

## **CHAPTER IV**

### **RESEARCH FINDINGS**

The chapter consist of data presentation and research findings which are related to the formulated of research problems covering by: 1) The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung 2) The students' perceptions about effective teacher influence their own expectation as teachers in the future. The data presentation and research findings obtained from in depth interview.

#### **A. Data Presentation**

This section presented the data presentation of the characteristics of effective English teacher as perceived by pre-service English teacher at IAIN Tulungagung which obtained from in-depth interview data. This part was divided into two points related to the formulation of research problems: 1) The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung. 2) The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung.

In this research, the researcher was interviewed three interviewees. There were Student 1 or S1, Student 2 or S2 and Student 3 or S3. Moreover, the interview section was conducted separately; on August 3<sup>rd</sup> 2020 for Student 1, on September 10<sup>th</sup> 2020

for Student 2 and on September 13<sup>th</sup> 2020 for student 3. From interview method the researcher collected the data as follows:

**1. The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung.**

**a. Teacher should know English culture well**

1) Student 1 (S1)

Based on the result of interview on August 3<sup>rd</sup> 2020, the researcher got the information about S1's opinion about effective teacher characteristic. One of them is understands English well. She explained that a teacher must understand English culture well, because Indonesian teachers are not a native speaker who could explain English automatically with the culture and English is a foreign language in Indonesia. Thus, teachers need to see the culture of the English and try to introduce it. It's confirmed by the Student 1 as follows:

“Iya, karena kita sendiri adalah penutur asing, jadi perlu *banget* untuk kita mengetahui budaya bahasa Inggris”

"Yes, because we ourselves are foreign speakers, so it's really necessary to see all of us English language culture”

2) Student 2 (S2)

The researcher was conducted the interview on September 10<sup>th</sup> 2020. From the interview section, the researcher got the information about S2's opinion in defining one of effective teacher characteristics especially about English culture. The S2 explained that the teacher not have to understand the holes

culture, but it is enough just to know. The S2 afraid that English culture was not suitable to be applied in Indonesia. The S2 also added her opinion that the information about culture is only for supplementary. Thus, she thought that Indonesian culture should be shown more. She confirmed it by saying:

*“Enggak sih, menurut saya enggak. Yaa, sekedar tahu saja. Mending budayanya sendiri aja yang diajarkan”*

"No, I don't think so. Well, just so you know. Mending just the culture itself is taught "

### 3) Student 3 (S3)

The researcher was conducted interview on September 13<sup>th</sup> 2020. The researcher found that the S3 also had a different definition about effective teacher characteristics. In defining effective teacher characteristic about English culture, the S3 said that teacher should understand the English culture well. It could become teacher's consideration to suit the differences between two cultures. It helps the students to avoid a wrong perception and avoid culture shock. The S3 also mentioned one of her courses that she ever had called cross culture understanding. She also explained her experience about culture itself and made it as a real example for this topic. She confirmed it by saying:

"Of course we have to know the culture that has a language first, so this language actually emerges because of what kind of use there is like that, later because the culture in Indonesia and outside is

different, there are differences, later it is adapted to cultural conditions in Indonesia like that, so when the students got the material they didn't have the wrong perception. "

b. Teacher should able to read English well.

1) Student 1 (S1)

In the section of interview was conducted on August 3<sup>rd</sup> 2020, the interviewee explained her opinion about one of effective teacher characteristics; teacher should able to read English well. She said that it was a must for a teacher to read English well, because teacher should deliver the right one to optimize student's knowledge absorption. In her opinion, it was also the way to make students gave their respect to the teacher. So, teachers have to try to convey the truth. The S1 confirmed it by saying:

“Jadi kalau kita tidak bisa mencontohkan dengan baik, dalam hal pengucapan, dalam hal pembacaan, maupun dalam hal tulisan kepada siswa bagaimana siswa akan respect kepada kita dan bagaimana siswa akan menyerap ilmu dengan optimal seperti itu.”

"So if we can't give a good example, in terms of pronunciation, in reading, or in terms of writing to students, how the students will respect us and how students will absorb knowledge optimally like that."

2) Student 2 (S2)

From the interview section, the S2 explained her opinion about teacher ability in reading. She thought that teacher must have a good ability in reading, because the impact will

carry over into the future. She also shared her experience when she was on class. She said that she and her classmate ever got reprimand from one of her lecturers. It caused of their mispronounced the word “confirm”.

“Eee, iya menurut saya, karena itu ngefeknya sampek masa depan. Terbawa dari mulai anak sampai masa depan.”

"Eee, yes in my opinion, because it will affect the future. Carried from the start of the child to the future. "

### 3) Student 3 (S3)

From the S3 perspective about teachers’ ability in reading, she though that this ability was should be owned by the teacher. She also tough that reading skill was one of skill that would be learnt by the students in a class. She also continued her opinion by giving an example based on her experience. She said that she ever saw a teacher in kindergarten students taught inappropriately. At that time, the teacher taught the students about animals in English with song. The teacher mispronounced the word “elephant”. The teacher pronounced it as the same as the word “eleven”, whereas these two words have different pronunciation and meaning. In her opinion, it was a big mistake, because it would be continued in the future.

“Harus dan wajib, karena itu adalah skill reading, yang nantinya juga diajarkan didalam kelas”

"Must and must, because it is a reading skill, which will also be taught in the classroom"

c. Teacher should able to write English well.

1) Student 1 (S1)

As good as the previous characteristics, the S1 told the same thing for teacher's ability in writing, she told that this kind of ability also should be owned by a teacher, because teachers have a responsibility. Furthermore, it effects students' future and made the students gave their respects to teacher itself. So, being a teacher means trying to deliver the truth and aware that teacher is no longer in a step of learning any more. She confirmed it by saying:

"Menurut saya penting, sekali lagi guru itu role model"

"I think it's important, once again the teacher is a role model"

2) Student 2 (S2)

When the researcher asked about writing skill, she told that teacher must be good at it, because Indonesian curriculum still oriented in writing skill. In the end, the students also would be tested about writing skill more. Teacher must be master in writing to help students pass any kind of test and increase their skill. Thus, teacher should teach as good as

possible in writing, because writing skill is the skill that still to be prioritized in Indonesia.

“Kalau menurut saya iya, harus dengan baik, kenapa karena Kembali lagi semua hamper semua aa penilaian di Indonesia itu masih mementingkan writing skill daripada reading, speaking, listening.”

If in my opinion yes, it must be good, why? Because almost all assessments in Indonesia are still concerned with writing skills rather than reading, speaking, listening. "

### 3) Student 3 (S3)

According to interview section was conducted on 13<sup>th</sup> September 2020, she told that writing was one of productive skills that should be mastered by the teacher. In her opinion, it would help students in the future like creat an application letter. She also said that if the teachers already mastered in writing, so the will give the correct example for their students and they did not need to look dictionary frequently. In short, in her opinion teacher must be master in writing.

“Iya, juga, harus wajib, karena writing apa yaa selain speaking, writing itu adalah skill yang terpenting karena productive skill ya klau nggak salah.”

"Yes, too, it must be mandatory, because what is writing besides speaking, writing is the most important skill because of productive skills, so if not wrong."

She also added:

“Karena sebelum kita menularkan ilmu jangan sampai yang diberikan ilmu yang salah.”

"Because before we transmit knowledge, don't give the wrong knowledge."

d. Teacher should able to speak English well.

1) Student 1 (S1)

During the interview section, the S1 explained how important speaking skill is, especially for teacher who deliver the material. For the same reason as writing and reading skills, the S1 told that teacher should able to speak English well. It is affects for students and the teacher itself. For students, it affects how their future will be created and how they absorb the knowledge. For the teacher's view, having a good skill in speaking would help teacher to be respected by the students as a teacher should be. She said

"Ya, itu sangat penting menurut saya."

"Yes, it is very important in my opinion."

2) Student 2 (S2)

She thought that teacher do not have to speak English well, because every students has their own need. She talked about city students and village students which were different. She told that it could be possible to use full English for city students, but it would be a little bit difficult when teacher apply it for village students. Thus, teacher should assess students' need first before going to communicate using English.



“Tergantung dengan need nya kayak gimana. Kalau emang need nya itu untuk fuul English ya sudah kita kasih full English, tapi kalau emang nggak seperti itu yasudah.”

“It depends on the need. If we really need it for Fuul English, then we have given it full English, but if it's not like that, that's fine. ”

### 3) Student 3 (S3)

According to her opinion, speaking was one of productive skill that should be mastered by teachers, moreover she told that the main function of language was communication, so speaking was one of important thing. In giving material about speaking, teacher should watch about pronunciation aspect, because wrong pronunciation became wrong meaning which can trigger misunderstanding. Thus, teacher must exemplify the correct pronunciation in speaking.

“Iya, harus.. seperti yang saya katakana tadi kan produktif skill yang utama speaking sama writing itu.”

"Yes, you have to ... as I said, the main productive skill is speaking and writing."

She added:

“Jadi mereka Ketika kita memerintah mereka, open your book blab la bla nanti kalau pronunciation kita nggak apaa kurang tepat gitu, open your bok gitu kan mereka kotak apa ya Bu.”

"So when we ordered them, open your book blah la blah. If our pronunciation is not correct, open your bok is what box they are, ma'am."

e. Teacher should be fully conversant with English grammar.

