, the researcher counted the total answer for each answer category which existed in each aspect.

5. Then, the data obtained from the questionnaires analyzed by using the percentage technique.

$$\text{Percentage} = \frac{\text{Total Score}}{\text{Total ideal score}} \times 100\%$$

(Sugiyono, 2012:137)

6. The analytical process of the students' perception of English Teacher' characteristics classified into:

**Table 3.4 Interpretation Score**

No.	Category	Interpretation Score
1	Excellent	81%-100%
2	Good	61%-80%
3	Fair	41%-60%
4	Poor	21%-40%
5	Very poor	< 20%.

(Riduwan: 2012:15)

The use of the interpretation score above is to measure how well the teacher does three aspects (patience, empathy, creative) of teachers' characteristics in teaching english. For instance, if the interpretations score of patience is in the range 81% -100% means that the teacher's patience is excellent. Moreover, if the teacher's empathy is in the range 61% - 80%, it means good. On the contrary, if the creative is in the range 21%-40% the teacher's creative is poor.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The finding covers the data of teacher' personality competence characteristics in teaching English which consists of patience, empathy, and creative. The result of the research data shows how well the teacher patience, how well the teacher gave empathy to student, and how well the teacher showed her creative in teaching English. The researcher took English teacher at Eight Grade of SMP Pesantren Guppi Samata Gowa. The students' perception could be seen clearly in the following explanation:

#### 1. The Students' Perception on Teacher Characteristics at Eight Grade of SMP Pesantren Guppi Samata Gowa

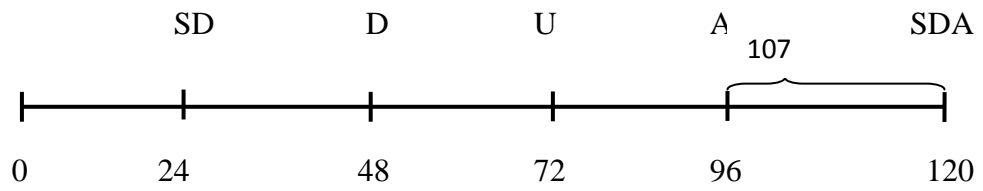
##### 1.1. Patience

Teacher' characteristics in patience for at Eight Grade of SMP Pesantren Guppi Samata Gowa can be seen clearly in the following table:

**Table 4.1 Students' Perception of Teacher' Patience**

Patience		Average	%
1	2		
105	109	107	89,17%

From the table above, it shows that the average of students' perception about Teacher' patience is 107. To identify the agreement level of respondents can be seen below.



**Figure 4.1 Agreement Level of Respondents about Teacher' Patience**

From the figure above, it can be seen that the most respondents strongly agree with the patience of teacher. Meanwhile, the percentage agreement level in the table shows 89,17%. It is categorized excellent because 89,17% is in the range 81% to 100% means that teacher' patience is excellent.

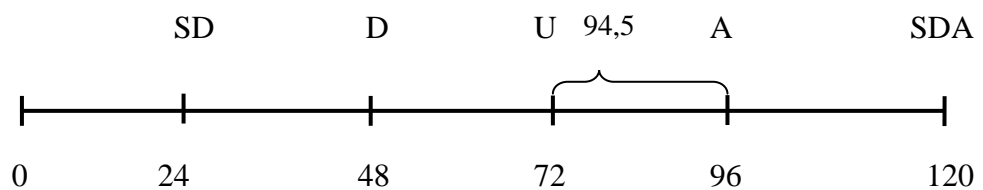
**2.2. Creative**

Teacher' characteristics in creative for at Eight Grade of SMP Pesantren Guppi Samata Gowa can be seen clearly in the following table:

**Table 4.2 Students' Perception of Teacher' Creative**

Creative						Average	%
1	2	3	4	5	6		
101	109	75	100	95	87	94,5	78,75%

The data in the table above shows that the average of teacher' creative is 94,5. To identify the agreement level of respondents can be seen below.



**Figure 4.2 Agreement Level of Respondents about Teacher' Creative**

From the figure above, it can be seen that the most respondents agree with the creative of teacher. Meanwhile, the percentage agreement level in the table shows 78,75%. It is categorized good because 78,75% is in the range 61% to 80% means that teacher' creative is good.

