

SKRIPSI
THE STUDENTS' PERCEPTION OF THE PROFESSIONAL
ENGLISH TEACHER AT MA PP NURUL HAQ
BENTENG LEWO KABUPATEN SIDRAP

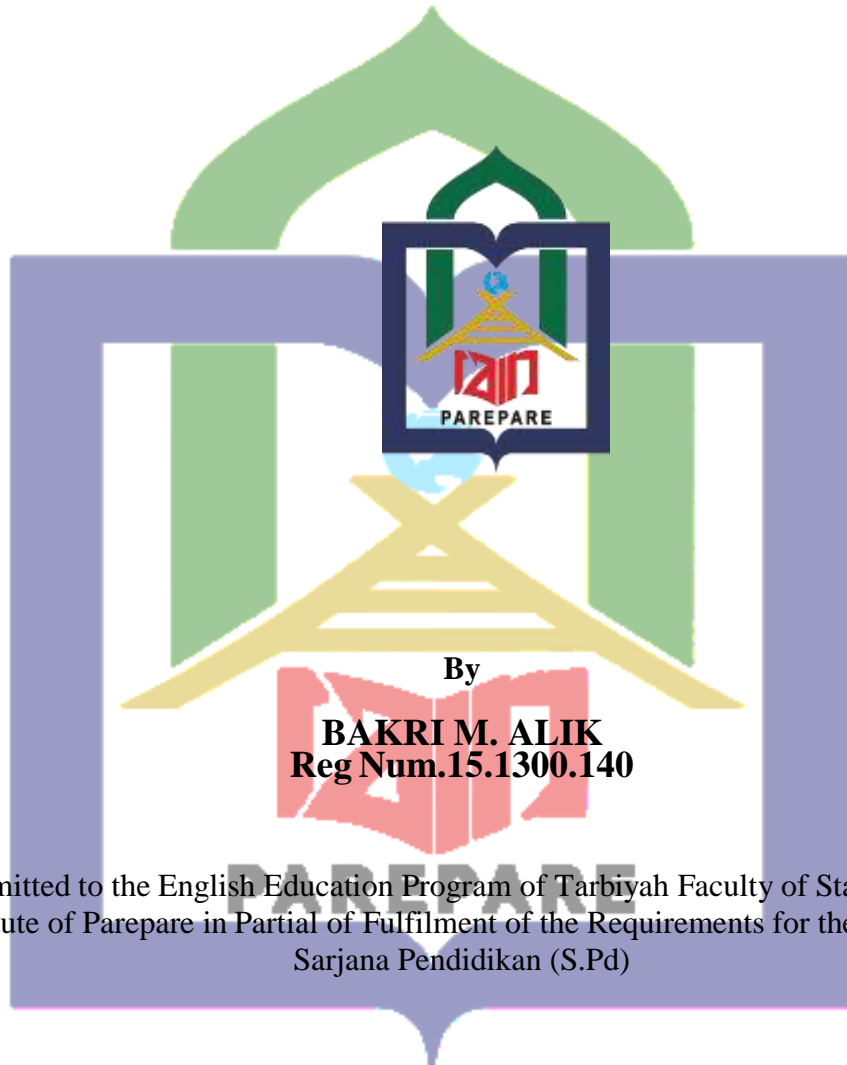


By
BAKRI M. ALIK
Reg Num.15.1300.140

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2019

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BAKRI M. ALIK
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfilment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

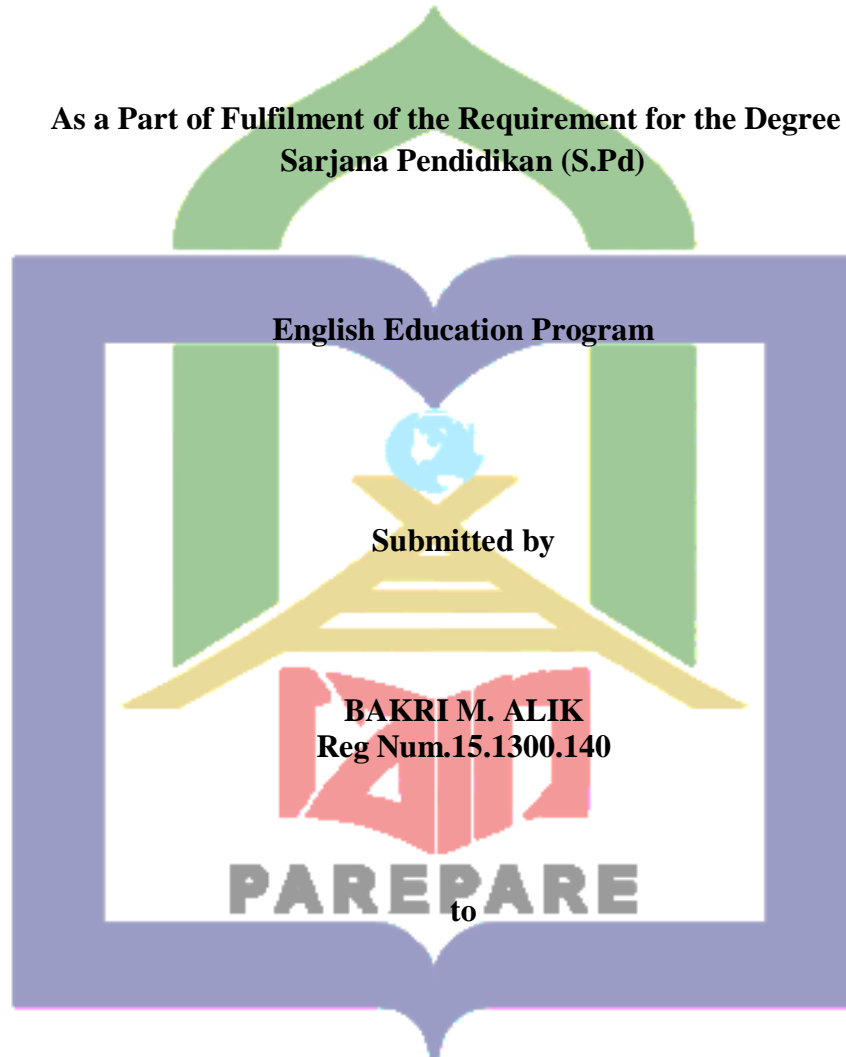
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Sarjana Pendidikan (S.Pd)**



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PAREPARE**

2019

iii

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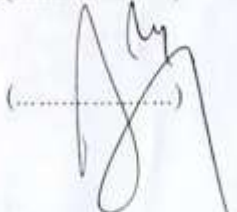
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Parepare, 26th December 2019

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DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

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Parepare, 26th December 2019

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ABSTRACT

Bakri M. Alik. . *The Students' Perception of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap* (Supervised by Abd. Rauf Ibrahim and Ismail Latief.)

Everyone has the different perception or arguments about an object around them. So as students, they also have perception about their teacher especially to the English teacher. In every school there are some categories of the teachers namely the good teacher, bad, friendly and the professional teacher. As the professional teachers they should have or mastery four competencies namely, pedagogical competence, professional, personality and social competence.

This study was aimed to know about *the professional English teacher and the students' perception of the professional English teacher*. The objective of this research was to get the empirical data about the professional teacher and students' perception. The population of the research consisted of 60 students of the first grade, the second grade and the third grade. The sample of the research consisted of 60 students.

The research method used in the research was a qualitative and quantitative method (Mix-method) by using descriptive design. The data was collected through observation and questionnaire.