## 1) Student 1 (S1)

From the interview section was conducted on August 3<sup>rd</sup> 2020, the S1 said that teacher must be able to use grammar properly, because teacher is a role model. It was became one of aspects which should noticed by the teacher to become fluent in English. Thus, in her opinion teacher should be conversant with English grammar.

“Sebenarnya yang dikatakan fasih itu bukan menggunakan bahasa inggris full disetiap pelajaran, tapi mampu ketika dalam situasi tertentu kita menggunakan bahasa inggris, baik tata bahasa atau grammar yang benar, pronounciationya, kemudian penekananya itu.”

"Actually, what is said to be fluent is not using full English in every lesson, but we are able when in certain situations we use English, either the correct grammar or grammar, the pronounciation, then the emphasis."

## 2) Student 2 (S2)

When researcher was conducted the interview section, the S2 told that she never get serious about grammar, because she wanted her students to explore more than to be afraid of grammar. As long as the students' errors are not an urgent thing, she will take it easy. As time goes by, the students would understand which part they wrong and which one should be fixed. Thus, teacher must give a good attention to the students and help the students to correct the errors.

“Kalau grammar-grammar itu tidak terlalu saya permasalahan sih kalau saya untuk grammarnya, kalau saya lebih membiarkan mereka untuk mengeksplore materinya kalau sudah nanti seiring

pembelajaran mereka akan tahu, kemarin aku salah disini lo, begitu sih mbak kalau menurut saya.”

"I don't really bother with grammar, if I'm for the grammar, if I prefer to let them explore the material, when they learn, they will know, yesterday I was wrong here, that's right, sis, in my opinion."

### 3) Student 3 (S3)

According to S2's opinion, she explained that teacher must master in grammar, because it affects student's writing skill which is writing skill is one of skill that should be mastered by the students. Moreover, a good grammar will lead teacher to communicate affectively, because the meaning could be clearer. In addition, as a role model teacher should exemplify the correct one to the students.

“Iya, harus. Karena sebelum kita menularkan ilmu jangan sampai yang diberikan ilmu yang salah. Apalagi grammar itu kan memperjelas komunikasi kita, lebih efektif juga. Sangat penting juga di writing.”

"Yes, you must. Because before we pass on knowledge, don't give the wrong knowledge. Moreover, grammar clarifies our communication, it is also more effective. It's very important in writing too. "

f. Teacher should have a high level of proficiency with English vocabulary.

### 1) Student 1 (S1)

From the interviewee perspective, teacher must have a high level proficiency with English vocabulary. In her opinion, having a high level of proficiency with English

vocabulary means understand all of vocabularies which related to the topic we teach about, not the holes English vocabularies. At least, the teacher should already master 90% the vocabularies. It helps the teacher facing the students without feeling nervous and could answer the students' questions. Therefore, it could be developer student's trust that the teacher is a professional. For her, preparation before went to class is necessary to anticipate any kind of accident in the class.

“Menurut saya penting, tapi juga tidak harus hafal vocabulary sih, yang penting related to the material that given to the student and also can answer every students' questions kaya gitu.”

"I think it's important, but you don't have to memorize the vocabulary either. The important thing is related to the material that is given to the student and also can answer every student 'questions like that."

## 2) Student 2 (S2)

Along interview section which talking about teachers' high level of proficiency, she thought that it was a must for a teacher actually. But for her herself, she would not do it, but she would give all of the best from her for her students. She said that as a human, it was impossible to become a perfect teacher. In school environment, teacher is as a mother for students, that is why teacher should teach the right one for students. Moreover, in her opinion demanding the teacher to

master excessive vocab will also become a burden for a teacher.

“Enggak sih, kalau saya. Yang penting mengerti”

"Not really, for me. The important thing is to understand "

### 3) Student 3 (S3)

In term of vocabularies, she though that it was a must for teacher to master vocabularies. Moreover, in this era there are so many changes in term of difficulty levels. To face this kind of condition, teacher should understand synonym of the words. It was prepared for facing TOEFL or such kind of this test who test students with uncommon word indeed. Thus, teacher could follow the changes of the word and could do their jobs smoothly. In her opinion, teacher must teach students to know about synonyms of the words.

“Pasti kalau kosa kata ya, karena materi itu apay aa dari tahun ke tahun kalau saya lihat pasti ada perubahan meskipun Cuma sedikit pasti ada perubahan, dari situ kita nanti missal kaya SMK, pokoknya jangan SMK/SMA sama MA itu kebanyakan teks, dari situ kita harus bener-bener emm mengenal kosa kata sih, kaya sinonim gitu setidaknya dua atau tiga sinonim gitu, dari satu kata itu sinonimnya apa apa gitu sih, karena teksnya yang sekarang itu beberapa kosokata itu ada yang asing, jadi uncommon vocab itu udah mulai bermunculan, nggak beda kayak kita ikut toefl gitu kan kebanyakan kan uncommon banget vocabnya.”

"Certainly if the vocabulary is yes, because what is the material from year to year, if I see it, there will definitely be changes even though there is only a little change. We have to really know the vocabulary, like synonyms, at least two or three

synonyms, what is the synonym of one word, because in the current text some of the vocabulary is foreign, so uncommon vocab has started to appear , it's no different like we joined the toefl, right? Most of the vocab is really uncommon. "

g. Teacher should prepare the lesson well.

1) Student 1

The researcher was conducted the interview on August 3<sup>rd</sup> 2020. In the interview section, the interviewee explained her opinion clearly. In her opinion about preparation, it was something important for her. She thought that it could help student to structure the learning process and made the teacher easier in conducting the evaluation. He also linked the preparation with the lesson plan, which is something that must be prepared for a teacher.

“Iya, penting. Itulah mengapa pemerintah sampai mengharuskan guru membuat lesson plan setiap meeting itu kan juga seperti itu. Agar terstruktur oh di menit ini kita ngapain dimenit ini ngapain evaluasinya apa yang jadi itu jelas.”

"Yes, important. That is why the government requires teachers to make lesson plans for each meeting, right? In order to be structured, oh, in this minute, what are we doing in this minute, what is the evaluation of what becomes clear. "

2) Student 2 (Student 2)

In student 2's opinion, preparation was a must for a teacher. Preparation could help teacher to be more fluent in the class. Furthermore, preparation for teacher also already poured in Lesson Plan or RPP. How difficult or detail it was, it should

be prepared by the teacher, included preparing her herself. She also told that a good preparation also could help students to understand the material better.

“Kalau menurut saya ya harus, kan itu nanti yang kita pakai di kelas. jadi preparation dibuat agar kita nggak terlalu kaku kan dikelas, kita mengajar apa, nggak tau.. yaa perlu sih preparation itu kalau menurut saya.”

"In my opinion, we have to, that's what we use later in class. So preparation is made so that we are not too stiff in class, what do we teach, don't know ... yes, preparation is necessary, if in my opinion. "

### 3) Student 3 (S3)

In S3's opinion, teacher must prepare the media and prepare their self. She said that when teacher could not prepare their self properly, so their performance could not be executed perfectly. She also said that teachers' responsibility not only to deliver knowledge, but also to try make students understand what they have learnt. Teachers should prepare all of the worst possibilities, so they could take some decisions to solve those problems.

“Iya, itu harus dan apa ya, itulah hal yang penting, walaupun kita sudah bikin RPP. Kita sudah menyiapkan media pembelajaranya tapi kalau kita kurang persiapan itu nanti eksekusinya kurang baik Ketika kita di kelas, jadi bener-bener dipersiapkan aa sedetail mungkin sebelum masuk ke kelas, karena menjadi gguru bukan hanya memberi materi lalu udah nggak hanya itu, tapi di dalamnya itu kita apa yaa, ada beban mental tersendiri.”

"Yes, it should be and what is it, that's the important thing, even though we have already made the RPP. We have prepared the learning media but if we don't prepare it, the execution will not be good

when we are in class, so we really need to prepare as much detail as possible before going to class, because being a teacher is not only giving material then not only that, but in it. what are we, there is a mental burden in itself. "

h. Teachers should follow syllabus.

1) Student 1 (S1)

According to interview section was conducted on August 3<sup>rd</sup> 2020, the S1 told that teacher not have to follow syllabus tightly, as long as the teacher did not change the main point and out of the context. She also said that teacher should be could discuss with another teacher and teacher should improve their performance. Therefore, teacher should pay attention to the school environment itself.

“Yang penting point utamanya itu bisa ditangkap dan bisa dipelajari oleh siswa dan juga tidak keluar dari koridor itu dan tidak juga harus terlalu strick seperti itu.”

"The important thing is that the main point can be captured and can be learned by students as well as not going out of the corridor and not having to be too strick like that."

2) Student 2 (S2)

In interview section, she told that teacher do not have to strict to the syllabus, because it would be quite difficult. She wanted to take it flows the rule of syllabus. She taught she would understand if the reality in the field will does not match with what has been written in the syllabus. The main point was teacher could able to deliver what the main poin is and



students could catch what it was. Thus, in her opinion it was not a must for teacher to follow the syllabus strictly.

“Kalau saya sendiri nggak mengikuti stuck arus seperti itu sama plek juga susah, ngalir aja lah, yang penting kita sudah mencoba mengikuti apa yang sudah kita buat, kalau emang di lapangan terjadi kebalikanya ya udah apaya Namanya improvisasi saja, selama materinya bisa ditangkap dengan siswa yaa why not gitu?.”

"If I myself do not follow a stuck flow like that, it's also difficult, just get away, what is important is that we try to follow what we have made, if in the field the reverse happens, what is the name just improvisation, as long as the material can be captured by students. yaa why not ?."