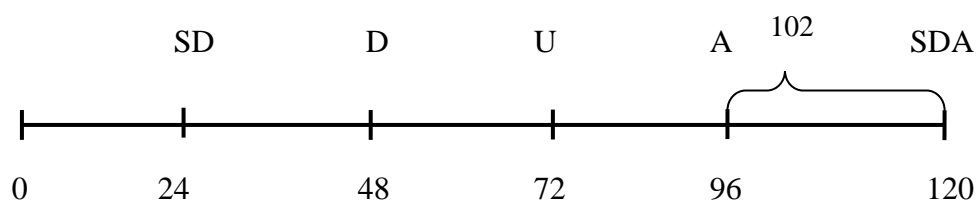
### 1.3 Empathy

Teacher' characteristics in empathy for at Eight Grade of SMP Pesantren Guppi Samata Gowa can be seen clearly in the following table:

**Table 4.3 Students' Perception of Teacher' Empathy**

Empathy		Average	%
1	2		
101	103	102	85%

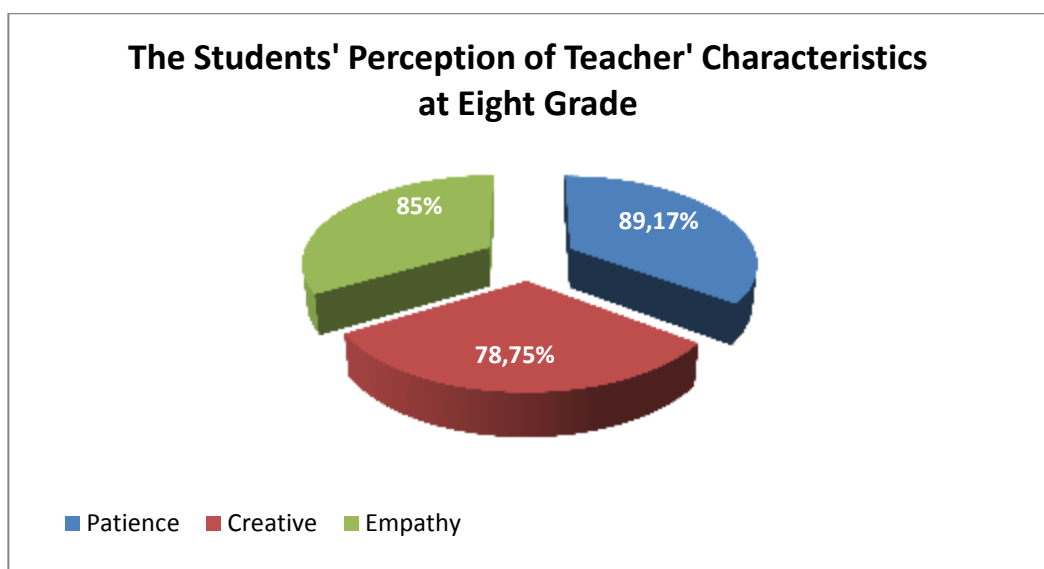
The data in the table above shows that the average of teacher' empathy is 102. To identify the agreement level of respondents can be seen below.



**Figure 4.3 Agreement Level of Respondents about Teacher' Empathy**

From the figure above, it can be seen that the most respondents strongly agree with the empathy of teacher. Meanwhile, the percentage agreement level in the table shows 85%. It is categorized good because 85% is in the range 81% to 100% means that teacher' empathy is excellent.

2. To make it clear, students' perception of teachers' characteristics can be seen in the picture below by using pie chart.



**Picture 4.1 Pie Chart of English Teacher' Characteristics at Eight Grade**

## **B. Discussion**

In this part the researcher explain about Students Perception on Teacher Characteristic in Teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa and Students Perception on Teacher Characteristic by using pie chart.

1. Students Perception on Teacher Characteristic in Teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa

Based on the research findings above showed that students had a positive response about teacher characteristic. The students' said that the teacher who had a good characteristic can influence their attitude, add their knowledge, and make the students more confident. The teacher can gave the different material when their teach. It related with the research findings by Amoo and Rahman (2004) they said that, teacher characteristic could influence their attitude toward economics or any other school subject. Students more often than not judge their teachers in such areas as the teachers' knowledge of the subject matter, communication ability, the choice of appropriate teaching method and the general classroom management skills. A teacher who is rated high on these indices in the perception of the students is likely to enjoy the confidence, respect and admiration of students.