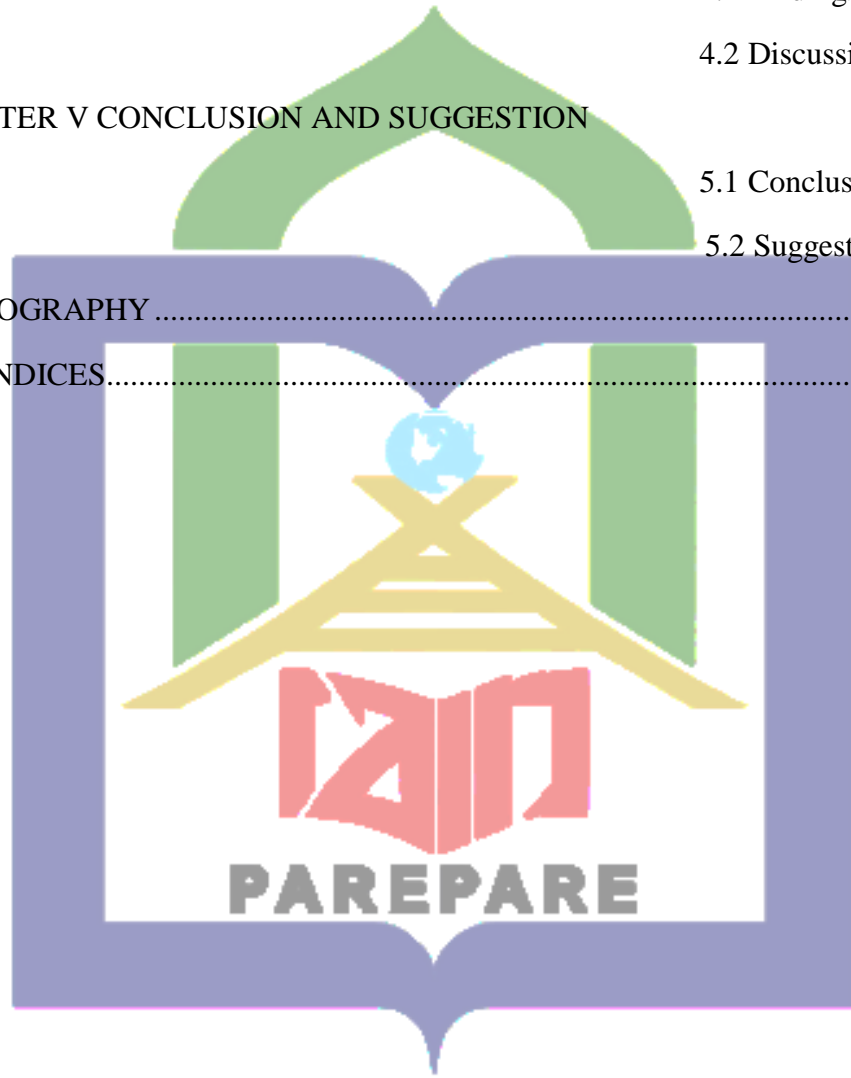
Based on the calculation, the result of the data analysis showed that the students' perception of the professional teacher got mean score 46.6 with percentage 56.66% which one including high category. In other words, the teacher at MA PP Nurul Haq Benteng lewo Kabupaten Sidrap was included in the professional teacher.

Keywords: Perception, Professional Teacher.

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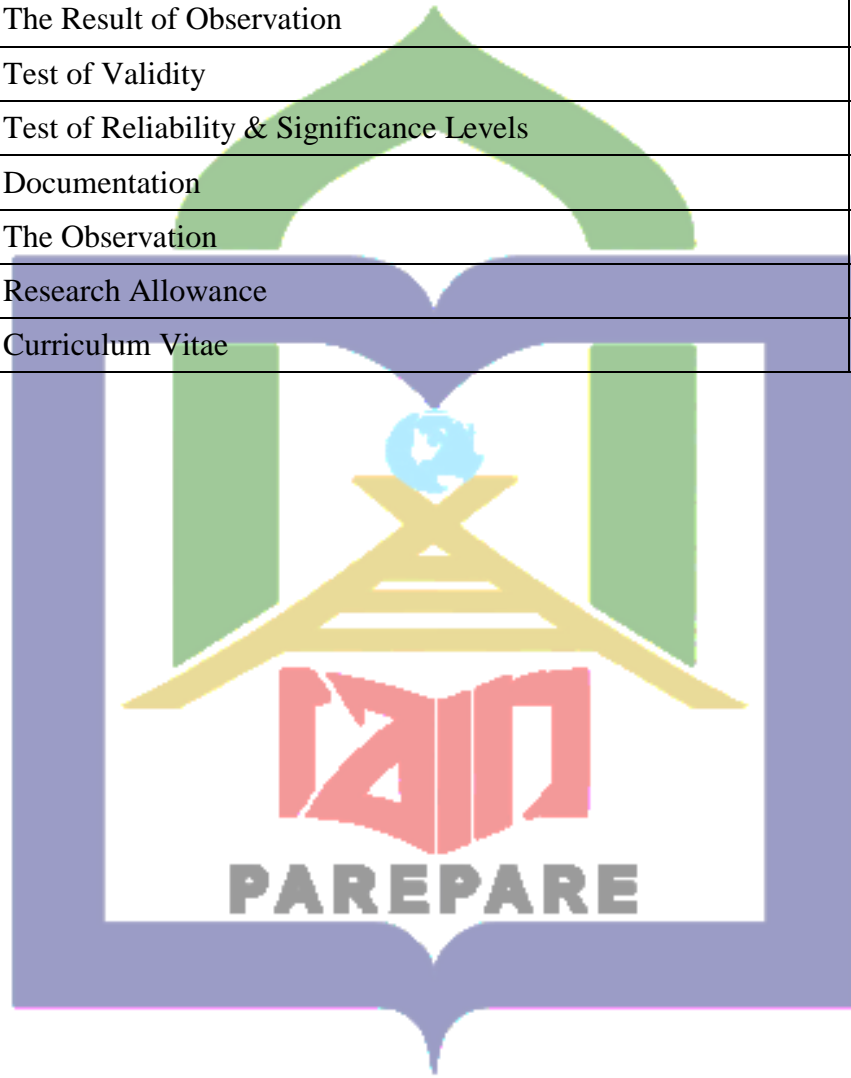


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CHAPTER I

INTRODUCTION

1.1 Background

In the current era of globalization, education is a matter of great concern. Education has a role in shaping the good or bad of the human person. Without education humans cannot develop, advance, prosper and be happy in accordance with the purpose of a good life. The process of development and human education are not only influenced by the educational processes that exist in the formal education system, but also depend on education that is outside the formal environment. Therefore education is very important in the lives of people, nations and countries in shaping a better generation in the future.

Education is a process of character building, adding insight, developing potential and skills in each student to be able to understand an object and be able to make people think critically. In education there are several important elements one of which is the teacher. Teacher are educators and instructors who have the responsibility in educating, teaching, training, guiding, and giving encouragement to students starting from the lowest level to the higher level. A teacher has a very important role in developing the potential of students to become better. So in this case the teacher is required to be more professional in carrying out their duties for the creation of a better generation. In the world of education a teacher must have the ability or competence in order to have the expected performance so that it can realize the goals of education. 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.

Pedagogical Competence is the ability to understand students, design and implement learning, evaluate learning outcomes, and develop students to actualize the various potentials they have. Pedagogic can be interpreted as ability in the process of interaction that occurs continuously and interrelated between scientific knowledge and student development. This competency is one of the competencies that must be possessed by a teacher in teaching because this can determine success in the learning process and the results to be achieved by students.

Professional competence is one of the competencies that must be possessed by every teacher in education. Professional competence is competence or ability related to the completion of teacher tasks. As a professional teacher, a teacher should master the material and content that will be taught to students. According to Hamzah B. Uno, professional competency is a set of abilities that must be possessed by every teacher to carry out their teaching assignments well and achieve success.¹

Personality competence is a personality ability that is steady, noble, wise, and authoritative as well as being an example of students, steady, stable, mature, wise and wise, evaluating their performance, and developing themselves continuously. According to Longman, personality competencies are aspects of the behavior,

¹Hamzah B. Uno, *Profesi Kependidikan: Problema, Solusi & Reformasi Pendidikan di Indonesia* (Jakarta: Bumi Aksara, 2007), p. 18.

feelings, beliefs, thoughts, actions, and attitudes of a teacher that are seen as his trademark.²

Social competence is one of the abilities that a teacher must have in communicating and interacting effectively with students both inside and outside the school environment.

So, a professional teacher must be able to master and implement the four competencies. It seems like to the teacher in MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap is also expected to be able to carry out the learning process well. However, the results of preliminary observations show and give the fact that the situation of students in these schools tends not to be interested in following the learning process specifically in the field of English language studies. While one of the successes of a teacher in teaching can be measured in terms of students' understanding of the material or field of study that has been taught. So that researchers are interested in studying the issue in depth by allowing students to convey their perceptions to teacher in the school.

Perception is the act of compiling, recognizing, and interpreting sensory information in order to provide an overview and understanding of the environment. Perception includes all signals in the nervous system that are the result of physical or chemical stimulation from the sensing organs. This perception exists because humans who have the cognitive ability to process information obtained from the environment around them with the intellect they have, then humans make judgments about what they see or feel and think to decide what they want to do later.

²Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 395.

Based on all of explanation above, the researcher is interesting conduct research to know about “*The Students’ Perception of the Professional English Teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap*”.

1.2 Problem Statements

Based on the background of the research previously covered, the researcher formulated the problem statement as follow:

- 121 How is the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap?
- 122 How are the students’ perceptions of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap?

1.3 Objective of the Research

- 131 To know the concept of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.
- 132 To know the students’ perceptions of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

1.4 The Significance of the Research

In this research, the researcher is expected to give significant contribution in key terms of theoretical and practical as follows:

- 141 Theoretical Significance

This research is expected to have a significant contribution for the development of the professional teacher theory especially for the teacher.