### 3) Student 3 (S3)

According to interview section that has been conducted by the researcher, the S3 said that it was a must for teacher to follow syllabus properly. She said that syllabus only the main target that should be reached by the teacher, but teacher still could pour their creativities on it. Moreover, syllabus could lead students to lead teachers' goal and reminds teachers to the goal.

“Iya kalau silabus menurut saya, karena silabus itu disitu ada apa ya ada target yang harus dicapai begitu, jadi minimal targetnya itu tercapai, jadi nanti kalau missal ada bonus, dalam arti targetnya bisa membuat narrative text misalnya ya tentang legend story gitu, misalkan mereka narrative texnya bisa diluar legend story itu bonus, tapi kalau silabus menurut saya wajib.”

"Yes, for the syllabus, in my opinion, because the syllabus is there, there is a

target that must be achieved, so at least the target is achieved. The narrative text can be outside the legend story, that's a bonus, but in my opinion it is mandatory for the syllabus. "

i. Teacher should follow administrative rules.

1) Student 1 (S1)

In case of administrative rules, the S1 surely explained that teacher must be follow administrative and it was not negotiable. She said that administrative is correlation between the teacher and institution or government, so it was the teachers' responsibility. She gave the example such as Lesson Plan RPP. Teacher could not avoid the task to collect their RPPs. Thus, she closed her opinion by saying once again that administrative rules could not negotiable.

“Kalau administrasi memang seperti itu tidak bisa ditawar.”

"If administration is like that it is not negotiable."

2) Student 2 (S2)

According to the interview section, the S2 said that teacher must follow the rule of administrative, because teacher need administrative as a teachers' competence. It applies to all of teacher; civil servant or PNS teacher and tribal teacher. In another side, teacher also should adaptation to the school rules, because in real life every school have their own rules for teacher, even though sometimes the administrative could not reflects perfectly to the reality.

“Kan tuntutan mbak, harus seperti ini harus seperti kan tuntutan, otomatis kita kan harus ngikut.”

"It's your demands, it has to be like this, just like the demands, automatically we have to follow it."

### 3) Student 3 (S3)

In S3's opinion, she thought that administrative rules must be followed by the teacher. It caused of every school has their own regulations. It was not something that could be negotiable. Thus, she told that whether teacher wanted to follow the rule or not, but teachers should follow the regulations in their own schools as a form of responsibility.

“Kembali ke instansi ya biasanya, tergantung instansinya, kalau kita diminta membuat jurnal atau apa nah itu, Namanya kita ikut instansi mau nggak mau yaa kita harus melakukannya, jadi kalau itu yaa harus sih, soalnya beda-beda.”

“Kembali ke instansi ya biasanya, tergantung instansinya, kalau kita diminta membuat jurnal atau apa nah itu, Namanya kita ikut instansi mau nggak mau yaa kita harus melakukannya, jadi kalau itu yaa harus sih, soalnya beda-beda.”

### j. Teacher should learn English outside the classroom.

#### 1) Student 1 (S1)

From the interview section, the S1 agreed that teacher should learn outside the classroom, but with a few of notes. If teacher would conduct an outdoor class they should look forward the material and time allocations were support or not. Outdoor class was necessary to be implemented, because she thought that students could be felt so bored to study in a class. It made students could further explore their ideas. She also

gave the example such as descriptive text material could be conducted by observing canteen, mosque, and sport field.

“Kita lihat dulu materi dan alokasi waktu, kira-kira materi ini alokasi waktunya cukup atau tidak jika keadaan itu sudah kondusif semuanya seperti tidak ada siswa olahraga naah itu kita bisa ajak juga keluar dengan alokasi waktu yang diperkirakan cukup dengan materi yang sesuai seperti Itu. Tidak langsung di iyakan, dipertimbangkan dulu.”

"We will look at the material and time allocation first, we think this material is sufficient or not if the situation is conducive to everything, such as there are no naughty sports students, we can also invite them out with an estimated time allocation with suitable material like that. It is not straightforward to say yes, consider first. "

## 2) Student 2 (S2)

She thought that it was a must for a teacher to conduct an outdoor class. She told that it was a right for teacher to conduct an outdoor class to make students more relax. She told that outdoor class was very helpful to deny students' boring. The use of outdoor class could be meant as moving to another building, such as hall or sport field or others. It should be matched with students' material. It made students' more excited to follow the lesson. Thus, even though in Indonesia there is no a written rule about outdoor class, but in S2's opinion it was still a must for teacher to conduct an outdoor class.

“Kalau menurut saya, harus mbak tetap harus. Karena ada kompetensi seperti percakapan bisa kita lakukan diluar kelas. Biar mereka lebi rilex lah.”

"In my opinion, you still have to. Because there are competencies such as conversations we can do outside the classroom. Let them be more relaxed. "

### 3) Student 3 (S3)

In S3's perspective, she told that teaching English outside the classroom must be conducted to decrease student's saturated in learning. It was such kind of the way to balance the learning process. In another side, teacher should observe students' characteristics first. Teacher do not supposed to conduct outdoor class, if their students did not supportive. In her opinion, outdoor class also could refresh learning environment.

"Harus sih, jadi biar nggak boring yaa, jadi harus seimbang antara indoor sama outdoor, jadi harus seimbang, dan disesuaikan jugaketika aa sama karakternya, sih."

"You have to, so it's not boring, so it has to be balanced between indoor and outdoor, so it has to be balanced, and also adjusted when the characters are the same."

### k. Teacher should teach English in English.

#### 1) Student 1 (S1)

According to the interview section, the S1 said that teacher not have to teach English in English. The teacher could use bilingual or multilingual languages while teaching. It was based on the aim of learning itself. She thought that the aim of learning was does not test the student, but transfer knowledge.

But, in another case if there was a kind of superior class which contain of a high-level.

“Menyesuaikan siswanya, apakah nanti siwanya dikelompokan menjadi siswa homogen satu kelas jadi kita tahu anak ini kemampuannya tinggi, using English is better.”

"Adjusting the students, will the students be grouped into homogeneous students in one class so we know this child has high abilities, using English is better."

## 2) Student 2 (S2)

When researcher and S2 discussed about the use of English in a class, the S2 said that it was not a must to use full English in a class. The main point was teacher should speak English even only a word which made students can be brave to speak English. In another sides, teacher should look forward about students' need. It could be full English, bilingual, even trilingual. Thus, teachers should try to speak English in a class, but not have to be full.

“Eee, nggak sih. Kalau full English enggak, tapi tetap harus bicara sih meskipun mek beberapa kata, biar siswanya pun punya keberanian untuk berbicara bahasa inggris karenakan mungkin di kelas guru ku lo sudah ngajarin aku ngomong kayak gini kayak gini kenapa aku nggak berani mencoba gitu lo.”

"Eee, not really. Not full English, but you still have to speak even if you only have a few words, so that the students will have the courage to speak English because maybe in my teacher's class you have taught me to say something like this, why don't I dare to try that, you?"

### 3) Student 3 (S3)

According to interview section that already conducted by the researcher, the S3 said that using English in teaching English was not a must, because teacher should observe the students condition first and teacher should know the level of their students itself. He said that her main goal in teaching was how to make the students understand what they have learnt. Thus, using English or not was not a big problem for her as long as her students could understand the material.

“Emm kalau tentang keharusan mengajar bahasa inggris enggak sih, tidak harus maksudnya Ketika kita praktek harus gitu ya, itu enggak harus kalau menurut saya enggak harus gitu ya, karena apa kecuuali kalau dosen enggak tau, tapi kalau kasusnya diguru mungkin SMP SMA kalau tingkatan seperti itu apalagi kita maksudnya bukan native y aitu mungkin lebih menyesuaikan pada muridnya karena apa nanti kalau kita diharuskan dalam bahasa inggris kemudian nanti muridnya enggak paham nanti malah enggak jalan kelasnya seperti itu.”

"Emm, if it's about having to teach English or not, you don't have to mean when we practice it should be like that, it doesn't have to be that way. In my opinion, it doesn't have to be like that, because what's the exception if the lecturer doesn't know, but if the case is being pursued, maybe SMP SMA if the level is like that. What's more, we mean not native, that is, maybe it adapts more to the students because what if we are required to use English then later the students don't understand, instead the class won't work like that. "

1. Teacher should teach English tailored to students' English proficiency level.

- 1) Student 1 (S1)

Based on the interview, she told that teacher should teach English tailored to student's English proficiency level, because it affects teaching method. She also added her opinion that not only students' proficiency level but also school environment and the condition of that school itself. Thus, without any doubt she said that teacher should adjust students' proficiency level and school environment in teaching. She confirmed it by saying:

“Iya, pastinya. Mempengaruhi cara mengajar dan metode”

"Yes of course. Influencing teaching methods and methods "

- 2) Student 2 (S2)

According to S2 opinion, it was not a must for teacher to tailor students' English proficiency level, because every teacher has their own target in teaching and learning process. Furthermore, in every class always consisted of various proficiency levels. She told that if teacher did not have any standard in teaching, they could be confused. They did not know which kind of students who should they adjust to. Moreover, teacher could know how to treat students, so that their abilities can be more evenly distributed and match with the standards that have been set. Thus, teacher could use



bilingual or trilingual language to make students easier to understand the material.

