

PERSEPSI SISWA TENTANG KARAKTERISTIK GURU BAHASA INGGRIS YANG EFEKTIF DI SEKOLAH MENENGAH ATAS

Students Perception On The Characteristics Of Effective English Teacher In Senior High School

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Abstrak

Penelitian ini dilakukan untuk mendeskripsikan persepsi siswa terhadap karakteristik guru bahasa Inggris yang efektif di sekolah menengah atas. Peneliti menggunakan metode kualitatif. Teknik pengumpulan datanya adalah kuesioner. Hasil penelitian menunjukkan bahwa persepsi siswa terhadap karakteristik guru bahasa Inggris yang efektif di SMA Negeri 5 Solok Selatan telah terolah dengan baik. Berdasarkan hasil penelitian ditemukan bahwa dari tujuh ciri guru bahasa Inggris yang efektif, banyak siswa yang memilih jawaban sabar karena guru dalam mengajar selalu memberikan motivasi dalam belajar sehingga ketika siswa mendapat arahan atau motivasi dari guru dapat memotivasi. siswa untuk belajar dengan giat agar menghasilkan nilai yang baik dan sempurna.

Kata Kunci:

Sudents Perception
Characteristics Of Effective
English Teacher

Keywords:

students perceptions
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Abstract

This research was conducted to describe students' perceptions of the characteristics of an effective English teacher in senior high schools. Researchers use qualitative methods. The data collection technique is a questionnaire. The results showed that students' perceptions of the characteristics of an effective English teacher at SMA Negeri 5 Solok Selatan had been well processed. Based on the results of the study it was found that of the seven characteristics of an effective English teacher, many students chose the patient answer because the teacher in teaching always provides motivation in learning so when students get direction or motivation from the teacher it can motivate students to study hard to produce good grades and perfect.

PENDAHULUAN

In the era of globalization, education is an important concern. Education plays a role in shaping human good. Without education, people cannot grow, progress, prosper and be happy according to good life purpose. Development processes and character formation are not only influenced by educational processes that exist in the formal education system, but also depend on education outside the formal environment, education is therefore of great importance in the lives of people, nations in order to shape future better generations education is the process of character building, adding insight, and developing each student's.

Potential and Skills in order to understand the subject and to encourage people to think critically. Education has several key elements, one of which is the teacher. Teachers are educators and trainers, responsible for educating, mentoring and encouraging students from lower to upper grades. Teachers play a very important role in developing the potential of their students to become better. So in this case teachers have to become more professional to fulfill their Competence that is owned by every teacher will show the quality of teacher in teaching. The competence will be manifested in the form of mastery of knowledge and professionals in carrying out its function as a teacher.

In this case, four competencies must be possessed by a teacher to achieve the title of a professional teacher, namely pedagogical, professional, personality, and social competencies.

Therefore, a professional teacher must be able to master and practice four competencies. Teachers at SMA N 5 Solok Selatan also expect the learning process to go well. However, preliminary observation results indicate and prove that the situation of students in these school tends to be disinterested in pursuing the learning process, especially in the area of learning English. One of the successes of a teacher in teaching can be measured by the student's understanding of the material or area of study being taught. So that researchers are interested in studying the issue in depth by allowing students to convey their perceptions to. The purpose of the research was to analyze for students of perception about characteristics from effective English teachers at SMAN 5 Solok Selatan.

METODOLOGI

In this research, the researcher used a qualitative approach. Nassaji (2015) said that to obtain a better understanding of specific participant, including their thoughts, perspectives, and attitudes. The researcher used questioner to collect the data. This research focused to observe the Students' perceptions on characteristics of effective English teacher in senior high school. Students' perceptions of teaching English based on facts and phenomenon related to research that had been put in chapter II. The researcher described the teacher and students' perception characteristics effective English teacher teaching English at SMAN 5 Solok Selatan.

HASIL DAN PEMBAHASAN

In this chapter researcher will provide details about students on the characteristics of effective English teacher in senior high school. Researchers are giving questionnaires to students class X IPS at SMAN 5 Solok Selatan. The purpose of the research was to analyze for students of perception about characteristics from effective English teachers at SMAN 5 Solok Selatan. In collecting data, researcher distribute questionnaires to participants, after distribute the questionnaire that refers to the data description above, researcher explain common and specific descriptions as follow.