1.4.2 Practical Significance

1.4.2.1 For the students

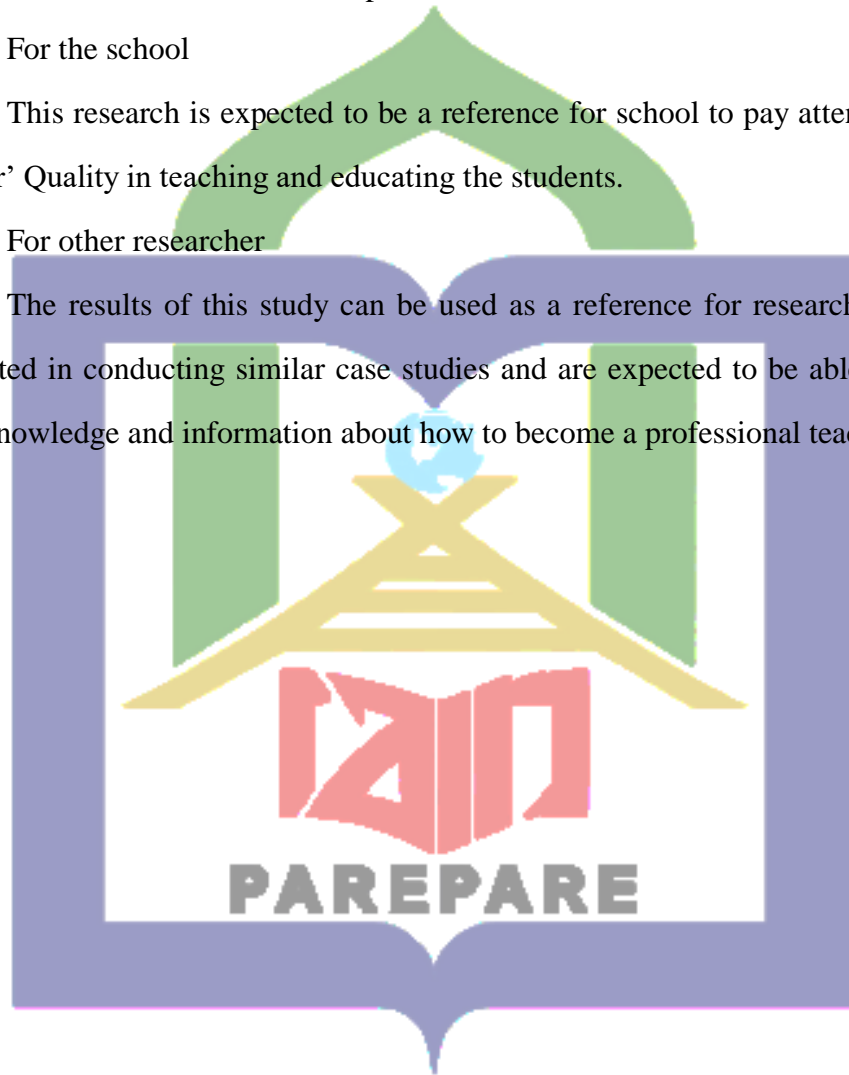
This research can provide knowledge to students that to become a professional teacher must master all competencies.

1.4.2.2 For the school

This research is expected to be a reference for school to pay attention to their teacher' Quality in teaching and educating the students.

1.4.2.3 For other researcher

The results of this study can be used as a reference for researchers who are interested in conducting similar case studies and are expected to be able to increase their knowledge and information about how to become a professional teacher.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Previous Research Findings

In contrasting this research proposal, the researcher was considering some previous research finding to support the research proposal. Those researches are as follows:

Stephen Joseph in his research about “Student perception of teacher professional attire” he concludes that teacher-student interaction among senior and final year students could be affected by the way teachers dress for class especially when final year students perceive their teacher to be more approachable and likeable in casual wear. However, analysis of the open-ended response revealed mixed results. This analysis revealed that a significant relationship exists between the perception of those who believe their teachers’ professional attire makes them seem more competent to teach and the perception that women need to dress up to again the same level of respect as men.¹

Intan Kurniati in her research about “The students’ perception of their teacher teaching styles” she concluded that the learning activity done in SMA Brigjend Katamso is teacher-centered learning and students are still a passive learner. It can be seen from the number of students who answered agree and strongly agree to the

¹ Stephen Joseph, Student Perceptions of Teacher Professional Attire (Journal: The University of Trinidad and Tobago: Trinidad and Tobago, 2017), Vol.6. No.2 p. 39.

statement in the questionnaire that shows that the learning applied by teachers in the classroom is teacher-centered learning and students are passive learners.²

As the conclusion of both previous research findings. It can be concluded that the students' perceptions are crucial and it has an effect on the teacher's professional. Then the previous research finding above has a close relationship with this research which wants to see the teacher's professional as an educator. Furthermore, as for the differences in the two studies with this research, it is found in the object of the research. In this research, the object is specific to the English teacher while the second previous research objects were the mathematics' teachers and teacher professional attire.

2.2 Some Pertinent Ideas

In this part, there are some pertinent ideas that explain the concept of the variable of the research.

2.2.1 The Concept of Perception

2.2.1.1 The definition of Perception

Perception is a stimulation that is received by someone through its senses. According to Oxford; perception is the way of someone to notice things, especially with the senses.³ Furthermore, According to Longman; perception is the recognition and understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.).⁴

² Intan Kurniati, *The Student's Perception of Their Teacher Teaching Style's* (Journal: State University of Medan: Medan, 2017), Vol. 33. No. 2. p. 96.

³ Oxford Learner's Pocket Dictionary (Oxford: Oxford University Press, 2011), 4th ed, p. 325.

⁴ Richards et al, *Longman Dictionary of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 391.

Some experts are trying to make a definition of perception, consist by:

- 2.2.1.1.1 C. Wade Savage; perception is a matter of describing, symbolizing, and recording. Once these operations have been carried out, no further use is usually made of the information in the scene itself. But if we consider everyday perception overtime, attempts at detailed, once-and-for-all recording for its own sake are very infrequent. The primary function of perception is to keep our internal framework in good registration with the vast external memory, the external environment itself.⁵
- 2.2.1.1.2 Sven Hoffmann; perception refers to perceiving a stimulus directly. Perception needs to answer question such as its function, how this function can be described in an algorithm of input and output, and how perception is implemented as neuronal activity.⁶
- 2.2.1.1.3 Tony Malim; Perception was an active one. Data is received from the senses resulted in a perceptual hypothesis being set up. An individuals' experience of the world and expectation resulting from that experience provided the means to test hypothesis. The perceptual hypothesis was a first guess at what the sensory data meant, based upon experience.⁷
- 2.2.1.1.4 D.M Parker; perception is a complex process which can be viewed as being designed to ensure the harmony of the human species and its

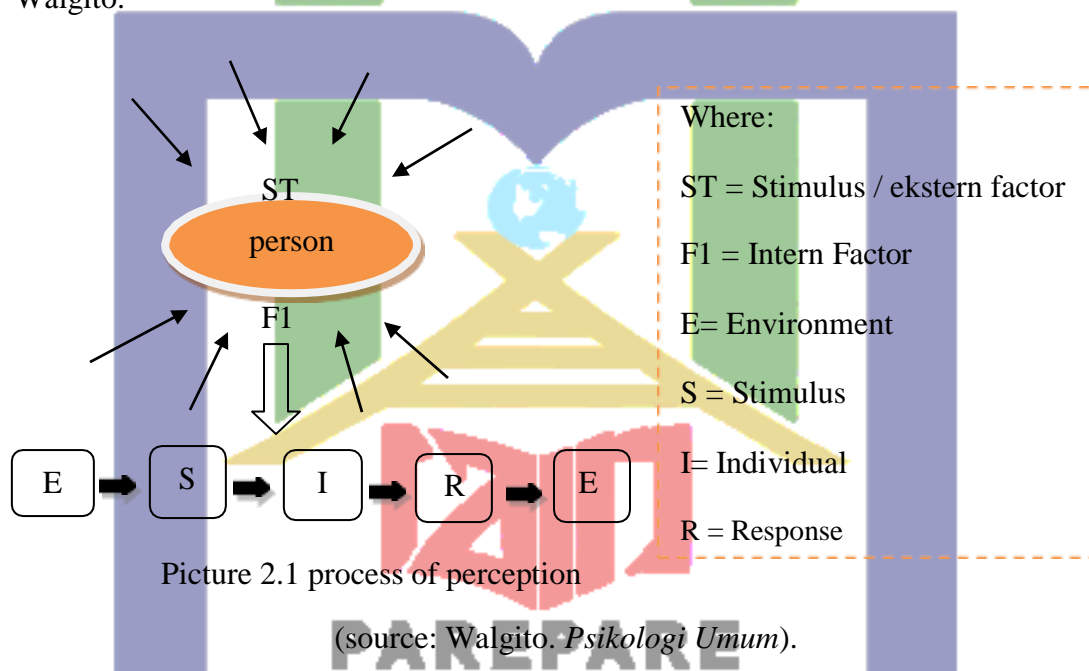
⁵ C. Wade Savage, *Perception and Cognition Issues in Foundations of Psychology* (Minneapolis: University of Minnesota Press, 1980), p. 72.