“Kalau menurut saya, kalau kita menghadapi siswa yang multi karakter, multi kepandaian, otomatis saya harus memiliki standar saya yang saya bawa di kelas, karena kalau saya ngikutin siswa nanti nggak jadi dong.. pembelajarannya nanti nggak jadi dong, malah saya yang bingung, jadi saya harus memiliki standar sendiri.”

"In my opinion, if we face students who are multi-character, multi-intelligent, I automatically have to have my standards that I bring to class, because if I follow students it won't turn out later ... the learners won't turn out, instead I'm confused, so I have to have my own standards. "

### 3) Student 3 (S3)

When the researcher asked about teacher should tailor to the students' proficiency level, she answered it strictly. She said that teacher must do it. Moreover, every level of school and every class in a school have their own characteristics included level of proficiency. It caused teacher to be smart to assess the students' need. This assessment would be affects to the teachers' treatment which is affect to students' ability. As good as she could, she wanted to make students follow the lesson well.

“Iya, tetep harus dilihat dulu kemampuannya seberapa, karena kasihan kalau tertinggal sangat jauh gitu.”

"Yes, we still have to see how much ability it is, because it's a pity if it's so far behind."

m. Teacher should assess student rationally.

1) Student 1 (S1)

During interview section about asses student rationally, the S1 pretty sure about her opinion that teacher must do it surely. She told that assessing student rationally would help teacher to conduct evaluation, so teacher could know what should teacher does for the next step. Furthermore, teacher could measure students' ability. It would be better rather than giving scores depends on mood.

“Iya pastinya, sebisa mungkin rasional dan objektif. agar kemampuan siswa itu paling tidak bisa lebih terukurlah daripada kita mengasih nilainya cuma berdasarkan mood misalnya atau kesenangan”

"Yes, of course, as rational and objective as possible. so that the students' abilities can be at least more measurable than we can give grades based solely on mood, for example or pleasure "

2) Student 2 (S2)

The S2 told that it was a must for teacher to assess students rationally. Teacher should deny any kind of subjectivities assessments. Teacher must assess students fairly, because it could impact students' psychology. Teachers did not have to give the scores according to our feeling or relationship to the students. In addition, she also told about rubric to assess students' abilities which could be applied in order to help teacher assess rationally. Thus, teacher must be fair to the students.

“Iya sih mbak menurut saya, tidak boleh ada subjectifitas sih, tapi pasti itu kita bawa, entah kita sadar nggak sadar, kayak pas di kelas dulu kan kita diajarin biar nggak subjektif seperti apa, kayak contohnya dengan rubrik penilaian, terus kayak menilai siswa dalam satu waktu, mungkin kita objektif mungkin ada Sebagian yang subjective, tapi emnurut saya ya objektif itu tadi.”

"Yes, in my opinion, there should be no subjectivity, but surely we bring it, whether we are aware that we don't realize it, like when we were in class, we were taught what kind of subjective it was, like for example by means of an assessment rubric. One time, maybe we are objective, maybe some are subjective, but in my opinion, that is objective. "

### 3) Student 3 (S3)

The S3 told that teacher should be rational in giving score for students. She knew that every student had different level of proficiencies. By knowing that situation, she said that even though teacher would help the low students to make students' score getting better, but teacher also must look at the effort of the students itself. The teacher could give some additional assignment to know how far the students; effort. Teacher must be fair in assessing students.

“Aa sebenarnya penting yaaa harus kalau secara rasional, Cuma Ketika praktek itu adalah fakta, Ketika praktek yaa apay a mau nggak mau nanti kita bantu tapi bantunya jangan cumin kasih tambahan nilai gitu aja, tapi harus ada bukti nyata dulu, bahwa mereka itu harus melakukan sesuatu biar nilainya bertambah gitu lo, kayak gitu karena kita Kembali lagi yaa kemampuannya beda-beda.”

"Aa, actually it is important, it must be rational, only when practice is a fact, when practicing, what if we want it or not we help it later, but the help is not just giving additional grades, but there must be real evidence first, that they have to do it. something so that the value increases like that, like

that because we are back again, so we have different abilities. "

n. Teacher should use various learning style.

1) Student 1 (S1)

Based on interview section, the S1 said that she would use various learning style to adapt students' learning style itself. She also added her statement that teacher could be able to develop learning style and made it balance. She gave the example about visual and audio visual students. In using the learning style, teacher not supposed to use only one learning style, so it made teacher only focused on one learning style who suit with some of students. Teacher should pay attention to the students with another learning style.

"Iya, iseimbangkan lah. Jadi dalam sat kelas itu kan bisa jadi macam-macam."

"Yes, balance it. So in one class there can be various things. "

2) Student 2 (S2)

In S2's opinion, teacher must learn various learning styles. It caused of students' characteristics which is will affect students' understanding about material. S2 told that teacher did not have to push themselves to use one learning style which is not suit with their students. In term of this case, teacher must have various learning styles. Furthermore, teacher already tough many kind of learning styles when they were in college. Thus, using various learning style makes

teacher optimize their abilities and knowledge, moreover students can understand the material easier.

“InsyaAllah iya bakal saya terapkan, kalau siswa nggak paham dengan metode itu masak aku harus memaksakan, kan intinya kita paham kan siswanya biar paham, masak kita paksakan dengan metode yang siswa itu malah bingung.”

"InsyaAllah, yes, I will apply it, if students do not understand the method, I have to force it, the point is we understand the students so we understand, cook we force it with a method that the student is confused about."

### 3) Student 3 (S3)

In her opinion, teachers could not stuck in one learning style, that was why teacher must learn kind of learning styles and apply it in a learning process. She also gave the example of narrative writing. She told that it was not a must for teacher to teach narrative text by focusing in writing only. Teacher could combine with others.

“Iya, kalau itu harus, karena nggak bisa kita stuck dengan satu model, satu model aja nggak cukup. Kebeyulan K13 sinc approach ya, yaudah ituu aja nanti yaudah pakenya itu perpedomanya pake itu, menalar ini ini ini, nanti kan anak anak bosan, jadi harus di combain lah, antara diskusi atau individua tau mungkin praktek kita ubah sedikit aa mungkin pengerjaanya nggak harus, narrative text nggak harus menulis paragraph Panjang gitu, kita ubahlah sedikit yang penting ada writingnya gitu.”

"Yes, if you have to, because we can't get stuck with one model, just one model is not enough. Kebeyulan K13 sinc approach, yes, that's about it, the guidelines are for using that, reasoning on this, later the children are bored, so they have to combine them, between discussions or individuals, maybe we change the practice a little, maybe we don't have to do it, narrative text doesn't have to write long paragraphs, we change it a little, what's important is the writing. "

o. Teacher should be helpful to students in and outside classroom.

1) Student 1 (S1)

Beside as a person who deliver a knowledge, teacher also as a supervisor in school. So, teacher can use the authority inside and outside of the class. She told that teacher not supposed to be too to intervene about students' privacy. We could monitor the students through BK teacher as a homeroom teacher, but if the students asked about material of the class teacher must be open to help the students. Furthermore, we do not need to ask students' problems, because not every student could feel comfortable to tell their problems to other people.

"Iya tidak apa-apa tapi mungkin tidak ikut campur terlalu dalam kalau siswa itu tidak datang ke kita karena mungkin siswa punya ruang privasi yang mungkin tidak ingin dia bagikan apalagi kepada gurunya seperti itu, kita hanya sekedar tau dan kita bisa memantau melalui guru BK juga ditingkat SMP/SMA maupun kita bisa memantau lewat wali kelas"

"Yes, it's okay, but maybe it doesn't interfere too deeply if the student doesn't come to us because maybe the student has a private room that he probably doesn't want to share, especially with his teacher like that, we just know and we can monitor it through the BK teacher as well. at the junior high / high school level or we can monitor through the homeroom teacher "

2) Student 2 (S2)

In term of students' problems, she told that teacher must help students about it. Teacher should sensitive about

students' changes. By knowing that changes, teacher could ask what happened to the student, then finally found what problems that they were facing. By asking students' problem, students could feel more comfortable with the teacher. It made student could be more attractive to follow the learning process, even though they were in a bad situation. Thus, even though teacher could not solve the problem, but teacher could give some motivations to the students.

“Kalau itu memang perlu ya mbak, kalau menurut saya itu iya. Kan kita tau maksudnya ini siswa kenapa yaa, kok biasanya dia itu aktif loo tapi kok beberapa bulan terakhir kok dia jadi pendiem terus mungkinlah dia nilainya jadi menurun drastic, saya rasa perlu seorang guru pendekatan secara psikologis itu juga perlu.”

"If it's really necessary, miss, in my opinion it is yes. We know what this means is a student why huh, how come he is usually active loo but how come in the last few months how come he's been keeping quiet, maybe his grades have dropped dramatically, I think a teacher needs a psychological approach that's also necessary.

### 3) Student 3 (S3)

In her opinion, it was not a must for teacher to interfere in students' problem especially personal problems. She thought that teacher did not supposed to force their self, if the students do not want to share their problems to the teacher. In another case, she would help students openly, if students asked about material that they did not understand yet. She would feel very happy if she could help students to understand more about the lesson. In short, she would help students problem about lesson

openly, but she would delegate personal problems of students to those who are responsible for it such as counseling teachers.

