

The description of a good English teachers' behavior in teaching

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Abstract

This research aims to analyze English Teachers' Behavior in teaching and learning process. This research used a qualitative method The subject of this research was three English teachers of SMPN 12 Wonoasari. The results of this research showed that the English teachers at SMPN 12 Wonosari have good personalities and are good model teachers, and all teachers at SMPN 12 Wonosari create a plan to implement learning and understand the peculiarities of the students. The English teacher at SMPN 12 Wonosari is in charge of the teaching materials that will be presented to students during the learning process because each teacher has created a plan for the implementation of learning that includes all of the materials and activities that will be implemented in each meeting.

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INTRODUCTION

Education is an integral part of development. The education process cannot be separated from the development process itself. It is directed and aimed at developing quality human beings, and the development of one economic sector with another occurs concurrently. Talk about educational goal in this context, education goals are a component of the education system occupy a central position and function.

The more advanced society, the more the importance of school and regular education for the growth and development of children and generations in general; for that, we need implementation of primary teaching skills teachers. The teacher is a position or profession that requires particular skills a teacher. "a teacher must be able to provide change behavior towards better students, good changes in knowledge, understanding, skills, and attitudes in students .

For instance, namely the essential skill of teaching, because not all can apply all aspects of skills teach it. One reason is the need for more professional teachers with a teacher education background, teaching experience and constraints on existing school infrastructure facilities.

Basic teaching skills support a teacher's success in achieving learning objectives that can be archived effectively. In addition, it is supported by learning materials, learning methodologies, learning tools, and evaluation instruments. These fundamental teaching skills are necessary for teachers to manage the learning process effectively and efficiently. In addition, instructors must possess essential skills to implement various learning strategies.

The location of the research is SMPN 12 Wonosari. According to the information gathered, there are three English teachers at SMPN 12 Wonosari, each with a different number of students. Therefore, a subject teacher must have excellent teaching skills to achieve learning under expectations. In this case, the teacher's function in implementing the basic teaching skills he possesses is crucial to ensuring that students comprehend and apply the material effectively.

In Indonesia, English is the only foreign language subject that is widely studied, but there are still many student who experience problems in achieving skilled competence in mastering it. These constrains have an impact on the process of learning and language acquisition of students. Conditions like this must be addressed immediately so that learning activities can run smoothly. One effort that need to be done to minimize these obstacles is to master how to communicate properly and correctly with students during the learning process.

Based on the Regulation of the Minister of National Education of Indonesia number 16 of 2007, qualification and teacher competency standards are emphasized. Teachers must possess four competency standards: pedagogical competence, personal competence, social competence, and professional competence. One of the pedagogic competencies the teacher must own is aspect competence number 7, namely communicating effectively, emphatically, and politely with students. Based on these core competencies, two sub-competencies must be possessed by a teacher, namely : First, understanding various effective, empathetic, and polite communication strategies, orally, in writing, and other forms. Second, communicating effectively, empathetically and politely with students in a distinctive language in educational interactions/games, which is built cyclically from (a) preparing the psychological conditions of students to take part in the game through persuasion and example, (b) an invitation to students to take part (c) students' responses to teacher invitations and (d) the teacher reaction to student responses, and so on.

Therefore, the researcher seeks to find out the characteristics of good English teachers' behavior in teaching and elaborate them in a more in-depth description.

METHODS

This study uses a qualitative research approach where its process of research understanding based on methods that investigate social phenomena and human problems. In this study, the research made a complex picture, research words, detailed reports from the views of respondents, and conducted studies in natural situations. This study was conducted at SMPN 12 Wonosari. The subjects of this study were three teachers and several students in grades VII, VII and IX of SMPN 12 Wonosari.

In collecting the data, the researcher used observation, interview, documentation and questionnaire. The observation used to see the teaching and learning activities between students and the English teacher in the classroom. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, and also if the researcher wants to know things from respondents in more depth. The interview model conducted by the researcher is an offline interview, where researchers went directly to the locations to conduct interviews. The interviews in this study were the principal, three English teacher and Fifteen Student at SMPN 12 Wonosari. Data collection techniques with documentation is the collection of data obtained through documents. In this case the researcher got the results in the form of a photo of the Learning Implementation Plan, English teaching and learning activities by the teacher in the class, and the informant interview process. As for the questionnaire used by this researcher as a tool to measure the character of The Description of a good English Teacher Behavior.