Generally, there is one type of instrument used by researchers to collect data for this study, namely a questionnaire. Furthermore, in the questionnaire there are statements that the researcher found. All participants must respond to these statements, there are five responses given to each statement in the questionnaire, namely always, often, sometimes, rarely, and never. Questionnaires were distributed to 22 respondents. The participants in this study were students of class X IPS at SMAN 5 Solok Selatan.

I. Questionnaire

In this chapter researcher will provide details about students on the characteristics of effective English teacher in senior high school. Researchers are giving questionnaires to students class X IPS at SMAN 5 Solok Selatan. The purpose of the research was to analyze for students of perception about characteristics from effective English teachers at SMAN 5 Solok Selatan. In collecting data, researcher distribute questionnaires to participants, after distribute the questionnaire that refers to the data description above, researcher explain common and specific descriptions as follow.

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I.Creative

Tabel I. Creative

Subindicator	Never	Rarely	Sometimes	Often	Always
Does your teacher teach using video techniques or media, images in the teaching process to make it more interesting and creative in teaching.	0	4	6	9	3
Percentage					Category
40.0					Often

The first item is categorized frequently with a percentage of 40%. There are 9 students who often choose, and many students do this as a result of the teacher's use of teaching materials in class to arouse students' interest in what they are learning and foster a positive learning environment. Then because the teacher is the best in learning, 0 students answer never. This shows how rare creativity in teaching among teachers. In addition, sometimes there are 6 students who choose teachers who use creativity types in class. Due to the lack of teacher creativity in the class, 3 students always choose and 4 students rarely choose. From the questionnaires distributed, it was found that many students had chosen answers often because in teaching the teacher had used video and image techniques so that students were interested and enthusiastic about learning.

I.2. Humorous

Table II. Humorous

Subindicator	Never	Rarely	Sometimes	Often	Always
your teacher in teaching is always smiling, friendly and has a sense of humor in teaching does this make you feel happy in learning.	0	3	6	3	10
Percentage					Category
45.0					Always

The second item is always categorized with a percentage of 45.0%. There are 10 students who always choose teachers who make learning fun by always smiling, approachable, and have a sense of humor. Next, 0 students answered never. This shows how unique the teaching style is which rarely occurs among teachers. In addition, sometimes there are 4 students who make decisions. Rarely do teachers use comedy in class. There are 3 students who often choose, while 0 students always choose. This is due to the lack of humor in the classroom by the teacher, as a good teacher must always smile, be approachable, and have a sense of humor. From the results of the questionnaire it can be concluded that the teacher in teaching always smiles and has a sense of humor and when learning makes students feel happy in learning

I.3. Patient

Table III. Patient

Subindicator	Never	Rarely	Sometimes	Often	Always
when you are in the process of learning to make mistakes does your teacher always advise you and give directions so that you are passionate about learning.	0	0	0	6	16

Percentage	Category
72.0	Always

The third item is in the always category with a percentage of 72.0%, there are 16 students who choose always. Many students choose always because when students make mistakes in the learning process, the teacher always gives advice and instructions to maintain enthusiasm for learning. Then the student answered 0 never. This shows how effectively the teacher uses patience. In addition, sometimes there are no options selected by students. Because the teacher always advises students and gives enthusiasm to learn. From the results of the students' answers it can be seen that the teacher in the teaching type always gives advice and encouragement in learning so that good results are created in learning.

1.4. Encouraging

Table IV. Encouraging

Subindicator	Never	Rarely	Sometimes	Often	Always
In the process of teaching, did your teacher give praise or appreciation and rewards to you because you are good and passionate about learning	0	3	9	6	4

Percentage	Category
40.0	Sometimes

The fourth item is categorized sometimes with a percentage of 40%. There are 9 students who sometimes choose in the teaching process whether the teacher should give praise or appreciation to their students because they are good and enthusiastic in learning, then 0 students answer never, this shows that it is rare for teachers to give enthusiasm in teaching. In addition, there are often 6 students who vote. teachers rarely give enthusiasm in teaching. There were 3 students who chose and 4 students always chose, because the teacher lacked enthusiasm in teaching. From the results of the questionnaire it can be seen that during the teaching process the teacher gives praise or appreciation to students so that students feel happy and enthusiastic in learning.