“Kalau untuk siswa yang seperti itu mungkin aa relative yaa, emm bukan sebuah keharusan sih, apalagi kita guru bahasa inggris ya, ya mungkin nanti kalau sampai aa kondisi diluar itu mengganggu siswa mengikuti pelajaran kita, itu baru kita kan oh bisa melihat dari situ kan nggak semua siswa itu terbuka atau mungkin bisa menunjukkan masalahnya Ketika dalam pembelajaran dan lain sebagainya gitu, itu Ketika kita tau semampunya kita bantu.”

"For students like that, maybe it's a relative thing, emm not a necessity, especially if we are English teachers, yes, maybe later if a condition outside disturbs the students following our lessons, then we can see from there right? not all students are open or maybe can show the problem. When in learning and so on, that's when we know what we can help. "

She added:

“Dilihat-lihat dulu lah atau bagaimana, mungkin ada yang lebih berwenang sih dari BK mungkin atau apa, tapi kita mungkin bisa membantu lewat situ, mungkin kita ke guru BK atau apa kan ilmunya beliau-beliau lebih tau begitu lo.”

"Have a look first or what, maybe there is someone who has more authority than BK maybe or what, but we might be able to help through there, maybe we go to the BK teacher or what is his knowledge - he knows that better."

p. Teacher should alleviate students' anxiety in English class.

1. Student 1 (S1)

In students' anxiety case, she told that teacher must give some attractive activities which could change student's mindset about English, because sometimes



students still thinking that English is difficult. An attractive activity such as giving a game or fun learning could attract students' attention, so students could be more positive thinking and absorb the knowledge better. She also gave a note to pay attention about time and situation. Thus, teacher must give an attractive learning to help students' anxiety in learning English.

“Iya, sebisa mungkin melalui metode pembelajaran yang menyenangkan yang mengubah sedikit mindset siswa tentang bagaimana bahasa Inggris itu.”

"Yes, as much as possible through a fun learning method that slightly changes the mindset of students about how English is."

## 2) Student 2 (S2)

According to the S2' opinion, it was a must for teacher to help students' anxiety about English. In helping students' anxiety, it is better if teacher directly give a fun learning to the students. In her opinion, by giving a fun learning could be give a better impact than only giving an oral motivation. When they thought that English is fun, it made them excited to learn English. Thus, implementing a fun learning could help decrease students' anxiety, because it made students feel directly the method that given by the teacher.

“Kalau menurut saya, kita mengurangi kecemasan mereka dengan pembelajaran yang fun, jadi kita nggak ngomong hey ngga usah dipikir serius-serius

bahasa inggris itu penak, kita cukup mengatakan itu secara ndak langsung dengan pembelajaran kita dikelas, fun learning itu tadi.”

"In my opinion, we reduce their anxiety with fun learning, so we don't say hey, don't think about English seriously, we just need to say it indirectly with our learning in class, fun learning earlier."

### 3) Student 3 (S3)

In her opinion, teacher must help students to eliminate students' anxiety about English. It was very important, because if anxiety is allowed, it will make students reluctant to learn English. In order to eliminate students' anxiety, she would give some kind of activities to arouse students' enthusiasm. For her, looking her students become brave to speak English is such kind of a good thing enough.

“Harus, karena kalau nggak dihilangkan kecemasan itu yaudah akan berkelanjutan sampai nanti dia takut jadi nggak mau belajar gitu, missal kaya anak speaking gitu, waktu dia speaking salah ngomong, temen-temen menertawakan dan lain-lain nah disitu nanti dia akan takut memulai lagi, nanti ditertawakan lagi, kalau anaknya PD sih nggakpapa, tapi kalau emang dasar karekter anaknya itu nggak PD, pemalu gitu kan tambah down, jadi bener-benr harus dihilangkan.”

"Must, because if the anxiety is not eliminated, it will continue until later he is afraid that he doesn't want to learn, for example like a speaking child, when he speaks the wrong word, his friends laugh and so on, there he will be afraid to start. Again, laugh at it again, if the child is PD it's okay, but if it's true that the child's character is not PD, shy is like that, it adds down, so you really have to get rid of it. "

q. Teacher should listen to student's opinion.

1. Student 1 (S1)

From S1 perspective, teacher should hear students' opinion. She said that constructive criticism and input which delivered openly were good to become a correction which made a better teacher. Even more, in creativity or learning method, criticism and input could be help teacher so much. It was related to the students' need which teacher should observe at the first time when they met the students, so the learning process could be work properly.

"Pastinya. Masukan.. kritik dan masukan yang disampaikan secara terbuka dan membangun itukan yang lbih baik untuk kedepanya kita baik sebagai pendidik maupun baik kepada siswa selanjutnya yang akan diajar di generasi berikutnya seperti itu jadi menurut saya penting"

"Definitely. Input .. criticism and input that is conveyed openly and builds that which is better for the future both for us as educators and for the next students who will be taught in the next generation like that so in my opinion it is important "

2) Student 2 (S2)

In her opinion, teacher should listen to the students' opinion. It helped teachers to evaluate themselves in teaching and to know students' desire. But in another case, teachers do not have to take all of students' desires. Teacher should predict all of consequence that will be taken and consider the positive and negative affect.

Teacher also should be known their goal that should be done, so both teacher and students could be happy together.

“Perlu, tapi nggak saya ikutin semua saran siswa, karena memang ada yang bisa kita lakukan ada yang nggak bisa kita lakukan, kaya gitu sih, lebih dilihat dulu sih plus minus nya sepeerti apa kalau kita lakukan, kan sebagai guru punya takaranya masing-masing ya mbak bakal kaya apa kedepanya.”

"It is necessary, but I do not follow all the students' suggestions, because there is something we can do, there is something we cannot do, it's like that, first look at the pluses and minuses like what if we do it, right as a teacher we have different amounts yes ya will be rich in the future. "

### 3) Student 3 (S3)

In S3's view, she said that teacher must be open. Moreover, for fresh graduated teacher or internship student who still has limited experience must listen students' opinion. It could help teacher to match their method and students' condition. Furthermore, it was a signal that their students gave their attention to the teacher and they wanted to be better.

“Iya sih, harus juga. karena sbenarnya nggak semua siswanya juga mau terbuka ke gurunya kan nggak semua juga, jadi ketika ada siswa yang mau terbuka kan disitu nanati aka nada kepercayaan siswa kepada gurunya begitu, dan itu yang sangat sulit untuk didapatkan bagi seorang guru, kepercayaan dari seorang siswa.”

"Yes, you have to. because actually not all students also want to be open to their teachers, not all of them, so when there are students who want to open up there, there will be students' trust in their teachers, and that's what is very difficult to get for a teacher, trust from a student.

She added:

“Aa selain itu kita juga tahu kondisi siswa, jadi nanati kalau ada apa apa, oh siswa ini berperilaku sepeerti ini karena ini, jadi kita nggak meenebak-nebak.”

"Aa apart from that, we also know the condition of the students, so it's heartbreaking if what's the matter, oh this student is behaving like this because of this, so we're not guessing."

r. Teacher should friendly to students.

1) Student 1 (S1)

During interview section, S1 said that teacher should friendly to students, but sometimes we have to be firm, especially about rule that already created at the beginning of the class. It helps teacher to create a discipline environment for an optimal teaching and learning process, so it did not delay the time. In another side, teacher also should be aware that kind of things are for students' kindness, not teacher's ego. For her, there was no excuse for scofflaw. Furthermore, students nowadays must be taught discipline and manners.

“Iyaa, tapi adakalanya guru harus memiliki sisi tegas.”

"Yes, but sometimes the teacher must have a firm side."

2) Student 2 (S2)

Talking about friendliness, the S2 told that we need to be friendly to the students to make them feel comfortable with the teacher, but in some caseses we need to be more assertive to make aware that we need to respect each other. In future

affect, the students would understand to respect other people who older than them, because the function of teacher is not only to transfer about information, but also to educate about manners. Thus, in her opinion it was better to use fifty per fifty.

“Kalau menurut saya sih mbak, ada kalanya kita perlu bersikap ramah buat mendekati siswa, tapi da kalanya kita hrus tegas sebagai seorang guru, takutnya nanti kita malah di injek-injek jadi seorang guru itu, kan kita sering ya mungkin juga pengalaman kita lihat beberapa guru yang eh kok siswane kok sampek wani koyo ngono nyapo seh, mungkin disitu gurunya kurang teges atau bagaimana, pasti ada penyebabnya, jadi kalau menurut saya adakalanya kita yang harus ramah ada kalanya kita memang harus teges sebagai seorang guru untuk menekankan bahwa mereka memang harus menghormati kita gitu sih.”

"In my opinion, there are times when we need to be friendly to approach students, but sometimes we have to be firm as a teacher, fearing that later we will be teased as a teacher, right? a teacher who is eh, how come siswane how come we are sampek wani koyo ngono ngono seh, maybe the teacher is not strong or something, there must be a cause, so if in my opinion sometimes we have to be friendly, there are times when we really have to be strong as a teacher to emphasize that they really have to respect us like that. "

### 3) Students 3 (S3)

In S3's opinion, teacher should to be friendly to the students as long as both of them could understand their limitation. She also said that keeping up limitation between teacher and student could made students still have their respect to the teacher. It also has impact when teacher delivers the material. When students lose their respect foor the teacher,

they also underestimate the lesson. She also said that teacher must control their self in social media, because it could be assessed by everyone. Thus, in S3's opinion, friendly means just say hello.

“Ramah selama tidak melampaui batas yaa it's OK, maksudnya tidak melampaui batas itu Ketika kita bertemu siswa di sekolah itu kan setidaknya ada satu dua orang siswa itu ngelihat ke kta nah kita menyapa yaudah nggakpapa.”