The source of data in this study was an English teacher and Student at SMPN 12 Wonosari, Saritani Village, Wonosari District, Boalemo Regency, Gorontalo Province. To obtain relevant data the researcher checks the validity of the research data by Extension of observation, Increased Persistence, and Triangulation of Data. In analyzing the data, the researcher used the following steps, they were Data Reduction, Data Presentation, and Drawing Conclusions.

RESULTS AND DISCUSSION

Results

Based on the results of research collected in the field, the research found everything related to The Description of A Good English Teacher's Behavior In Teaching (study at SMPN 12 Wonosari, Saritani Village, Wonosari District, Boalemo Regency, Gorontalo Province). The data sources in this study were school principals, English teacher and Student at SMPN 12 Wonosari.

Data was obtained from observations, interviews, and documentation. The researcher uses a qualitative method, namely by describing the result and disclosing the data in detail the focus of the research according to the views of the informants by quoting direct sentences spoken by the informants. Following is the process of describing the data that the researcher obtained through interviews based on the formulation of the research problem.

Teacher Profile Based on Observation

Class VII English Teacher

According to the observation result, the class VII English teacher at SMPN 12 Wonosari is Teacher A. The learning method she uses lecture and discussion method.

The following is the profile of a class VII English teacher :

Nickname : Teacher A
Place, date of birth : Gorontalo, 09 January 2001
Position : Teacher of English and Social Science.

According to observations, Teacher A is a teacher at SMPN 12 Wonosari. She teacher two subjects, namely English and Social Studies in Class VII. She is a new teacher who has just completed his education at University at one of the institutes in Gorontalo and after completing his education he started teaching in November 2022 at SMPN 12 Wonosari until now.

The teaching and learning method that he uses is the beginning of the meeting she takes the first 10 minutes to explain the material to be discussed and provide motivation to students. Then proceed with group discussions where the teacher has made study groups. Each teacher is also required to make a Learning Implementation Plan so that later each teaching and learning process in the class is directed. The importance of the Learning Implementation Plan includes:

1. More systematic learning. The importance of preparing learning device designs is to direct teacher to design a learning method that is liked by students.
2. Facilitate the analysis of student learning success.

3. Facilitate the delivery of material.
4. Regulator pattern of learning.
5. Save time and effort.

In Figure 1.1 the class VII English Learning Implementation Plan above, there are several things:

- a. The time used for 1x meeting is 4 hours of study, in 1 lesson hour the time is 40 minutes multiplied by 4 hours for each meeting so 1x meeting is 160 minutes.
- b. There are several indicators in the Learning Implementation Plan above that every teacher must know, namely:
 1. Basic competence and competency achievement indicators
 2. Learning objectives
 3. Step of learning activities.

The steps of this learning activity are divided into 3, namely:

- a. Preliminary activity, where this activity begins with reading of the prayer for learning by students, followed by the teacher checking student attendance and giving a little motivation to students.
- b. Core activity, where in this activity the teacher gives a little explanation about what material will be learned, then the teacher divides students into several groups and gives material to each group for discussion, the last one conducts questions and answers.
- c. Closing activity, in this activity is an activity where the teacher and students draw conclusions about the material that has been discussed, after everything is finished it is closed with the reading of prayers by students.

Class VIII English Teacher

According to the observation result, the class VIII English teacher at SMPN 12 Wonosari is Ms. Nurlailatul Fajri.

The following is the profile of a class VIII English teacher :

Nickname : Teacher B
Place, date of birth : Binamon, 7 November 2001
Position : English Teacher

According to observation, Teacher B has been an English teacher at SMPN 12 Wonosari since January 2021. Currently, apart from being an English teacher, she is also a student at a

university in Gorontalo who is currently still carrying out her obligations as a student at English major.

Teacher B use three method of teaching namely :

1. Lecture method

In teaching and learning activities using the lecture method, this method is a method of providing an explanation of the material to be discussed/ usually every time meeting the Teacher B uses to explain the material is about 15 minutes

2. Discussion method

In teaching and learning activities that use this method, Teacher B divides student study groups and then provides student worksheets that have been made in advance by Teacher B to serve as material for group discussions. The student worksheet contains basic competencies and questions.

3. Presentation Method

In this presentation method, Teacher B uses presentation media such as video/visual audio. Where in it display the material to be discussed, according to her and the student the presentation method using video/visual audio can make it easier for student to understand the material from the teacher.