⁶ Sven Hoffmann, et al., *Performance Psychology Perception, Action, Cognition, and Emotion* (Cologne: Elsevier Inc., 2016), p. 4.

⁷ Tony Malim, *Cognitive Processes* (London: Macmillan Press, 1994), p. 57.

environment. it is supported by physiological and cognitive mechanism which we do not have to be aware of to ensure their operation.⁸

From the discussion of perception that has been expressed by some experts, it can be concluded that perception always present in humans' life. There are so many choices we make in this life, depending on our view of the object. Everything in this world needs a process; it seems like someone's perception. Perception does not just appear in spontaneity but it has process this is the scheme of perception based on Walgito.



From the scheme of the process of perception can be explained as follows, the object generates a stimulus then the stimulus is received by the senses or receptors of the individual. Individuals are not only subject to a single stimulus but many stimuli hit. However, not all stimuli get an individual response to perception. Which stimulus

⁸D.M Parker, at al., *Perception and Artistic Style* (Netherlands: Elsevier Science Publishers B.V., 1990), p. 13.

will be perceived by the individual depends on his attention. Then the next scheme is a continuation of the first process. As a result of the stimulus chosen and accepted by the individual, then he will realize and respond.⁹

2.2.1.2 The types of perception

According to Longman Dictionary, there are three types of perception:

2.2.1.2.1 Visual perception

Visual perception is the ability to interpret the environment that is associated with light. The results of visual perception are often referred to as a vision. The perception about visual information or stimuli is accepted by the eyes. The eyes are almost spherical and have a diameter of 2-2, 5 cm, are a set of structures that allows the transformation of the light into a code that the brain can understand.

2.2.1.2.2 Auditory perception

Auditory perception is obtained through the sense of hearing which is the ear. Hearing can be defined as the ability to recognize the sound. Auditory perception needs a listener to detect the different kinds of acoustic signals, and to judge differences between them according to differences in such acoustic characteristics as their frequency, amplitude, duration, an order of occurrence, and rate of presentation.

2.2.1.2.3 Speech perception

Speech perception is the process by which the sounds of language are heard, interpreted and understood.¹⁰ Furthermore, Gareth Gaskell and Jelena Mirkovic stated that Speech perception is a product of auditory processing that speech perception can be understood within an auditory perceptual framework. Speech perception

⁹Walgito, *Psikologi Umum* (Yogyakarta: ANDI. 1981), p. 90.

¹⁰Richards et al, *Longman Dictionary Of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 391.

necessarily entails the processing of the talkers' intended articulations and that requires the processing of motor representation.¹¹

2.2.2 The Concept of The Professional Teacher

2.2.2.1 The Definition of Teacher

The teacher is an educator who has dedicated himself to teaching science in educating, directing and training students to be able to understand every science that has been given or taught. The teacher has an important role in the transformation of knowledge to the students. The teacher is reliable in the field and has a high responsibility and professionalism that is appropriate to the task in accordance with the law of Republic of Indonesia No. 14/2005 article 1, paragraph 1 mentioned that "The teacher is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, basic education, and secondary education."¹²

2.2.2.2 The Definition of Professional

A professional is a person who has a job or profession that is carried out with a high ability and holds fast to the moral values that guide and underlie actions. According to Amanda Beth McMillian a professional is one who can be deal with challenges and tasks that are specific to the job they do, using skills, experience and expertise to that job.¹³ Furthermore, According to Longman, professionalism refers to

¹¹ Gareth Gaskell and Jelena Mirkovic, *Speech Perception and Spoken Word Recognition* (London and New York: Routledge Taylor and Francis Group, 2017), p. 26

¹² Departemen Pendidikan Nasional, *Undang-Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen* (Jakarta: Depdiknas, 2005)

¹³ Amanda Beth McMillian, *Student Perception of Professional Education Organizations* (Publish Thesis: Liberty University: Virginia, 2010), p. 14.

an occupation that performs an important social function. It is based upon a high degree of skill that is learned through education and training.¹⁴

2.2.2.3 The Professional Teacher

A professional teacher is someone who has the ability, skills, and expertise in educating and guiding students in developing the potential that exists in themselves. As teacher, we may have direct control only over what we bring to the classroom: our knowledge, skills, experience, and beliefs about teaching.¹⁵ Professional teacher always develop themselves towards knowledge and explore their expertise, and then professional teachers are diligent in reading literature with no feeling of loss in buying books related to the knowledge being cultivated.

2.2.2.4 The Indicators of the Professional Teacher

A professional teacher must have competence. Competence is the ability and authority of teachers in implementing the teaching profession. Based on these provisions, it can be seen that teacher competency is a requirement that must be met to achieve the title as a professional teacher. This is by Law No. 20 of 2003 concerning the national education system which explains that educators must have academic qualifications and competencies as agents of learning, healthy and spiritual, and can realize the goals of national education. Four competencies must be mastered by professional teacher. As for the four competencies, namely: pedagogical, professional, personality and social competencies.¹⁶

¹⁴ Richards et al, *Longman Dictionary Of Language Teaching and Applied Linguistics* (Cambridge: Cambridge Univ.Press, 1992), p. 464.

¹⁵ Diane Haager, et al., *How To Teach English Language Learners* (America: Jossey Bass, 2010), p. 1.

¹⁶ Departemen Pendidikan Nasional, *Undang-Undang Nomor 20 Tahun 2003, Tentang Sisdiknas* (Jakarta: Depdiknas, 2003)

2.2.2.4.1 The Pedagogical Competence

Pedagogical competence is a competency that must be mastered by the teacher. In essence, pedagogical competence is an ability possessed by a teacher in processing learning. This competency is a distinguishing characteristic between the profession as a teacher and other professions. Pedagogic ability can also determine the level of success of the teaching and learning process. Pedagogical abilities that must be possessed by the teacher:

2.2.2.4.1.1 Planning the teaching and learning process.

2.2.2.4.1.2 Implement and manage the teaching and learning process.

2.2.2.4.1.3 Assessing the progress of the teaching and learning process.

2.2.2.4.1.4 Mastering lesson material.

2.2.2.4.2 The Professional Competence

Professional competence is the ability to master material broadly and deeply. Professional abilities that must be possessed by teachers include:

2.2.2.4.2.1 Mastering the foundation of education.

2.2.2.4.2.2 Mastering teaching material.

2.2.2.4.2.3 Developing teaching programs.

2.2.2.4.2.4 Carrying out teaching programs.

2.2.2.4.2.5 Assessing the result of teaching-learning processes that have been implemented.

2.2.2.4.3 The Personality Competence

Personality is a combination of basic nature with human attitude influenced by the surrounding environment. According to Eysenk H.J personality is the sum total of actual or potential behavior-pattern's of organism as determine by heredity and

environment; it originates and develops through the functional interaction of the four main sectors in to which these behavior-patterns are organized = the cognitive sector (intelligence), the conative sector (character), the affective sector (temperament), and the somatic sector (constitution).¹⁷ Furthermore, Tomas Chamorro-Premuzic & Adrian Furnham stated that personality is referred to as stable patterns of behaviors or traits that predispose an individual to act in specific (more or less consistent) manner.¹⁸ Personality abilities that must be possessed by teacher include:

2.2.2.4.3.1 Developing personality.

2.2.2.4.3.2 Interacting and communicate.

2.2.2.4.3.3 Carrying out guidance and counseling.

2.2.2.4.3.4 Carrying out school administration

2.2.2.4.3.5 Carrying the simple research for teaching purposes.

2.2.2.4.4 Social Competence

Social competence is an ability possessed by a teacher in communicating and interacting effectively with the school environment or in the surrounding environment. According to Margaret Semrud-Clikeman Social competence is an ability to take another's perspective concerning a situation and to learn from experience and apply that learning to the ever-changing social landscape.¹⁹ Social abilities that must be possessed by teachers include:

¹⁷ Eysenk H.J. *Dimension of Personality* (London: Routledge And Kegan Paul, 1947), p. 25.

¹⁸ Tomas Chamorro-Premuzic & Adrian Furnham, *Personality and Intellectual Competence* (London: Lawrence Erlbaum Associates, 2005), p. 1.

¹⁹ Margaret Semrud-Clikeman *Social Competence in Children* (Michigan: Springer, 2007), p. 1.

2.2.2.4.4.1 Being inclusive, acting, objectively, and do not discriminating because of consideration gender, religion, race, physical condition, family background, and socioeconomic status.

2.2.2.4.4.2 Communicating effectively, empathically, politely with fellow educators, educational staff, parents and community.

2.2.2.4.4.3 Adapt to places of duty that have socio-cultural diversity.

2.2.2.4.4.4 Communicating with the professional community itself and other professions verbally and in writing.

2.3 Research Variable and Operational Definition

2.3.1 Variable of the research

There are two variables in this research namely dependent variables and independent variable.