"Friendly as long as it doesn't go beyond the limit, that's OK, the meaning is not to go beyond that limit. When we meet students at school there are at least one or two of those students who look at us, so we say hi, it's okay."

s. Teacher should treat students fairly.

1. Student 1 (S1)

For the topic of fairness, she told that teacher must treat students fairly. Fairness for her means involve all students in learning, because they have the same rights and have the right to get the same grades and the same appreciation from the teacher. According to fairness concept in teaching, She told that fair does not mean equalizing students, but how to treat students according to their portion to make their abilities both better. Behave fairly to students helps students to fell not discriminated against. Furthermore, it avoids students to have feeling of hate to the teacher, much less hate the lessons. Thus, a comfortable class would be realized.

“Iya, mereka mempunyai hak yang sama dan mempunyai hak untuk memperoleh nilai yang sama juga dan apresiasi yang sama dari guru.”

"Yes, they have the same rights and have the right to get the same grades and the same appreciation from the teacher."

## 2. Student 2 (S2)

In her opinion, teacher must be fair, even though students would think that it was not fair. It caused of every teacher has their own reasons in deciding their decisions. Because of that reason, teacher must explain their reasons to their students clearly, so their students would not get misunderstanding. Thus, teacher should give the same rights to every student, so they could feel comfortable in the class.

“Iya sih mbak harus adil, meskipun dimata siswanya mereka itu nggak adil, tapi kalau kita sudah berusaha seadil mungkin ya tetep harus adil gitu lo mbak. sebisa mungkin memberikan hak yang sama kepada mereka, biar mereka juga nyaman dikelas.”

"Yes, you have to be fair, even though in the eyes of the students they are not fair, but if we try to be as fair as possible, we still have to be fair, miss. as much as possible give them the same rights, so that they are also comfortable in class. "

## 3. Student 3 (S3)

During the interview section about fairness, she told that teacher must be fair to the students. She explained that fair it does not mean treating students the same, but treating students based on their portions. Teacher must



give a clear explanation to them, so the students never get missunderstanding. Moreover, students will feel cared for. Thus, teacher should know how to treat students fairly.

“Harus sih kalau adil, karena kalau adil bukan berarti harus memperlakukan siswa dengan sama.”

"It must be fair, because if it is fair it does not mean that we have to treat students equally."

She added:

“Nggak Cuma dari segi nilai tapi juga dari segi perlakuan.”

"Not only in terms of value but also in terms of treatment."

t. Teacher should arouse students' motivation for learning English.

1) Students 1 (S1)

According to students' motivation in learning, S1 said that it was important. She connected motivation with attraction. She wanted to change the mindset about English. Many people still thinking that English was difficult, but in fact there is a language more difficult than English. Much less, learning English also could help students' future such as finding a job, scholarship, communication, etc. Thus, she wanted her students could be comfortable with English.

“Iya penting sih, motivasi kemudian ketertarikan, semangat itu sangat penting.”

"Yes, it's important, motivation then interest, passion is very important."

## 2) Students 2 (S2)

In her opinion, teacher must motivate their students. She told that by giving motivations to the students could give impacts for them. She also told that students has unstable mood as usual. In s2's opinion, giving motivations can be held in a small act like give some motivation notes in her text books or just saying directly any kind of motivation words. Furthermore, for S2's opinion, it was a must to motivate their students to be more exited in learning English.

“Emmm, kalau menurut saya yaa iya sih, mau nggak mau yaa, kalau mungkin buat ibu guru yang emang sudah sepuh gitu kita jarang yaa menerima support, buat guru-guru yang sekarang saya yakin mereka lebih memahami hal-hal seperti itu, karena mereka juga bisa lebih berfikir lebih banyak, untuk itu meskipun minim pengalaman, tapi mereka kan bisa lebih berfikir, jadi menurut saya ya haruslah kita memberi motivasi belajar, entahlah Cuma nulis dibuku mereka semangat yaa nice kaya gitu mereka udah aku di apresiasi sama guruku, aku disemangati sama guruku, pasti ada impact meskipun dengan hal-hal sekecil itu, seperti itu.”

"Emmm, in my opinion, yes, I want it or not, if possible for old teachers, we rarely receive support, for teachers who are now I'm sure they understand better things like that, because they They can also think more, for that even though they have minimal experience, they can think more, so in my opinion, we should give motivation to learn, I don't know, I just write in their books. with my teacher, there must be an impact even with such small things. "

She also added:

“Karena anu mbak.. aa mood nya seseorang bisa naik turun mau dia cewek cowok saya yakin bisa naik turun entah itu karena hal sepele katakanlah karena AC nya mati di kelas, itu kan bisa membuat mood siswa down.”

"Because I miss .. someone's mood can go up and down if he's a girl boy. I'm sure it can go up and down whether it's because of trivial things say because the air conditioner turns off in class, it can make the student's mood down."

### 3) Student 3 (S3)

In S3's opinion, teacher must arouse students' motivation. It could help teacher to create an interactive teaching and learning process. In another side, students would feel happy and interest to lesson and teacher. Thus, the learning process not only focused on giving assignment, lecturing, and so on, but also attract students to the lesson. For more impact, students would wait for the lesson coming and students' understanding about material.

“Harus, karena kalau nggak gitu kelas kita nggak jalan, kita ngomong sendiri aja udah, tau tau dapat tugas, masuk gitu lagi aduh bosen sekali.”

"You have to, because otherwise our class doesn't work, we just talk by ourselves, know we can get assignments, go in like that again, how bored."

#### r. Teacher should show optimistic attitudes.

##### 1) Student 1 (S1)

She said that having optimistic attitudes is a must, because teacher's mind affects their behavior. When teacher have optimistic attitudes, the energy that will be delivered is also positive. It was also affects atmosphere in the class and affects to the students' themselves by giving a real example that can be observed by the students as their role model. Thus, it is important to be optimist from the beginning.

“Pastinya, karena our mind reflects eeh our mind effects our behaviour, jadi kita positif InsyaAllah nanti energi yang tertular juga positif kemudian atmosphere.”

"Certainly, because our mind reflects our mind effects our behavior, so we will be positive. God willing, the energy that is transmitted will also be positive, then the atmosphere."

## 2) Student 2 (S2)

According to S2's opinion, she told that it was a must for teacher to show optimistic attitudes. She told that if teacher could think positively, so their students could be positive also. By thinking positively also made teacher to be more intention to take some effort to make students better. Furthermore, students also could get better scores in their lessons. In another side, students' parent also will be proud of the students.

“Perlu sih mbak, berawal dari optimiskan saat kita mengajar siswa kan juga mereka “oh muridku iso” pasti bisa mereka, pasti kita punya effort kita punya usaha untuk menggiring mereka ke hasil yang seperti itu, jadi perlu di bangun sikap optimis.”

"It is necessary, sis, starting from being optimistic when we teach students, right? Oh my student iso, they can definitely do it, surely we have our efforts to lead them to results like that, so we need to build an optimistic attitude."

## 3) Student 3 (S3)

In her opinion, teacher should to be optimist, because it gave impact to how their students look at the teacher. When teacher can act to be optimist, so are the students. Being optimistic is part of professionalism which made students could trust to the students. Moreover, in term of optimistic, teacher should be still to be a good listener. Because,

optimistic and being over confident are different. She told that teacher needS to hear criticisms from students.

“Iya, lihat lihat dulu lah, kita optimisnya seperti apa.”

"Yes, see first, we are optimistic about what."

s. Teacher should have a good sense of humor.

1) Student 1 (S1)

Related to a sense of humor, s1 said that teachers do not have to have a sense of humor. But on the other hand, the humor is still needed, especially at elementary school or young learner. So, a teacher must be able to adjust the conditions and needs of students. Even if a teacher has a humorous side, at least not to make students lose respect for the teacher. Thus, each teacher has his or her own way of being likable such as giving a spoof text.

“Perlu, tapi tidak harus. Karena guru itu memiliki karakteristik sendiri. We can be interesting with our own way”

"Necessary, but not necessary. Because the teacher has his own characteristics. We can be interesting with our own way "

2) Student 2 (S2)

In according to S2’s opinion, she told that it was not a must for teacher for having a good sense of humor, but at least teacher could attract students to learn English. In her opinion, the meaning of humor can be meant separately by different people. According to it, the S2 said that teacher should make

sure that their materials can be responded by the students. Thus, teacher could make students aware that human need to socialize with other, so interaction is important.

“Kalau menurut saya sih anu mbak, saya tidak bisa memastikan itu humor apa bukan tapi saya bakal mencoba untuk bikin percakapan yang emang itu harus mendapatkan respon dari siswa, saya menghargai keberadaan mereka intinya mereka menghargai keberadaan saya. Karena setiap orang kan selera humornya kan beda beda yaa setiap orang apa ya mbak, kadang yang menurut kita nggak lucu tapi bagi siswa itu lucu sih, jadi tidak dapat diprediksikan.”

“In my opinion, sis, I can't confirm whether it's humor or not, but I will try to make a conversation that must get a response from students, I appreciate their existence, the point is they respect my existence. Because everyone has a different sense of humor, what's different for each person, sis, sometimes what we think is not funny but for students it's funny, so it can't be predicted. ”

### 3) Student 3 (S3)

In S3's opinion, being humor was important. Teacher should make classroom atmosphere become fresh. Even more, teacher and students will be in one classroom with a long time. She told that, even though she was not the person who good at humor, but she would try to include the humor itself in a term of learning media. It caused of every teacher has their own characteristics, but in term of make the classroom environment become fresh is a responsibility for every teacher without any exceptions.