According to the result of observations it's the same as Teacher A, Teacher B is also required to make an English learning implementation plan for class VIII.

The following is the implementation plan for class VIII English Learning :

In figure 1.2 the class VIII English Learning Device plan explain that the activities carried out are almost the same as the class VII Learning Device Plan, in terms of time in each material using 4 Lesson hours where each meeting uses 2 lesson hours which is 40 Minutes. Then the steps of learning activities also have 3 steps, namely preliminary activities, core activities and closing activities.

The Learning Implementation Plan above is in accordance with the provisions of the Education Office which requires each teacher to make the Learning Implementation Plan.

Class IX English Teacher

According to the observation result, the class IX English teacher at SMPN 12 Wonosari is Teacher C.

The following is the profile of a class IX English teacher :

Nickname : Teacher C

Place, date of birth : Purworejo, 21 October 1995

Position : Teacher of English and Social Science.

According to the observation, Teacher C is an original a social studies teacher. He started teaching in January 2022, at the time he taught social studies and in January 2023 he began to be given the task of teaching English in class IX. So apart from being assigned as an English teacher , he was also assigned as a social studies teacher. Teacher C teaches in two different classes with two different subject. Where are class IX English Lesson and social Sciences in grades VIII and IX.

The teaching and learning method used by Teacher C is not much different from Teacher B, based on filed observations he uses the lecture method, presentation using video/audio visual media and the discussion method. He also, of course, made a class IX English Learning Device plan.

Bar Chart 1.1 is explained The English teacher at SMPN 12 Wonosari has good characteristics. This is evidenced by the results of interviews with student, teachers and the results of the questionnaire on the characteristics of a good English teacher that: 1) The Personality Competence of the English teacher being a good role model for students is 95%, 2) The Pedagogic Competence of the English teacher who understand the characteristics of the students, plans for implementing the lesson and the teacher who evaluates the learning outcomes of the students is 100%, 3) Social Competence of English Teachers who have communication with teachers, student and Parents of students is 90%, and 4) Professional Competency of English Teachers who master Learning Materials is 98%.

Teachers behavior in classroom

Based on the interview and observation result with teachers, the finding of this research described below :

1. Democratic

The teachers showed behavior to be a democratic teacher.

Teacher A

“In the learning process it’s easier to do if i make study groups, where students are given the task of discussing material that has been divided into each group. On that occasion, students are made to practice critical thinking so that they can actively ask each group that presents more early. It can make me assess the extent to which students are able to liven up group discussions well, especially in learning English”.

Teacher B

“To create a democratic nature in the class, when learning I divide students into several study groups so that students can be active in study groups and act in a way that respects the rights and obligations of oneself and others.”

Teacher C

“In my opinion, to create a democratic nature, especially when learning takes place, apart from teaching English, I provide an overview related to Pancasila and provide justice to students who are fast and slow in understanding English lessons and teachers who are fast. To help students who are slow in understanding the lesson.

2. Work Together

The teachers showed behavior to work together :

Teacher A

Procurement of an English dictionary is very important for students to learn, because with the existence of school rules that do not allow cellphones to be brought at school to make translation tools through Google, dictionaries play an important role for students to become English translator tools. And thank god the school provides or organizes dictionaries so students don't have to violate school rules by bringing cellphones.

Teacher B

The collaboration that I do with parents of students in facilitating or facilitating learning English is by requiring support from parents, and collaborating with the school, namely by procuring an English dictionary.¹

Teacher C

To cooperate between the teacher and the parents of the students, I personally recognize the parents of the students so that later if I meet them I ask them to give directions to the students, so that collaboration takes place because parents' responsibilities at home are better for students to learn.

3. Good Personality

The teachers showed behavior to be a good personality :

Teacher A

¹ Menurut Mustari (2014: 137)

Teachers must be able to deal with all the problems that occur to students where each problem can be handled calmly, the teacher must also understand student behavior.

Teacher B

a good personality makes a teacher who guides not demands and uses interesting learning methods.

Teacher C

as teachers we must set a good example for students

4. Patient

The teachers showed behavior to be a patient :

Teacher A

If there are students who commit violations at school and over the child to the BK teacher so that later it can be handled. To measure the level of success in learning, it can be seen whether we can carry it out as a means of transferring knowledge to others with patience so that as a teacher we must always be patient in addressing student behavior.