2.3.1.1 The dependent variable is the students' perception.

2.3.1.2 Independent variable is the professional teacher

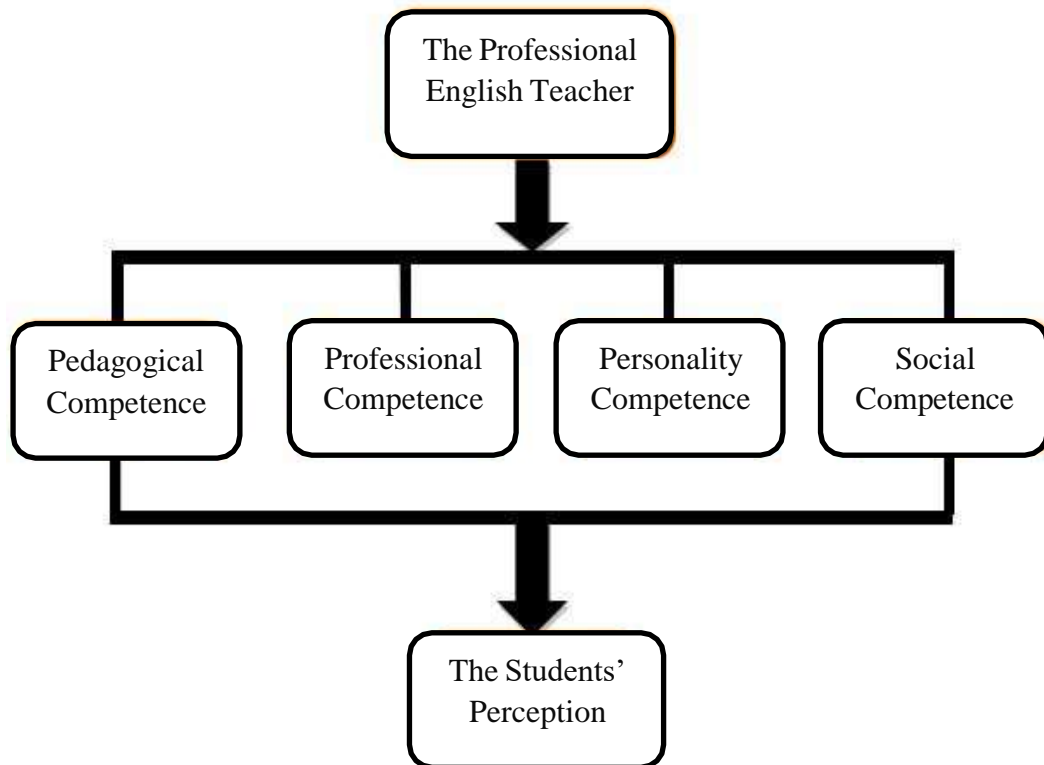
2.3.2 Operational definition of the research

2.3.2.1 Students' perception is the views or opinions that individuals have of a certain object. So to obtain data on student perceptions, researcher will distribute questionnaires to each student in PP MA Nurul Haq Benteng Lewo Kab. Sidrap.

2.3.2.2 The professional teacher is someone who has the ability, skills, and expertise in educating and guiding students in developing the potential that exists in them. The researcher will collect related data about professional teachers through observation.

2.4 The Conceptual Framework

The conceptual framework of this research as follow:



Based on the conceptual framework design, giving a point of diagram which research looking for how the students' perception of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

CHAPTER III

RESEARCH METHOD

In this part, the researcher would describe the description of the research design, location and duration, types and data sources, technique of collecting data, and technique of data analysis.

3.1 Research Design

This research applied descriptive methods. It is qualitative and quantitative approaches by using descriptive design. The descriptive method can be interpreted as a problem-solving procedure that is investigated by describing the state of the subject or object in the study can be in the form of people, institutions, communities, and others who are currently based on visible facts. According to L. R. Gay, The descriptive method is useful for investing in a variety of educational problems. Typical descriptive is a method with the assessment of attitudes, opinions, demographic information, conditions, and procedures. Descriptive data are usually collected through a questionnaire, interviews, and observation.¹

Qualitative research is research that is descriptive and tends to use analysis. The process and meaning (subject perspective) are more highlighted in qualitative research. The theoretical foundation is used as a guide so that the focus of research is in accordance with the facts in the field. According to Yvonne Darlington, qualitative research has an important role to play in understanding this word and in

¹L. R. Gay *Education Research Competencies for Analysis & application* (America: Florida International University, 1981), p.153.

complementing other forms of knowledge.² Furthermore, according to Robert K. Yin qualitative research is that enables you to conduct in-depth studies about a broad array of topics, including your favorites, in plain and everyday terms. Moreover, qualitative research offers greater latitude in selecting topics of interest.³

3.2 Location and Duration of Research

The location of the research will take at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap. The research used qualitative research that has several times to collect and analyze data. This research will be done less more than one month for collecting data.

3.3 Types and Data Sources

At this stage, the researcher can use several components which are the source of the data. The source of data in this study consisted of primary data and secondary data.

3.3.1 Primary Data

The data sources in this research are the results of the questionnaire from students and observation of the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

3.3.2 Secondary Data

The secondary data of this research such as journals, curriculum, syllabus and lesson plan of the English teacher.

² Yvonne Darlington, *Qualitative Research in Practice Stories from the Field* (Singapore: Allen & Unwin, 2002), p. 2.

³ Robert K. Yin, *Qualitative Research From Start to Finish* (London: The Guilford Press, 2011), p. 6.

3.4 Technique of Collecting Data

To collecting data in this research, the researcher uses three instruments that consist of Observation and Questionnaire.

3.4.1 Observation

Observation is a data collection technique indirect research of a particular object in the surrounding environment. Observing can be an invaluable way of collecting data because what you see with your own eyes and perceive with your senses is not filtered by what others might have reported to you or what the author of some document might have seen in this sense, your observation is crucial. According to Bob Matthews and Liz Ross, Observation is the collecting of data through the use of human senses. In some natural conditions, observation is the act of watching social phenomenon in the real world and recording events as they happen.⁴

Observation can be done in a participatory or non-participatory manner. In participatory observation, the observer participates in ongoing activities. Whereas in no participatory observation the observer does not participate in the activity, he only plays a role in observing the activities, not participating in the activities. Before making observations, the researcher or observer should prepare an observation guide. In qualitative research, this observation guide is only in the form of outlines or general items of activities to be observed.

The researcher has used this technique to find out the data about the professional English teacher. The researcher was observing the situation in the class when the teacher is teaching and delivering the material.

⁴Bob Matthews and Liz Ross, *Research Method: A Practical Guide for the Social Science* (London: Pearson, 2010), p. 254.

3.4.2 Questionnaire

The questionnaire is a data collection technique in research that consists of a collection of questions or statements that are easy to understand. According to Denis F. Folit, questionnaire is an instrument for gathering self-report information from respondents through of questions or statements.⁵ The questionnaire used in this research is closed questionnaire because the respondents give their opinions toward the question/statement by choosing the available answer. Every question or statement the questionnaire has four answer choices. The answer from the respondent is written by giving the checklist on the available questionnaire, they are always, often, sometimes and never. The collect questionnaire from the respondent gets a score based on the fixed assessment system. These are assessment scores to each answer from the respondent:

Tabel 3.1
The likert Scale Rating

Classification	Scale (+)	Scale (-)
Always	4	1
Often	3	2
Sometimes	2	3
Never	1	4

(Source of data : Sugiono. *Metode Penelitian Pendidikan*, 2014)

⁵Denis F. Folit, *Nursing Research* (Philadelphia: Lippincott and Wilkins, 2003), p. 729.

3.5 Population and Sample

3.5.1 Population

3.5.1.1 The subject of the research

The population of the research would be the students at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap which consists of three classes: first grade, second grade, and third grade.

3.5.1.2 The object of the research

The population of the research took the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

3.5.2 Sample

3.5.2.1 The subject of the research

The sample of the research took all of the students at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap. The sampling was used in this research that was called total sampling.

3.5.2.2 The object of the research

In this research, the sampling took of the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

3.6 Procedure of Collecting Data

The data of this research was collected by using the following procedure:

- 3.6.1 The researcher introduced to the teacher and the students about the purpose of this research.
- 3.6.2 The researcher observes the situation in the class when the teacher is teaching.
- 3.6.3 The researcher has given a questionnaire to the students and asks them to answer the questionnaire.

3.7 Technique of Data Analysis

Data analysis techniques are methods or ways to process data into information so that the characteristics of the data become easier to understand and also useful for finding solutions to problems, especially problems in a study.

3.7.1 Qualitative Data

Data analysis is a process in finding and organizing the results of interviews and systematic field notes that have been collected in improving understanding of the research being studied. According to Miles and Huberman argue that the activity in the qualitative data analysis is performed interactively and runs continuously until complete so that the data is already saturated. Activities in the data analysis namely data reduction, display data, and the data conclusion drawing/verification..