Furthermore, teacher characteristic also make the students' get ready to understand based on the teacher explain the material. The teacher who had the different characteristic such as creative patient, and empathy make the students more interesting to learn especially in English. It related with the statement by Moreover and Liando (2010) said that, students mentioned the best teachers should show personal attributes such as being nice, friendly, patient, and fair as well as academic elements like making the course more interesting and challenging



students academically. Meanwhile in teachers' perspective has shown that several behaviors of teachers, verbal or nonverbal, influenced students who were studying English. Both teachers and students believed that a quality teacher should display personal as well as academic attitudes. Both parties also considered that there were certain verbal and nonverbal immediacy behaviors teachers performed which could be the source of motivating as well demotivating the students.

As has been presented on findings, result show that respondents had positive perception on teacher characteristic in teaching English. It can be seen from the result of questionnaires. Below were the detail answer of the research questions.

The answered of the research question were the students' perception on teacher characteristic in teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa is positive. The positive response came from the students' perception about their happy and so fun if the teacher always creative and empathy to them. Students also stated that teacher creative will make them fighting to learn and not boring.

## 2. Students Perception on Teacher Characteristic by using Pie chart.

Based on data analysis, it was found that the mean score of the questionnaire of students perception on Teacher Characteristic of patience was 89,17% It means excellent because 89,17% is in the range 81% to 100% means that teacher' patience is excellent, creative was 78,75% it means good and empathy 85% it means excellent. It indicated

that students had positive response about teacher characteristic in teaching English. The findings showed that students need a patience teacher in English teaching. The students also said that games can make their class better and fun to study. Three items of personality competence are patience, empathy and creative. Patient teacher is very good for overcoming class or naughty students because to hug them must be soft words not with rudeness. students really like teachers who are patient and not rude to them. The most important of quality that a teacher should have is patience. A teacher does make more than teaching. As a matter of fact, the teacher duty is “man making”. The first is to impart knowledge in the various domain a student want and the others character building. (Chathanadath, 2016)

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusions**

Based on the data gathered and analyzed from questionnaire it can be concluded that most of students gave positive response to teachers' characteristic. The students perceived that teacher gave a positive effect for the students. It can be seen based on the students' perception where the students' perception on teacher's characteristics at Eight Grade in patience was excellent, creative was good, and empathy was excellent. It can be concluded that Perception of Students toward teacher's characteristic at Eight Grade of SMP Pesantren Guppi Samata Gowa was excellent.

#### **B. Suggestions**

Based on the conclusions, the researcher gave some suggestions as follow:

1. For the English Teacher at Eight Grade of SMP Pesantren Guppi Samata Gowa.
  - a. The teacher must maintain a creative and always patient way of teaching and empathy for students because students feel comfortable with it.

b. The teacher must also be able to increase and increase knowledge about creative materials such as what students like.

2. For the next researcher

It is suggested to use this thesis as an addition reference in studying teacher characteristic in teaching English.

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# **A P P E N D I C E S**



**APPENDIX A**

DAY/DATE :

**QUESTIONNAIRE**

NAME : AGE :

CLASS :

SEX : M/F

PHONE NUMBER :

N O	Types of Competenc e Personality	STATEMENTS	OPINION				
			S A	A	U	D	SD A
1	Patience	To impart knowledge to students. (Menanamkan pengetahuan kepada siswa)					
2		Teacher are able to build students character for the better. (Guru mampu membangun karakter siswa menjadi lebih baik)					
3	Creative	Creative teachers always keep up with the times. (Guru kreatif selalu					

		mengikuti perkembangan zaman)					
4		Creative teachers are able to change the class more fun. (Guru kreatif mampu mengubah kelas menjadi lebih menyenangkan)					
5		Without the creativity of classroom teachers it will feel boring. (Tanpa kreativitas guru kelas akan terasa membosankan)					
6		Teachers are always looking for new ideas and insights to communicate to students. (Guru selalu mencari ide – ide dan wawasan baru untuk disampaikan kepada siswa)					
7		Teacher's creativity is essential for success in teaching and learning. (Kreativitas guru sangat penting untuk keberhasilan dalam proses belajar mengajar)					