Teacher B

What I always do is try to be able to advise students, if a student makes a mistake I will first invite the student to discuss it and give attention to the student

Teacher C

The characteristic of being patient is that I have to have more patience to educate, no to be immediately scolded, because in my opinion there are children who are naughty just to seek attention from friends or teachers, there are those who are not disciplined but being polite, for example, student who often arrive late, it turn out that the child's parents are indifferent to him and I, especially us teachers, hold socialization or meetings with parent of students about the nature of each student.

5. Fair

The teachers showed behavior to be a Fair

Teacher A

A fair teacher is a teacher who gives students' rights fairly, where the teacher does not discriminate between his students. Where students carry out their obligations and get rights according to what they do.

Teacher B

Fairness means not to compare students.

Teacher C

A fair example in my opinion is if in group learning I will divide the groups equally or as fairly as possible, for example in one group there are children who understand quickly and do not understand English so that later they can be active in study groups.

6. Consistent

The teachers showed behavior to be a Consistent

Teacher A

I prefer to use the teachers and discussion learning method, where after I explain what material was discussed today I give assignments as well as dividing study groups, for example, I give a conversation that required them to translate into Indonesian and had been given by each group, because for seventh grade English lessons that used the 2017 curriculum, the material was more dominant to the discussion of the conversation.

Teacher B

I believe that students can change for the better, for example they can understand what is being taught, especially in English depending on how the teacher explains and what learning media method the teacher uses. For me personally, in the process of learning English I prefer to use Video/Audio Visual so that they can more easily understand and not feel bored.

Teacher C

I believe students are capable of getting better, but currently the media facility factor is also an obstacle, for example in terms of the current network of two school locations.

7. Friendly and Humorous

The teachers showed behavior to be a Friendly and Humorous

Teacher A

I am a friendly person towards students, usually if the learning process feels boring, I make a game in class so that latter students feel that their mood can return to good.

Teacher B

from my friendly and humorous characteristic I often do relaxation with students.

Teacher C

I will make the class atmosphere feel fun, for example they feel free in class not felling pressured, provide audio/video visuals and make learning outside the classroom.

8. Master Teaching Materials

Teacher A

In mastering teaching materials, each teacher is required to make a learning implementation plan, syllabus and prepare teaching materials.

Teacher B

The success or failure of the interaction process will also affect the mastery of the subject matter provided.

Teacher C

In mastering teaching materials, I must first know the material regarding what will be taught, look for references from books, the internet and other, and innovate material through audio/visual video and divide the students in each group.

9. Firm

The teachers showed behavior to be a Firm

Teacher A and B

In this assertive matter I am a typical teacher who is quick to anger and easily gains buttons or withholds student grades who do not want to improve their grades in my subjects, especially English.

Teacher C

I am the typical person who brings students problems to the meeting room, because I predominantly have feelings of pity for my students.

10. Understand Class

The teachers showed behavior to be a Understand Class

Teacher A

For me, in mastering the class what I do is how to control students during learning.

Teacher B and C

At the end of the class meeting, I retrain students' knowledge with a few questions and see how far their abilities.

Students perception about teachers behavior in classroom

Students considered that teachers have good behavior in the classroom. The result of interview with the students were describe below.

1. Democratic

This was also confirmed by several students in grades VII, VII and IX who said that “Our English teachers are democratic teachers, where they do not discriminate between students who easily understand English lessons and those who cannot understand English. Every

meetings the teacher divided study groups and group members had to be active and conduct debriefing between groups”.

2. Work Together

This was also confirmed by several students in grades VII, VII and IX who said that “the English teacher at SMPN 12 Wonosari often cooperates between the school and parents, especially regarding students who have problems in English lessons and this also applies not only to the English lessons and this also applies not only to the English teacher but to all teachers at SMPN 12 Wonosari”.

3. Good Personality

This was also confirmed by several students in grades VII, VII and IX who said that “a good teacher’s personality of English teacher at SMPN 12 has indicators, namely being a teacher who guides not demands, provides good examples to students, and uses interesting learning methods”.

4. Patient

This was also confirmed by several students in grades VII, VII and IX who said that “the patient nature of an English teacher at SMPN 12 Wonosari is to try to advise, pay attention, and if you can’t handle it, the teacher asks for help from the Counseling Teacher, and has a sense of patience that does not have to immediately scold students if they make mistake and carry out socialization or meetings with parents of students to discuss the behavior of students”.