“Iya sih harus, karena kita berada di ruangan yang sama dalam waktu yang enggak sebentar.

Membosankan, apalagi kemarin waktu magang bahasa inggrisnya itu 3 jam.”

"Yes, you have to, because we are in the same room for a long time. It's boring, especially yesterday when the English internship was 3 hours. "

She added:

“Iya sih, aaamm apa ya, karena saya sendiri nggak begitu pandai humor yaa, cuman nanti lebih dimasukkan ke media pembelajaran sih.”

"Yes, what aaamm, because I'm not very good at humor myself, but later it will be more included in the learning media."

t. Teacher should admit mistakes.

1) Students 1 (S1)

When the researcher was conducted the interview, the S1 said teacher must admit mistakes. Teacher must admit mistakes when they did something wrong, without shame. She believed that the position of true knowledge is much higher than just self-pride because it is something that must be accounted for in the hereafter. Thus, admit mistakes for teacher is a must.

“Pastinya, ada kesalahan yang secara kemudian hari kita sadari ada yang tidak. Sekalipun nanti ada suatu kekeliruan kita bisa klarifikasi di kemudian hari.”

"Of course, there are mistakes that we later realize are not. Even if there is an error later, we can clarify it at a later date. "

2) Student 2 (S2)

According to interview section that already done by the researcher and S2, the S2 said that teacher should admit

their mistakes. In her opinion, teachers need to give a good example for students. They should teach students to be brave to admit their mistakes, but in some cases teacher is allowed to divert students' attention about teachers' mistakes. It caused of there are some cases when teacher admit their mistakes would give a bad impact for the students.

“Kalau aku sendiri sih perlu mbak, karena kadangkannya kita ada beberapa hal yang kita salah, tapi untuk mengakui suatu kesalahan itu kalau dilakukan ke siswanya itu bakal beresiko, akhirnya kita nggak bilang kita salah, tapi kita bilang ada cara lain, padahal itu cara kita untuk mengatakan bahwa kita salah seperti itu sih mbak,”

"For myself, you need to miss, because sometimes we have a number of things that we are wrong, but to admit a mistake if it is done to the students it will be risky, in the end we don't say we are wrong, but we say there are other ways, even though that's our way to say that we are wrong like that, sis, "

a. Students 3 (S3)

According to interview section that has been conducted by the researcher, the S3 said that it was a must for teacher to admit their mistakes in front of the class. She thought that, it was normal for human for having some mistakes. She also would feel happy, if her students could correct her mistakes. It signed that her student has more knowledge and gave their attention to her. It also gave the students learnt that if they did a mistakes they should recognize it and have to brave to admit it. Furthermore, students would feel cared and heard.



“Sebenarnya kita harus menguasai semuanya, tapi Namanya orang khilaf pasti ada satu dua melakukan kesalahanitu pasti ada, nah itu nggak apa apa, jadi biar murid itu nggak terlalu apay a straight di oh apapun itu harus manut guru seperti itu, mereka juga berhak berkembang missal mereka punya pengetahuan yang lebih dari gurunya, ayok sharing.”

"Actually, we have to master everything, but the names of people who err, there must be one or two who make mistakes, there must be one, now that's okay, so that students are not too straight at anything, they must follow teachers like that, they also have the right to develop massively they have more knowledge than their teachers, let's share. "

u. Teacher should forgive.

1) Student 1 (S1)

When the researcher was conducted the interview section about forgive, the S1 said there was no teachers who hates the students and there was no teacher who pray for the badness of students. Based on it, she said that how hard it was, teacher should forgive the students. Beside that statement, she also gave some notes about it. She told that even though teacher should forgive students' mistakes, but teacher also have to look forward about how big students' mistake is. It made students learnt about how they should behave, because adab has a higher position than science. Thus, different errors make different follow-up. Teachers also could call for another staff in school who able to solve the problems if needed.

“Iya, tapi permintaan maaf itupun juga bukan hanya maaf tapi jika dilakukan berulang ulang pasti akan ada sanksi. Bisa juga kita memaafkan disertai dengan sanksi bisa agar mereka jera.”

"Yes, but even that apology is not just an apology but if it is repeated, there will be sanctions. We can also forgive accompanied by sanctions so they can deter them. "

a. Student 2 (S2)

In S2's opinion, teachers should forgive students' mistakes. Even though students' mistakes are so big, but teacher should forgive it. Moreover, even though the process is not instant, but teacher should try to forgive the students. It made students understand what mistakes that they have did. With this kind of treatment, the S2 hope that students' intention in learning English can be increased. In addition, the S2 hope that students could evaluate themselves and did not do the same mistakes. Thus, no matter how hard it is, teacher should try to forgive.

"Lebih ke perlu sih mbak, lebih ke perlu menurut saya karena apa ya mbak, terkadang disuatu kondisi dimana kita memang perlu dimaafkan dan memaafkan itu kan juga berjalan beriringan kan itu jadi kalau siswa bisa memaafkan kesalahsan kita kenapa kita tidak bisa memaafkan siswa, toh kita akan ketemu mereka setiap hari juga niatnya kit aitu baik ngasih ilmu ke kita, masa sih kita nggak mau memaafkan kesalahan mereka, kita yakin mereka datang kesekolah itu mereka mau belajar."

"It's more necessary, sis, it's more necessary in my opinion because of what, sis, sometimes in a condition where we really need to be forgiven and forgiving, it also goes hand in hand, right? So if students can forgive our mistakes why can't we forgive students, after all we We will meet them every day and the intention is that we are good at giving knowledge to us, how come we don't want to forgive their mistakes, we are sure they come to school that they want to learn. "

But, for some big cases she added:

“Tapi gini prosesnya nggak bisa 100% langsung memaafkan, tetep ada step-step nya biar siswa itu nggak melakukan kesalahan yang sama, jadi jangan langsung kita udah tak maafkan aja lah besok baik lagi lah, enggak kalau misalkan enggak. Siswa di Indonesia khususnya di Tulungagung sendiri, tidak bisa seperti itu.”

"But like this, the process cannot be 100% immediately forgiving, there are still steps so that the student doesn't make the same mistake, so don't immediately let us not forgive tomorrow, it's good again, not if for example not. Students in Indonesia, especially in Tulungagung, cannot be like that. "

b. Student 3 (S3)

In her opinion, teacher must forgive students' mistakes, because she aware that students have unstable emotions. She said that students need guidance. In another side, teacher should understand about how far their mistakes were. As long as teacher already given some follow-up effort and students already admitted their mistakes, there was no reason to do not forgive the students. She also said that the students should promise that they will never do the same mistakes again. Furthermore, in some cases teacher should make coordination with counseling teacher or BK teachers.

“Iya, harus. Karena yang namanya murid apalagi di usia usia remaja, kan ya yang diajar biasanya bahasa inggris itu SMP, SMA gitu kan masih yaa tempatnya salah gitu kan apalagi, anak-anak seperti itu harus butuh bimbingan.”

"Yes, you must. Because the names of students, especially in their teens, are usually taught in English, junior high school, high school, right? The

place is wrong, right? What's more, children like that have to need guidance. "

She added:

“Ketika terjadi kesalahan sudah ditindak lanjuti, murid juga udah mengakui, ya sudah nanti kedepanya harus lebih baik lagi, jangan sampai diulangi, kalau diulangi nanti mungkin ada Tindakan yang harus apay a yang lebih berkelanjutan, mungkin BK dan lain sebagainya tapi kalau selama itu masih tahap wajar, itu kita tangani sendiri.”

"When an error occurs, it has been followed up, the students have also admitted, yes, in the future it must be better, don't repeat it, if it is repeated later there may be actions that should be more sustainable, maybe BK and so on but if it is still fair stage, we handle it ourselves. "

v. Teacher should well-dressed.

1) Student 1 (S1)

Related to the topic about well-dressed for teacher, the S1 said that it was very important to do. In her opinion, well-dressed means can dress neatly and could dress properly as a teacher. As a good teacher, teacher should follow the school regulation about how to dress. If teacher can dress properly, so the students will have a good impression to the teacher. Furthermore, she mentioned about teacher as a role model. As a role model, teacher should give a good example for their students, so they could motivate themselves to be good like the role model.

“ya pastinya, itu sudah jadi syarat mutlak sih. Kita ibaratkan dengan kondisi datang dikelas dengan rapi, dengan wibawa kita sebagai guru itukan siswa juga akan respect paling tidak jika mereka tidak

memahami materi itu mau melihat kita dulu lah gitu kan.”

"Yes, of course, that has become an absolute requirement. We compare it to the condition of coming to class neatly, with our dignity as teachers, students will also respect, at least if they don't understand the material, they want to see us first, right? "

a. Student 2 (S2)

In Student 2's opinion, she told that teacher should pay attention about students' perception; what kind of lesson that would students get from the appearance that teacher showed. What kind of lessons that teacher would show through their appearance. In her opinion, it was fine for teacher to dress at will, as long as teacher could dress neatly and in accordance with applicable regulations.