3.7.1.1 Data Reduction

Sometimes the data obtained from the field is quite large, so it needs to be recorded carefully and in the detail. The longer researchers go to the field. The amount of data will be more and more complicated. For that it is necessary to immediately analyze data through data reduction. Reduction data means summarizing, choosing the main points and focusing on the important things. Thus the reduced data will give a clearer picture.

3.7.1.2 Data Display

After the data has been reduced, the next is to present the data. Through the presentation of data, the data is organized and arranged so that it will be easier to understand. In qualitative research, the presentation of data can be done in the form of short descriptions, charts, and the relationship between categories.

3.7.1.3 Conclusion

In qualitative research, initial conclusions are still temporary and will change if no strong evidence is found to support the next stage. But if the conclusions raised at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusion put forward are credible conclusions. Thus the conclusions in qualitative research are new findings. Findings can be in the form of a description of an object.⁶

3.7.2 Quantitative Data

Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Arikunto mentioned that the steps of data analysis are:

3.7.2.1 Tabulation

Understanding Tabulation is making tables containing data that has been given by the analysis required. The definition of tabulation in data processing is an effort to present data in tabular form. The tabulation activities are coding and scoring.

3.7.2.1.1 Coding is how the researcher defines the data that have been analyzed.

3.7.2.1.2 Scoring is giving a score of each respondent's answer to obtain quantitative data in the assessment. This research was using the Likert Scale. The answer modification is SS=4, S=3, KK=2, and TP=1. After gaining the data from the students, the answer was converted from SS = sangat sering to SB = sangat baik, S = sering to B = baik, KK= kadang-kadang to TB = tidak baik, and TP= tidak pernah to

⁶ Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, 2016), p. 405-412

STB = sangat tidak bagus. The researcher interved in each category of answers in maintaining conformity with established professional teachers' indicators.⁷

3.7.2.2 The Data Application adjusted to the research approach

After that, the next step is a description of analyzing the errors. The researcher used the descriptive analysis technique to describe errors in the table percentage, and the formula is as follows

3.7.2.2.1 Percentage

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

Where:

P = Percentage

f = Frequency

N = the Total Respondents

3.7.2.2.2 Mean Score

The researcher used the following formula to calculate the mean score of students.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

\sum : Sum of all Scores

⁷Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 1998), p. 241-244.

: Total number of Subject⁸

The researcher used this formula in analyzing each question in the questionnaire to find out the average count of all numbers of the questions. According to Syofian Siregar, the calculation of tendency categories was:

ST = Score Total

Total Item = 14

S_{\min} = Score minimal
 $= 1 \times 14 = 14$

S_{\max} = Score maksimal
 $= 4 \times 14 = 56$

Rentang (R) = $56 - 14 = 42$

Panjang kelas (P) = $\frac{h \text{ eg } i}{4}$
 $= \frac{42}{4}$
 $= 10.5$ (dibulatkan 10)

Very low = $S_{\min} \leq ST < S_{\min} + P$
 $= 14 \leq ST < 14 + 10$
 $= 14 \leq ST < 24$

Low = $S_{\min} + P \leq ST < S_{\min} + 2P$
 $= 14 + 10 \leq ST < 14 + 20$
 $= 24 \leq ST < 34$

High = $S_{\min} + 2P \leq ST < S_{\min} + 3P$
 $= 14 + 20 \leq ST < 14 + 30$
 $= 34 \leq ST < 44$

⁸L.R. Gay, *Education Research : Competencies for Analysis and Application* (Columbus: A Bell & Howell Company, 1981), p. 298

$$\begin{aligned}
 \text{Very High} &= S_{\min} + 3P \leq ST < S_{\min} + 4P \\
 &= 14 + 30 \leq ST < 14 + 40 \\
 &= 44 \leq ST < 54^9
 \end{aligned}$$

Table 3.2
Tendency category of the Respondents' Perception of the professional teacher

Interval	Category	F	Percentage
47 – 57	Very High		
36 – 46	High		
25 – 35	Average		
14 – 24	Low		

⁹ Syofian Siregar, *Metode Penelitian Kualitatif: Dilengkapi dengan Perbandingan Perhitungan Manual dan SPSS* (Jakarta: Kencana, 2013), p. 252.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter consists of findings and discussion that providing information about the result of the data collected through observation and questionnaire it can be discussed in this section:

4.1 Findings

To find out the result of this research, the researcher has done the observation and giving questionnaire to the students started from the first grade, second grade and third grade which consists sixty students as the respondents of this research.

4.1.1 The Professional Teachers

4.1.1.1 The Result of Observation

Based on the observation that the researcher has been done by about the teachers at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap. The researcher found the result of the observation as follow:

In the learning process at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap, the researcher have observed several things towards English teacher as follows:

First, the teacher manages and implements the learning process well. Because it can be seen from the readiness of the material or learning material and the media used before starting the learning process. In the implementation of learning the teacher is able to apply or implement material that is appropriate to the circumstances of the students. So that students feel comfortable in learning without any pressure or coercion. Then not only that, the teacher is also able to use learning media such as LCDs, laptops, speakers and others - as well as in applying approaches, methods,

strategies and techniques in learning. In the teaching and learning process can not be separated from an assessment conducted with the intent and purpose to determine the level of understanding of students towards the material being taught. The assessment is carried out by the teacher through various evaluation processes such as oral, written and in the form of practical tests.

Second, the mastery of the teaching material that will be taught to students is an indicator of professional competence. The English teacher at the school is able to know the state of students learning so that it is quite easy to determine approaches, methods, techniques and learning strategies that are appropriate for students, so that students can learn well and cause a feeling of comfort or enthusiasm in learning. Likewise in terms of insight and understanding of the teacher of the material that is delivered or taught can also support the creation of a good learning process. Because seen when the teacher delivers and explains the material using language and examples that are easily understood by students and supported by the teacher's ability to use or operate various media in the learning process.

Third, developing student personality to be better as it should be is one indicator in personality competence, talking about personality means that it cannot be separated from the words attitude, character and behavior of a person towards a particular situation. The role of a teacher is very important in shaping and developing the personality of students, because the teacher is the closest person as well as a parent for students at school. Similar to the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap, the teacher is trying to shape and develop the personality of the students so that they are better behaved, behave and are also positive towards every problem encountered, by always connecting all learning

materials related to religious knowledge and accompanied by good advice at the end of learning or meeting in class. So students not only learn about English but also gain knowledge about religion through the advice that has been given.

Furthermore, the ability to interact and communicate well is very important for a teacher, because without good interaction and communication, teaching and learning activities will not run well and this is also a part or indicator of social competence. The teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap especially the English teacher has a good relationship with the students in interacting and communicating. Because it can be seen from the way the teacher spoke intimately and politely to his students. Likewise, interactions and communication that occur within the school environment, especially with staff or work colleagues can be seen from their cohesiveness and cooperation in teaching, guiding and educating students to be better as they should. Likewise, in the interaction and communication that occurs between the teacher and parents of students when holding a meeting is related to the development and shortcomings of students in the subjects they bring.

Finally, the teacher does not distinguish students from one another in attitude in other words there is no difference or special treatment between students who have parents with low or high economics, the culture owned by students and their social status. All students have the same rights to study. Because it can be seen when the teacher gives material, assesses, evaluates and interacts and communicates with students.

4.1.1.2 The Result of Questionnaire

The researcher had collected the data from the students by using questionnaire. Especially for the first grade consists of twenty two students, the second grade twenty students, and the third grade eighteen students. The researcher analyzed the questionnaire with formula as follow:

Table 4.1
The Results of the Questionnaire.