5. Fair

This was also confirmed by several students in grades VII, VII and IX who said that “English teacher at SMPN 12 Wonosari has indicators of Fair characteristic, including not comparing students and teachers to understand the characteristic of each student. Teacher A is friendly teacher and she is also not a teacher who differentiates us as students, Teacher A is also a teacher we enjoy teaching because she often invites we discussed the lesson”.

6. Consistent

This was also confirmed by several students in grades VII, VII and IX who said that “English teacher at SMPN 12 Wonosari, that they believed in the abilities of their students but there were also obstacles, namely regarding media facilities in terms of networks at school locations, students tended not to be able to learn through social media or limited due to network”.

7. Friendly and Humorous

This was also confirmed by several students in grades VII, VII and IX who said that “the students of SMPN 12 Wonosari said that the teachers have characteristics of a friendly and humorous teacher had several indicators, namely relaxing with students, making games so that the class situation was not so stressful, making students feel free in class not under pressure and create learning outside the classroom”.

8. Master Teaching Material

This was also confirmed by several students in grades VII, VII and IX who said that “students said the teacher of SMPN 12 Wonosari mastered the material by bringing several syllabus and books when giving material to students, the mastery of the material by the teacher was conveyed well or could be understood by students, besides that the teacher also brought in the form of learning tools other than books namely showing students videos which contained several summaries material”.

9. Firm

This was also confirmed by several students in grades VII, VII and IX who said that “English teachers at SMPN 12 Wonosari show their assertiveness to students, namely by buttoning or holding back their grades and there are also teachers who have compassion or pity for students are taken to the meeting room with the principal and staff of the teacher council”.

10. Understand Class

This was also confirmed by several students in grades VII, VII and IX who said that “the teachers gave assignment, asked questions at the end of the meeting and always controlled their students to be able to complete the assignments that had been given”.

Discussion

Democratic

According Mustari Democracy is a mode of thought, behavior, and action that values the rights and responsibilities of oneself and others equally. The process of learning is made much more doable for me by forming study groups in which students are accountable for discussing knowledge that has been allocated to each group. In order for the students to demonstrate that they are capable of critical thinking, they will be asked to pose intelligent questions to the first group that will speak. It will provide me with an excellent notion of how well students can contribute to class debates, particularly ones that are on the English language.

Democracy is a way of thinking, behaving and acting that respects the rights and obligations of oneself and others with the understanding English lesson in each group to practice

In particular, when it comes to education, I have a democratic tendency; in addition to teaching English, I provide an overview of the Pancasila, and I treat students and teachers equitably depending on their different rates of progress in mastering the English language. I believe that education should be accessible to all. in order to facilitate the students' comprehension of the subject who are moving at a more leisurely pace.

Work Together

Any interaction that takes place between two or more living organisms is referred to as cooperation. Collaborating, also known as learning together, is an activity that takes place within the context of a team process or group, in which members encourage and rely on one another to reach a consensual conclusion. Also, according to Lewis said that the classroom is a great place to hone your teamwork abilities, which will come in handy in later stages of your life. To facilitate collaboration between the teacher and the parents of the students, it is necessary for the teacher to personally recognize the parents of the students so that he or she can subsequently meet them to request that they give directions to the students.

Teachers are also supported by the chapter 2 theory on cooperation, which explains that cooperation is a grouping that occurs among known forms of life. Collaboration or co-learning is a team (group) process in which members rely on and support one another to arrive at a consensus outcome.

Good Personality

Characteristics of an excellent educator include being patient and understanding with students, setting a good example, and employing engaging teaching strategies. Zakiah Daradjat said that as a teacher can understand student behavior in accordance with the mental development they experience and student questions can be understood objectively. A whole personality, like that of a teacher, is capable of dealing with any problem in a natural and healthy manner. This indicates that all aspects of this person's personality function in a balanced manner.

Patient

Students are expected to have a level of knowledge, comprehension, communication, and practice. It is possible to determine the amount of success in learning by determining whether or not we are able to use it as a means of imparting knowledge to others while

maintaining patience. As a result, in order to be successful as teachers, we must always maintain patience when dealing with student behavior.

As Omar Hamalik (2005) said that because, learning is said to be successful if we can carry it out as a means of transferring knowledge to others as well. Therefore, it takes the word patience in learning. The quality of patience is demonstrated by the fact that teacher need to have more of it in order to educate, so that teacher don't have to instantly reprimand children who are being mischievous in order to get the attention of their peers or teachers. There are also youngsters who are not being reprimanded but are being courteous.