“Kalau untuk generalnya harusnya sih rapi sih mbak, bukan ke masalah yang harus kayak begini begini, enggak yang penting udah ngikuti, kan kalaujadi guru di lembaga kan memang ada hari-hari nya dan memang harus pakai baju ini baju ini yaa kita ikutin aja, tapi mungkin yang menarik dengan bajunya yang wow seperti itu sih nggak sih mbak kalau menurut saya rapi aja deh, lebih kesitu. Lebih ke apasih yang mau sampaikan dengan penampilan saya.”

"For the generals, it should be neat, sis, it's not a problem that has to be like this, it's not important to follow, right? If you are a teacher in an institution there are days and you have to wear these clothes, so we just follow, right? but maybe what's interesting is that the dress is wow like that, sis, if I think it's neat, that's more. More what do you want to say with my appearance. "

b. Student 3 (S3)

When the researcher asked about well-dressed, the S3 said that it was a must for teacher to dress neatly. In her opinion, dressing neatly it was a sign of readiness. Moreover, dressing neatly also makes teacher itself become pleasing to be looked and students would respond positively. Thus, teacher should pay attention to their appearance and try to match with the regulation of the school

"Because I myself see people who look like teachers, if they don't look neat and they don't feel good, we're lazy, but if teachers look neat, neat appearance shows that we're ready, we're ready, ready to teach, ready to enter. class and others like that, showing readiness. "

She added:

"Rapi, nyaman, rapi itu supaya yang melihat juga enak."

"Neat, comfortable, neat so that the viewer is also good."

**2. The students' perceptions about effective teacher influence their own expectation as teacher in the future.**

The researcher collected the data from the result of having in-depth interview to the English student of IAIN Tulungagung who just completed their thesis. They are also as the top three students who achieved the highest GPA batch 2016. Based on interview's result on August 3<sup>rd</sup> 2020, September 10<sup>th</sup> 2020, and September 13<sup>th</sup> 2020. From these method the researcher found the data as follows:

a. Student 1 (S1)

After conducting the interview section on August 3<sup>rd</sup> 2020, the S1 told what kind of teacher that she wants to be. She told that she wanted to be a teacher who could open students' mindset that actually English is fun, easy and not much pressure, could be firm in order to give a good figure, able to make innovations by connecting students' world with the hottest issues and she wanted to be a good role model.

"Emm who is able to open insights, eh not insights open the mindset of students that English is fun, easy and does not have too much pressure in it, and that was for me to insist on so that students don't what is that? Not just questioning the teacher, because they are still learning and must be given a good example and also given what good manners are, so try to innovate by connecting with the world of rich students, what are the inn's nowadays then become very good personalities, the important point is that set an example and have such assertiveness. "

b. Student 2 (S2)

According to interview section was conducted on 10<sup>th</sup> September 2020, the S2 told that she wanted to be her herself. She did not want to join in, because she had her own standard. She would let her students to imagine freely and could explore their potential more and more. She wanted her students could comfortable with them themselves. For another reasons, she wanted match the way she teach with her personalize with some kind of evaluation for her herself. She also told that she wanted to teach student to be proud of them

themselves and know what they want to be. Thus, she wanted to be a teacher who can be her herself and proud of them themselves.

"If my expectations are that of being a teacher, I don't follow, so I have my own standards, I want to be like this, yes, but if it is a teacher's obligation I have to teach this to students, I have to teach it the same. I want my students to explore more, I see, so I will let them imagine as freely as themselves, what kind of abilities I leave like that, because I myself am also abstract, miss, so I just match myself, If I like it like this, I will implement it to students like that, but yes, there must be an evaluation, but I don't participate in other teachers, I participate if there are some positive things I take, if I can't, I'll just leave it, I just do what I can, because for me the standard of satisfaction of people is different, so I was made to be what I want to be"

She also added:

"We teach the students so that they are more proud of themselves, so that they can identify themselves better."

c. Student 3 (S3)

During the interview section was conducted on 13<sup>th</sup> September 2020, the S3 told that she wanted to be a teacher who could understand her students' conditions, master in materials, and became a good role model for her students. She thought that those three categories are already represent another aspects. In short, her main goal was how she became a teacher who could make her students become a better people.

"From myself, I want to be a teacher who first understands the students, understands the condition



of the students, the second masters the material, and the third can be an example for the students, that's all, what is the point? In my opinion, it covers everything, from how do we go to the students, how do the students to us, how do we have to understand the conditions first, the second is the material problem we have to really know what we want to convey so that later we won't be underestimated, maintain dignity too, the teacher's code of ethics is like that , then the last one is what was an example, that example is not only in appearance but also in terms of behavior. Such actions, in essence, are examples of parents who can motivate them to make it better. "

## **B. Findings**

From the data presentation the researcher got the findings of data which was taken from every point of research focuses: 1) The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung 2) The students' perceptions about effective teacher influence their own expectation as teachers in the future.

### **1. The characteristics of effective English teacher as perceived by English education department's students at IAIN Tulungagung.**

From the data of interviews on data presentation, the researcher concluded that every student had different ideas regarding the characteristics of an effective English teacher. It was proven by the result of interviews which conducted on August 3<sup>rd</sup> 2020 and September 10<sup>th</sup> and 13<sup>th</sup> 2020.

a. Student 1 (S1)

From data presentation about S1's interview result conducted on August 3<sup>rd</sup> 2020, the researcher found a fact that the S1 had tendencies about effective teacher characteristics; Teacher must understand English culture well, must be able to read English well, must write English well, must speak English well, must be fully conversant with English grammar, must have a high level of proficiency with English vocabulary, must prepare the lesson well, must be strict to administrative rules and regulations, must teach how to learn English outside the classroom.

Moreover, teacher must teach English tailored to students' English proficiency level, must assess what students have learned rationally, must use various learning styles, must alleviate student's anxiety in English class, must listen to students' opinion, must be friendly to students and must treat students fairly, must arouse students' motivation for learning English, show optimistic attitudes about teaching and students, must admit mistakes, must be forgiving and teacher must be well-dressed. She also mentioned some supportive characteristics; teacher should have a good sense of humor, teacher should follow syllabus and teacher should use English in teaching English.

b. Student 2 (S2)

From the data presentation about S2's interview result, the researcher found that S1 had tendencies to some characteristics

that must be owned by a teacher; Teacher must able to read English well, must write English well, must prepare the lesson well, must strict to administrative rules and regulations, must teach how to learn English outside the classroom, must asses what students have learnt rationally, must use various learning style, must alleviate student's anxiety in English class, must treat students fairly, must arouse students' motivation for learning English, Teacher should be helpful to students in and outside classroom and teacher must well –dressed.

She also mentioned some supportive characteristics; teacher should has a good sense of humor, teacher should follow syllabus and teacher should using English in teaching English, should have a high level of proficiency with English vocabulary, should teach English tailored to students' English proficiency level, should listen to students' opinion, should be friendly to students, should show optimistic attitudes about teaching and students, should admit mistakes and should forgive.

c. Student 3 (S3)

From data presentation about S3's interview result, the researcher found a fact that the S1 had tendencies about effective teacher characteristics; Teacher must understand English culture well, must able to read English well, must write English well, must speak English well, must be fully conversant with English grammar, must have a high level of

proficiency with English vocabulary, must prepare the lesson well, must strict to administrative rules and regulations, must teach how to learn English outside the classroom, and must follow syllabus tightly.

Moreover, teacher must teach English tailored to students' English proficiency level, must asses what students have learned rationally, must use various learning style, must alleviate student's anxiety in English class, must listen to students' opinion, must be friendly to students and must treat students fairly, must arouse students' motivation for learning English, must admit mistakes, must forgive and teacher must well –dressed. She also mentioned some supportive characteristics; teacher should has a good sense of humor, teacher should follow syllabus, should show optimistic attitudes about teaching and students, and teacher should using English in teaching English.

**2. The students' perceptions about effective teacher influence their own expectation as teachers in the future.**

From the data of interviews, the researcher concluded that the three interviewees regarded the following as desirable characteristics of an effective English teacher apart from those cited above in research problem 1.

a. Student 1

From the data presentation about Student 1's interview result conducted on August 3<sup>rd</sup> 2020, the researcher found 5 desirable characteristics of effective teacher are teacher should open students' mindset about English, teacher should be firm to the students, must maintain dignity, must be a good role model, must be innovative; relate the material with the hottest issues.

b. Student 2

From the data presentation about Student 2's interview result on September 10<sup>th</sup> 2020, the researcher found 8 desirable characteristics of effective teacher are teachers should have their own standard, teachers should let their students to imagine freely, teacher should direct their students to explore their potential deeper, teachers should help students to get to know themselves better, teacher should evaluate them themselves, teacher should teach their students to be proud of them themselves, teachers should direct students to know what they want to be and teachers should carry out obligations properly.

c. Students 3.

From the result of data presentation about S3's interview result on September 13<sup>th</sup> 2020, the researcher found 4 desirable characteristics of effective teacher; teachers should understand her students' conditions, teachers should master in materials, and teachers should become a good role model for

the students and teachers should make the students become a better people.

teacher should open students' mindset about English, teacher should be firm to the students, must maintain dignity, must be a good role model, must be innovative; relate the material with the hottest issues, teachers should have their own standard, teachers should let their students to imagine freely, teacher should direct their students to explore their potential deeper, teachers should help students to get to know themselves better, teacher should evaluate them themselves, teacher should teach their students to be proud of them themselves, teachers should direct students to know what they want to be, teachers should carry out obligations properly, teachers should understand her students' conditions, teachers should master in materials, teachers should became a good role model for the students and teachers should make the students become a better people.

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