No.	Name of students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
1	A. Anugrah Al-Bakri	2	4	3	3	3	3	3	3	3	2	2	3	3	3	40
2	Adila Fakhriana	3	3	4	2	2	4	4	3	3	3	4	4	3	2	44
3	Adistiara Reza Putri	3	3	4	2	4	4	3	4	4	4	3	4	4	3	49
4	Asriah	3	3	4	2	4	4	3	4	4	4	3	4	4	4	50
5	Darnia	3	4	3	4	3	4	4	4	3	2	4	4	3	2	47
6	Darwis	2	3	3	2	3	3	3	4	3	3	3	3	3	2	40
7	Fika Ramadhani	2	4	4	4	4	4	3	4	4	4	4	4	4	4	53
8	Fuad Al Fajrin	3	4	2	3	3	3	3	3	2	2	2	3	3	2	38
9	Hariato	3	3	2	3	3	4	3	3	2	4	3	3	3	2	41
10	Indriani	3	4	2	4	3	4	3	3	4	4	3	4	3	3	47
11	Jayadi	4	4	2	4	3	4	3	4	2	4	4	4	4	2	48
12	Luvitha Sari	3	3	4	2	2	4	4	3	3	3	4	4	3	3	45
13	Muh. Fikri Radiansyah	3	4	3	3	3	3	3	3	3	4	2	4	3	3	44
14	Muhammad Zunnur Ain	3	3	2	4	3	4	3	4	2	3	3	3	3	2	42
15	Mutmainnah	3	1	3	2	3	3	3	4	3	3	3	3	3	3	40
16	Najwa Namira Putri	3	4	4	4	3	4	3	4	2	4	4	4	4	4	51
17	Nurfiati	3	2	3	3	4	4	3	4	3	4	3	4	4	2	46
18	Nurrahma Mustafa	3	3	4	2	2	3	3	4	4	3	4	3	4	3	45
19	Nurul Aisyah	3	4	4	4	3	4	3	4	3	2	4	4	4	4	50
20	Putri Wulandari	3	4	4	4	4	4	3	4	2	4	4	4	4	4	52
21	Rahmat Hidayat	3	4	3	4	3	3	3	4	2	4	3	3	4	2	45
22	Yuli Anggraeni	4	4	2	2	4	4	3	4	3	4	2	4	4	3	47
23	Alpini Maulany Putri	3	2	2	4	2	4	3	4	4	3	4	4	4	3	46
24	Arifatus Shufiyah	4	2	2	3	4	3	4	2	2	4	4	3	4	1	42
25	Awaluddin	3	3	2	4	4	4	4	4	4	4	4	4	3	4	51
26	Eghi	2	3	3	1	3	3	4	4	3	4	3	3	2	4	42
27	Enrico Ramadhan	2	1	4	3	4	2	4	4	3	1	1	3	4	3	39
28	Harismatul Syadia	4	4	2	4	4	4	4	4	3	4	4	4	4	4	53
29	Husnia	4	4	4	4	4	3	1	4	4	4	4	4	4	4	52
30	Jumran	2	3	4	3	2	2	3	4	4	4	4	4	4	3	46
31	Lilis Hariani	2	3	3	3	3	3	4	4	3	3	4	4	4	2	45
32	Muh. Fasli	3	1	3	3	3	2	3	4	4	2	4	2	3	4	41
33	Muh. Fauzan Azima	3	3	1	3	4	3	3	4	4	4	4	4	3	2	45
34	Muh. Hegel Marzuki	2	3	1	4	4	4	4	4	2	4	4	4	2	2	44
35	Nurfatillah M	4	2	2	4	2	4	3	3	4	2	4	4	4	3	45
36	Nurul Abdah A.	2	4	4	4	2	3	4	4	4	3	4	3	4	3	48

37	Putri Sahrah Syafira S.	4	2	2	4	2	4	3	4	4	3	4	4	4	3	47
38	Rika Wulandari	2	4	2	4	3	4	4	4	2	4	4	4	4	2	47
39	Rindiani	2	4	2	4	4	3	4	3	2	4	4	4	4	2	46
40	Safaruddin	2	3	2	3	4	4	3	4	3	3	4	3	2	2	42
41	Uli Rainilda	3	2	2	4	2	4	3	3	4	2	4	4	4	3	44
42	Wahyudi	3	3	4	3	3	1	4	4	3	4	4	4	3	4	47
43	Ahmad Hidayat	3	3	4	1	4	4	4	4	4	4	3	4	3	2	47
44	Ainal Asmah	3	4	2	4	4	4	3	3	4	2	3	4	3	3	46
45	Gusma Rahmatullah M	3	4	2	4	4	4	3	3	4	2	3	4	3	4	47
46	Hasmita Hasan	2	3	2	4	2	2	3	2	3	2	4	2	2	4	37
47	Hasna Darwis	2	3	3	4	2	2	3	3	3	2	4	2	2	4	39
48	Jamaliah	3	4	2	4	4	4	3	3	4	2	3	4	3	4	47
49	Jusmiati	2	3	2	1	3	3	2	2	1	2	2	2	2	2	29
50	Muh. Alfian Ramadhan	2	3	4	4	4	4	4	3	4	4	4	3	4	4	51
51	Muh. Aslan	2	3	2	4	4	4	4	2	4	4	4	4	2	2	45
52	Muh. Aswan	2	3	2	3	3	4	4	3	2	4	3	4	2	2	41
53	Muhammad Lomo	2	3	4	1	4	4	4	4	4	4	4	3	2	4	47
54	Rahmadani	2	3	2	4	2	2	3	3	3	2	4	3	4	3	40
55	Randy Gunawan	4	3	4	4	4	4	4	2	4	4	4	2	4	4	51
56	Salma Syafitri	3	3	2	2	2	2	3	2	3	3	3	2	2	4	36
57	Sintia	3	4	2	4	4	4	3	3	4	2	3	4	3	4	47
58	Sitti Hajar	2	3	2	1	3	3	2	2	1	2	2	2	2	2	29
59	Sukri	3	3	2	2	4	4	3	3	3	2	3	3	3	4	42
60	Wahyuddin	2	3	2	2	3	3	3	4	3	3	3	3	3	2	39
Total																2676

4.1.12.1 The mean score of Students data from the questionnaire by using the formula below:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : Mean Score

\sum : Sum of all Scores

N : Total number of Subject

Based on the mean score about students' perception of the professional English teacher were 44.6. That means the English teacher at MA PP Nurul Haq Benteng lewo Kabupaten Sidrap was good, according to the students' perception.

4.1.12.2 The percentage of each items in the questionnaire

Table 4.2

The Students' perception of

“The teacher observes the cognitive development (mastery to the material) of each students, for example by giving verbal questions to students.”

No	Category	Frequent	Percentage
1	Strongly Agree	8	13.33%
2	Agree	30	50%
3	Sometimes	22	36.67%
4	Never	0	0%
Total		60	100%

Based on the table above, it showed that there are thirty students with percentage 50% who have chosen agree. It means that students provide a good perception of the English professional teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap, because the teacher often observes the cognitive development of each student in the class.

Table 4.3
The Students' perception of

“The teacher does not evaluate each end of the material or the end of semester”

No	Category	Frequent	Percentage
1	Strongly Agree	3	5%
2	Agree	6	10%
3	Sometimes	30	50%
4	Never	21	35%
Total		60	100%

Based on the data of the table above, it showed that there are thirty students with percentage 50% who have chosen sometimes. It means that students give a good perception of the English professional teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap, because the teacher often evaluates their students at the end of the material and semester.

Table 4.4
The students' perception of

“The teacher evaluates with various methods for example oral tests, written tests, practice and the other”

No	Category	Frequent	Percentage
1	Strongly Agree	18	30%
2	Agree	11	18.34%
3	Sometimes	29	48.33%
4	Never	2	3.33%
Total		60	100%

Based on the data of the table above, it showed that there are twenty nine students with percentage 48.33% who have chosen sometimes. It means that students

give a good perception of the professional English teacher in the school, because the teacher did the evaluations with various methods.

Table 4.5

The students' perception of

“The teacher does not explain scientific material related to learning material clearly so that students do not understand about the material.”

No	Category	Frequent	Percentage
1	Strongly Agree	5	8.33%
2	Agree	11	18.34%
3	Sometimes	14	23.33%
4	Never	30	50%
Total		60	100%

Based on the data of the table above, it showed that there are thirty students with percentage 50% who have chosen never. It means that students give a good perception of the professional English teacher in the school, because the teacher often explains scientific material related to clear learning material.

Table 4.6

The students perception of

“The teacher gives an explanation of the competency standards and basic competencies that will be achieved clearly”

No	Category	Frequent	Percentage
1	Strongly Agree	25	41.68%
2	Agree	22	36.66%
3	Sometimes	13	21.66%
4	Never	0	0%
Total		60	100%

Based on the data of the table above, it showed that there are twenty five students with percentage 41.68% who have chosen strongly agree. It means that

students give a good perception of the professional English teacher in the school, because the teacher always explains the competency standards and basic competencies that will be achieved to students.

Table 4.7

The students' perception of
 "The teacher does not explain the learning objectives that will be done clearly"

No	Category	Frequent	Percentage
1	Strongly Agree	1	1.67%
2	Agree	7	11.67%
3	Sometimes	17	28.33%
4	Never	35	58.33%
Total		60	100%

Based on the data of the table above, it showed that there are thirty five students with percentage 58.33% who have chosen never. It means that students give a good perception of the professional English teacher in the school, because the teacher often explains the learning objectives to be carried out clearly.

Table 4.8

The students' perception of
 "The teacher not utilize electronic media in teaching for example LCD, speakers laptop and others"

No	Category	Frequent	Percentage
1	Strongly Agree	1	1.67%
2	Agree	2	3.33%
3	Sometimes	37	61.67%
4	Never	20	33.33%
Total		60	100%

Based on the data of the table above, it showed that there are thirty seven students with percentage 61.67% . It means that students give a good perception of the professional English teacher in the school, because the teacher often uses electronic media in teaching.