8		Creative teachers do the best for themselves, especially the students. (Guru kreatif melakukan yang terbaik untuk diri mereka sendiri, terutama para siswa)					
9	Emphaty	Creative teachers are able to understand what students want. (Guru kreatif mampu memahami apa yang siswa inginkan)					
10		The teacher is able to understand the feelings of other students.(Guru mampu memahami perasaan siswa lainnya)					

NOTES :

SA (Strongly Agree)

A ( Agree)

DA (Disagree)

SDA (Strongly Disagree)

## **APPENDIX B**

### **INTERVIEW PROTOCOL**

Name :

Class :

Age :

Gender :

1. Do you like studying English ?

(Apakah kamu suka belajar bahasa inggris?)

2. Do you know about Teachers' Characteristic?

(Apakah kamu tahu tentang karakter guru?)

3. Are there Teachers Characteristics you know?

(Apakah ada karateristik guru yang kamu ketahui?)

4. What kinds of Teacher Characteristics do you know?

(Karakteristik guru seperti apa yang kamu ketahui?)

5. There are 3 teacher characteristics when teaching are Patience, creative, and Empathy. Which of these three characteristics is most often used by teachers?

(Ada 3 karateristik guru ketika mengajar yaitu Kesabaran, kreatif, and Empathy. Diantara ketiga karakteristik tersebut yang mana paling sering digunakan guru?)

## APPENDIX B

### TRANSCRIPT

1. A : Apakah kamu suka belajar bahasa Inggris ?  
B : Yes kak, karena belajar bahasa Inggris menyenangkan dan menantang  
A : Apakah kamu tahu tentang karakter guru?  
B : Tidak kak yang bagaimana itu?  
A : Seperti kesabaran, kreatif kah atau pemaarah kah. Langsung di nomor 3  
Apakah ada karakteristik guru yang kamu ketahui?  
B : Oh begitu, ya ada kak yaitu sopan, sabar yang begitu kah kak?  
A : Iye yang begitu. Terus nomor 4 karakteristik guru seperti apa yang kamu  
ketahui?  
B : Ituji kak sabar sopan pintar hahaha  
A : Nomor 5 kan ada 3 karakteristik guru ketika mengajar yaitu kesabaran,  
kreatif dan empathy. Diantara ketiga karakteristik tersebut yang mana paling  
sering digunakan guru?  
B : Anu kak eee... Kesabaran. Karena sabar itu guru bahasa Inggris  
A : Oh begitu di terimakasih.
  
2. A : Oke dengan saudara.. siapa namanya? Fadel di? langsung saja interview  
tentang Teacher Characteristicnya nomor 1 Apakah kamu suka belajar bahasa  
Inggris ?  
B : Tidak kak, karena susah sekali lain tulisannya lain juga bacanya.  
A : hahahha.. Apakah kamu tahu tentang karakter guru?  
B : Iye kak  
A: Apakah ada karakter guru yang kamu ketahui ?  
B : Iye ada kak misalnya pemaarah, cuek, pemalu hahah  
A : Nomor 4 karakteristik guru seperti apa yang kamu ketahui?

B : Ituji kak pemaarah, cuek dan pemalu

A : Nomor 5 kan ada 3 karakteristik guru ketika mengajar yaitu kesabaran, kreatif dan empathy. Diantara ketiga karakteristik tersebut yang mana paling sering digunakan guru?

B : Kadang kreatif kak. Karena kalau lagi bosanki nah kasiki permainan jadi serumi

A : Oh nah kasih semacam game gitu toh?

B : Iye kak

A : Terimah kasih Fadel

B : Iye

3. A : Oke dengan adek fahmi langsung saja interviewnya dengan teacher characteristic yang pertama itu Apakah kamu suka belajar bahasa Inggris ?

B : Tidak kak karena tidak kusukai gurunya

A : Apakah kamu tahu tentang karakter guru?

B : Bah kak

A : Apakah ada karakteristik guru yang kamu ketahui?

B : Iye ada kak tapi satuji

A : Karakteristik guru seperti apa yang kamu ketahui?

B : Kasabaran kak

A : Ituji?