1.5. Challenging

Table V. Challenging

Subindicator	Never	Rarely	sometimes	Often	Always
In your opinion, does a teacher have to have relevant academic knowledge skills and understand teaching material in teaching so that a good and appropriate teaching process is implemented in the teaching process	0	0	1	7	14

Percentage	Category
63.0	Always

The fifth item is in the always category with a percentage of always 63%. There were 14 students who could do a good and appropriate teaching process in the teaching process so that students enjoyed learning, then 0 students answered never. This shows that teachers rarely provide challenges in teaching. In addition, sometimes there is 1 student who chooses a teacher who rarely gets challenged in teaching. There are 7 students who often choose and

Percentage	Category
40.0	Sometimes

0 students who choose, this is because the teacher is less creative in teaching. From the results of the questionnaire it can be concluded that the teacher in teaching must always provide encouragement in learning so that students are motivated in learning and get good learning results

1.6. Mastering

Table VI. Mastering

Subindicator	Never	Rarely	Sometimes	Often	Always
In the teaching process, is your teacher fair and does not discriminate between students based on race, intelligence, and finances	0	0	9	7	6

The six items are categorized sometimes with a percentage of 40%. There are 9 students who choose sometimes In the teaching process, is your teacher fair and does not discriminate students based on race, intelligence and finances. Then 0 students answered never. This shows that teachers rarely challenge the teaching process. In addition, there are 6 learning processes that always challenge the teacher, the student doubts his own abilities. There are 7 students who are often controlled by the teacher in teaching. In the process of teaching, is your teacher fair and does not discriminate between students based on race, intelligence, and finance so that students enjoy learning and this becomes a factor in teaching so that students feel that they are being cared for by their teacher. distinguish between students in learning based on intelligence, student finance so that good learning results are found and make students feel cared for by the teacher in teaching.

1.7. Fair

Subindicator	Never	Rarely	Sometimes	Often	Always
whether the teacher in the teaching process has kept abreast of technological developments and developments in science and technology so that a creative and age-appropriate teaching process is carried out.	0	1	3	10	8
Percentage					Category
45.0					Often

The seven items are included in the frequent category with a percentage of 45%. Students often choose 10 people, because the teacher in the teaching process always follows technological developments and developments in science and technology so that a creative and age-appropriate teaching process is carried out. Then 8 students always answered because the teacher lacked knowledge. technology and the development of the times make students lazy and not eager to learn. This shows that the teacher is fair in teaching. In addition, sometimes there are 3 students who choose because rarely one student chooses. From the results of the questionnaire it can be concluded that the teacher in teaching has used good technology and kept up with the times and produced good learning so that students are enthusiastic about learning.

II. Research Finding

Table 2.1. percentage characteristics of English teacher

Charcteristics of English Percentage teacher

Creative	40%
Humours	45%
Patient	72%
Encouraging	40%
Challenging	63%

Based on the result of the seven categories of teacher characteristics in teaching, the highest is patient with a percentage of 72% of students choosing patient, with a questionnaire question, namely when you are in the process of learning to make mistakes does your teacher always advise you and give directions so that you are passionate about learning.

KESIMPULAN

The Researcher did the research to get the data about students' perceptions on the characteristics of effective English teacher in senior high school .the researcher used the questionnaire the

data. The researcher distributed the questionnaires for students class X. After that, the researcher arranged the results of percentage for students' perceptions on the characteristics of effective English teacher in senior high school. The first highest percentage of indicators is 72% for teachers always suggest giving directions for students in learning researcher and then find research findings in high school, researcher collect the percentage of student perceptions about the quality of effective English teachers. The result, at 72%, is quite high about patience, because the teacher in the learning process is not true; The teacher always provide guidance and direction so that students are enthusiastic about learning and binging to participate in learning in class.

B. Suggestion

The researcher can provide recommendations to teachers, students, and other researcher based on the findings from the preceding chapters and conclusions regarding how senior high school students perceive the qualities of an English teacher.

I.Teacher

In order to effectively gauge the progress of a student's learning, a teacher must adopt an approach that takes into consideration the unique character of each individual student. This approach will allow the teacher to tailor their teaching methods to better suit the specific needs and learning style of each student. By doing so, the teacher can help to ensure that each student receives the necessary guidance and support to reach their full potential. Ultimately, this personalized approach to teaching can lead to greater success and satisfaction for both the teacher and the student.

2. For students

In academia and educational settings, it is seen that students should demonstrate a greater level of engagement and curiosity when actively trying to understand the material being taught. Increased curiosity and interest in subject matter can result in more meaningful and productive learning experiences.

3. For the researcher

Teachers pay more attention to their students' interest in learning. This can be achieved by placing greater emphasis on asking questions and encouraging active involvement in the learning process.

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