Table 4.9
The students' perception of
"The teacher is polite to all residents in the school environment"

No	Category	Frequent	Percentage
1	Strongly Agree	34	56.66%
2	Agree	19	31.67%
3	Sometimes	7	11.67%
4	Never	0	0%
Total		60	100%

Based on the data of the table above, it showed that there are thirty four students with percentage 56.66% who have chosen strongly agree. It means that students give a good perception of the professional English teacher in the school, because the teacher is always being polite towards all school residents.

Table 4.10
The students' perception of
"The teacher does not look enthusiastic when teaching"

No	Category	Frequent	Percentage
1	Strongly Agree	2	3.33%
2	Agree	12	20%
3	Sometimes	22	36.67%
4	Never	24	40%
Total		60	100%

Based on the data of the table above, it showed that there are twenty four students with percentage 40% who have chosen never. It means that students give a

good perception of the professional English teacher in the school, because the teacher often looks excited when teaching.

Table 4.11

The students' perception of

“The teacher's attitude and character are good example for students to behave”

No	Category	Frequent	Percentage
1	Strongly Agree	29	48.33%
2	Agree	13	21.67%
3	Sometimes	17	28.33%
4	Never	1	1.67%
Total		60	100%

Based on the data of the table above, it showed that there are twenty nine students with percentage 48.33% who have chosen strongly agree. It means that students give a good perception of the professional English teacher in the school, because the attitude and nature of the teacher is always a good example of students behaving. That means the teacher was as a good figure for their students.

Table 4.12

The students' perception of

“The teacher distinguishes students in attitude”

No	Category	Frequent	Percentage
1	Strongly Agree	1	1.67%
2	Agree	6	10%
3	Sometimes	19	31.67%
4	Never	34	56.66%
Total		60	100%

Based on the data of the table above, it showed that there are thirty four students with percentage 56.66% who have chosen never. It means that students give a good perception of the professional English teacher in the school, because the

teacher always gives the same treatment without distinguishing between students and others in terms of attitude.

Table 4.13
The students' perception of
"The teacher has a good relationship with the other teachers"

No	Category	Frequent	Percentage
1	Strongly Agree	35	58.33%
2	Agree	18	30%
3	Sometimes	7	11.67%
4	Never	0	0%
Total		60	100%

Based on the data of the table above, it showed that there are thirty five students with percentage 58.33% who have chosen strongly agree. It means that students give a good perception of the professional English teacher at MA PP Nurul Haq Benteng Lewo Sidrap Regency because the teacher always has good relations with other teachers.

Table 4.14
The students' perception of
"The teacher communicates politely to students so they feel comfortable"

No	Category	Frequent	Percentage
1	Strongly Agree	27	45%
2	Agree	22	36.66%
3	Sometimes	11	18.34%
4	Never	0	0%
Total		60	100%

Based on the data of the table above, it showed that there are twenty seven students with percentage 45% who have chosen strongly agree. It means that students

give a good perception of the English professional teacher in the school, because the teacher always communicates politely to students so they feel comfortable.

Table 4.15
The students' perception of
"The teacher do not communicate with parents of students related to their
development in the school "

No	Category	Frequent	Percentage
1	Strongly Agree	1	1.67%
2	Agree	21	35%
3	Sometimes	17	28.33%
4	Never	21	35%
Total		60	100%

Based on the data of the table above, it showed that there are twenty one students with percentage 35% who have chosen agree and never. It means that students provide a good perception of the English professional teacher at MA PP Nurul Haq Benteng Lewo Sidrap Regency because the teacher sometimes communicates with students' parents regarding their development in school.

4.1.123 The percentage of tendency category

Table 4.15

NO	Score interval	Category	f	Percentage
1	14 - 24	Very Low	0	0
2	25 - 35	Low	2	3.34%
3	36 - 46	High	34	56.66%
4	47 - 57	Very High	24	40%

Based on the percentage above showed that the students' perception of the professional English teacher including high category with percentage 56.66%. It Means the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap was a professional teacher according to their students' perception.

4.2 Discussion

4.2.1 Professional teacher

A professional teacher is someone who has the ability, skills, and expertise in educating and guiding students in developing the potential that exists in themselves. As teacher, they may have direct control only over what we bring to the classroom: our knowledges, skills, experiences, and beliefs about teaching.¹

Based on the description of the data through observation that has been explained by researcher in the previous section showed that the teacher have applied of the fourth competencies which are pedagogical competence, professional, personal and social competence.

4.2.1.1 Pedagogical competence

In pedagogical competence, the English teacher at MA PP Nurul Haq Benteng Lewo, Sidrap Regency can implement and manage the teaching and learning process well and then the teacher often does educative and dialogic learning. Bringing interesting material can be well received by students. So students can understand the material given carefully. Because the teacher chooses, organizes, and organizes learning materials that fit the needs of students so they feel comfortable in the learning process. Besides, the preparation and implementation of fully educative learning designs are also done as well as possible.

4.2.1.2 Professional competence

In this competency, the teacher is very able to master the teaching materials or learning materials that are taught to students. Then teacher also are able to develop

¹ Diane Haager, et al., *How To Teach English Language Learners* (America: Jossey Bass, 2010), p. 1.

the teaching programs that were better and adjusted to students. So as to create the learning atmosphere that makes students more comfortable in receiving learning material or knowledge that has been taught by the teacher.

4.2.1.3 Personality competence

In education a teacher is not able only to teach but also able to educate students especially in terms of behaving and displaying a good character in accordance with the teachings of religion within the school environment and in the wider society. Just like the English teacher at the school who always gives examples of good behavior or personality to students in behavior. So that it can foster good behavior by Islamic religious guidance. Because of the behavior of a teacher can be a good example for students and is one of the factors in forming a good personality.

4.2.1.4 Social competence

The Teachers at MA PP Nurul Haq Benteng Lewo Sidrap Regency can interact and communicate well, not only with the principal, colleagues but also with students who have different levels of ability. Besides, the teacher does not discriminate between students. Then the teacher also emphasizes the principle of togetherness to create a harmonious atmosphere. Thus the learning process can be good and effective so that learning and education goals can be realized as expected for the creation of a better generation in the future of the nation and state.

The four competencies above are the main factor possessed by English teachers at MA PP Nurul Haq Benteng Lewo to be said to be professional teachers in education. Because of it can be seen from the implementation of each indicator in each competency that can be implemented as well as possible. So that the learning process carried out by the teacher runs well and per educational goals.

4.2.2 The Students' Perception of the Professional English Teacher at MA PP Nurul Haq Benteng Lewo Kab. Sidrap

Based on the description of the data through questionnaire, each items of the questionnaire are analyzed from the first item until fourteenth or the last item. The analysis data of each item are based on the result of the students' perception or their answer through the questionnaire that have been given by the researcher. The mean score of the questionnaire result was 44.6 while the percentage of this result was 56.66%. The result of questionnaire showed that the students' perception was high category.

Students' perception is the arguments or opinion about their environment especially to the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap. Perception is the act of compiling, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the result of physical or chemical stimulation of the sensing organs.

Besides giving questionnaire the researcher also did observation when the teacher teach their students in the class and the out class to be able to know about the professional teacher in applying or implemented the four competencies of teacher. Based on the findings through questionnaire and observation, it has been found a lot of students give a good perception to their teacher's competence. Therefore, the teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap was professional in teaching their students.

CHAPTER V

CONCLUSION AND SUGGESTION

This is the last chapter that discussing about two sections. In the first section consists with the conclusion of the findings and the second is suggestions.

5.1 Conclusion

Based on the findings and the result of the data analysis in the previous chapter, the researcher concludes that:

- 5.1.1 The four competencies are very important to the teacher. As the professional teacher should be understandable about the pedagogical competence, professional, personality and social competence. Based on findings and discussion have been explained in the previous chapter. The researcher concluded that the English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap was really professional, because they could be apply four competencies well.
- 5.1.2 All of students give a good perception of the professional English teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap, that means the teacher was professional. It can be seen from the result of the questionnaire who have been given to the students with percentage 56.66% including high category.

5.2 Suggestion

Based on the conclusion above, the researcher gives the following suggestions:

- 5.2.1 The teacher should give and prepare a good material to make the students more interested in learning.

- 5.2.2 The teacher must participate in a lot of training so that knowledge becomes wider and better.
- 5.2.3 The students should pay attention what the teacher explain for making the learning process running well. If you do not understand the material or teacher's explanation, you to ask them.
- 5.2.4 For all of people, make it easy for others, Allah will give you convenience. If we can simplify someone's business, then why do we make it difficult?



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CURRICULUM VITAE

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He began his study at SDN 4 Watang Sidenreng and graduated in 2009. He continued his study at SMPN 1 PANGSID and graduated in 2012. Then he continued his study at SMKN 2 SIDENRENG and graduated in 2015. Next, in the same year he registered in STAIN PAREPARE to continue his study, now it becomes IAIN PAREPARE. The last, in 2019 he has completed his skripsi with title “The Students’ Perception of the Professional English Teacher at MA PP Nurul Haq Benteng Lewo Kabupaten Sidrap.