B : Iye ituji kak

A : Disini ada 3 karakteristik guru ketika mengajar yaitu kesabaran, kreatif dan empathy. Diantara ketiga karakteristik tersebut yang mana paling sering digunakan guruta di kelas?

B : Tidak ada kak

A : Kenapa ?

B : Karena cerewetki ini guru bahasa Inggrisku kak

A : Oke terimakasih Fahmi

B : Iye

4. A : Assalamualikum dengan kayla, betul? Langsung saja dek interviewnya tentang teacher characteristic. Apakah kamu suka belajar bahasa Inggris?  
B : Yes I do like miss because with studing english kita bisa berbicara dengan bule miss.  
A : Apakah kamu tahu tentang karakteristik guru?  
B : Yes I know miss  
A : Apakah ada karakteristik guru yang kamu ketahui?  
B : Yes ada miss  
A : Karakteristik guru seperti apa yang kamu ketahui?  
B : Like a patience miss  
A : For the last dih ada 3 karakteristik guru ketika mengajar yaitu kesabaran, kreatif dan empathy. Diantara ketiga karakteristik tersebut yang mana paling sering digunakan guruta?  
B : Hmmm... patience miss sabar sekali kodong itu guru bahasa Inggrisku miss biar ribut teman – temanku tidak marah – marahji.  
A : Baiknya itu dih  
B : Hahaha Iye  
A : Terimakasih kayla  
B : Iye sama – sama
5. A : Oke saya akan interview Nue Hidayah tentang teacher characteristic lansung saja nomor satu Apakah kamu suka belajar bahasa Inggris ?  
B : Tidak kak  
A : Kenapa?  
B : Karena tidak suka  
A : Terus nomor dua Apakah kamu tentang karakter guru?  
B : Aih tidak juga kak  
A : Apakah ada karakteristik guru yang kamu ketahui?

B : Auh apa di ? pemaah mungkin kak haha

A : Karakteristik guru seperti apa yang kamu ketahui?

B : Pemaah kak

A : Oke terakhir nomor 5 ada 3 karakteristik guru ketika mengajar yaitu kesabaran, kreatif dan empathy. Diantara ketiga karakteristik tersebut yang mana paling sering digunakan guru?

B : Empathy kak

A : Kenapa bisa?

B : Peduli sekali sama siswanya kak

A : Oke terimakasih Nur Hidayah

B : Sama – sama kak



## APPENDIX C

**Table score Students' Perception on Teacher Characteristic**

No	Item	SA	A	U	D	SDA	Total
<b>Teacher' Patience</b>							
1	To impart knowledge to students	21	2	0	0	1	105
2	Teacher are able to build student character for the better	16	7	0	0	1	109
<b>Teacher' Creative</b>							
3	Creative teacher always keep up with the times	10	11	2	0	1	101
4	Creative teacher are able to change the class more fun	13	6	0	5	0	109
5	Without the creativity of classroom teachers it will feel boring	7	6	4	3	4	75
6	Teachers are always looking for new ideas and insights to communicate to students	6	12	5	0	1	100
7	Teacher's creativity is essential for success in teaching and learning	12	6	0	5	1	95
8	Creative teachers do the best for themselves, especially the students	11	8	3	1	1	87
<b>Teacher' Empathy</b>							
9	Creative teachers are able to understand what students want	14	6	3	1	0	101
10	The teacher is able to understand the feelings of other students	13	7	3	1	0	103

## APPENDIX D

### DOCUMENTATION













## CURRICULUM VITAE



**RITAH** is a student of English Department in Muhammadiyah University of Makassar. She was born on 11<sup>st</sup> June 1995 in Malaysia. She is the first daughter of marriage between Muh.Tahir and Hj.Ida. She has 1 sister (Rosida).

In 2002, she started in elementary school at SD Inpres 12/79 Abbumpungeng, graduated in 2008. Then she continued her junior high school at SMPN 4 CINA and graduated in 2011. After that she continued her senior high school at SMKN 1 WATAMPONE and graduated in 2014. At the same year 2014, she continued her study at the University and at the year, she was accepted at Muhammadiyah University of Makassar as a student of English Educational Department.

At the end of her study, she could finish her thesis with title Students Perception on Teacher Characteristic in Teaching English at Eight Grade of SMP Pesantren Guppi Samata Gowa (A Descriptive Research).