Fair

English teachers at SMPN 12 Wonosari must have a fair attitude towards students, this is evidenced by the actions of teachers in the classroom who provide the same treatment between students in the classroom, besides that this is also revealed from student interviews who say that teachers at wonosari junior high school have a fair attitude in the teaching process activities in the classroom. in group learning the teacher will divide the groups equally or as fairly as possible, for example in one group there are children who understand quickly and do not understand English so that later they can be active in study groups. Fair according to Ibn Khaldun is putting everything in its place. Or in other words, a person carries out his obligations and gets rights and functions and roles in society.

Consistent

The strategy must be implemented effectively by the teachers. A consistent approach from the instructor is necessary for students to retain the most information. This will make learning more enjoyable rather than tedious. In order for pupils to achieve success, it is necessary for their teachers to have a consistent demeanor while also remaining persistent in their instruction.

It is clear from the way in which the teacher at the wonosari junior high school continuously utilizes teaching tactics such as video, audio, and visual visuals to ensure that the students comprehend the material more clearly and do not become bored. In order for him to benefit from experience, he needs to have a firm grasp on what constitutes right and improper behavior, as well as positive and negative effects on the education of students. According to Alfi Syakirina the educator who is utilizing a learning approach that has the potential to maximize active learning in the students. In addition, educators are obligated to implement

relevant methods and procedures. Obviously, all of it needs to be tailored to the specific traits and circumstances of the students who will be using it.

Friendly and Humorous

In the Encyclopedia Britannica dictionary, humor is a stimulus that tends to trigger the laughing reflex. James argues that humor is something that can cause or cause hearing or seeing to feel a tingling sense of humor, so forced to laugh. According to fatmawati said that Friendly and Humorous teachers are the characteristics of teachers who can put students at ease with the delivery of being able to position ourselves as teachers to become friends or friends for students by remaining friendly and communicative in interacting with students throughout the teaching and learning process.

Being a friendly and friendly and communicative teacher is not difficult; we can achieve this by understanding their situation, involving children to participate in everything during teaching and learning activities, and not discriminating with fun and loving activities. Moreover, teachers must be able to determine when they can be friends or friends with our students; the majority of students today dislike teachers who believe they are superior in everything SMPN 12 usually make a class are happy and not boring the teachers bring the material with make a game in class so that latter students feel that their mood can return to good.

Master Teaching Material

John B. Carroll (1963) and Benjamin Bloom (1971) were the ones who invented the concept of mastery learning. Both of them came up with a method of instruction that all students can use to accomplish a number of different educational objectives. This model explains the important aspects that determine student learning performance, such as aptitude and the amount of time needed to reach a level of achievement, and provides an example of how these factors interact. Mastery Learning teaching system approach that demands students to totally master each unit of learning material either individually or in groups, as indicated by the completion of student learning outcomes using a range of approaches that can be employed. This can be done either independently or in a classroom setting.

Firm

In terms of assertiveness, Wonosari Junior High School teachers are typical of teachers who are quick to anger and easily get angry or withhold grades from students who do not want

to improve their grades in my subjects, especially English. but there are also teachers who can solve student problems by communicating well so that the student understands his mistakes.

Understand Class

Jones & Savage said Classroom management involves not only managing student behavior but also managing learning. Understand Class in managing at wonosari junior high school retrains students' knowledge with a few questions and see how far their abilities are and the teacher controls students during learning.

CONCLUSIONS

Based on the description of the research results presented above, it can be concluded that the characteristics of a good English teacher at SMPN 12 Wonosari are as follows:

First, The English teacher at SMPN 12 Wonosari has a good personality and is a good model teacher for his students both during the English learning process and in the teacher's everyday personality. Second, every English teacher and all teachers at SMPN 12 Wonosari make a Learning Implementation Plan, understand the characteristics of students well and provide evaluations of students' abilities in English lessons and other subjects. Third, English teachers at SMPN 12 Wonosari have good communication with teaching staff, students and parents. Fourth, the English teacher at SMPN 12 Wonosari is in charge of the teaching materials that will be given to students during learning, because each teacher has made a Learning Implementation Plan which includes all the materials and activities that will be carried out at each meeting.

In conclusion, the characteristics of an English teacher at SMPN 12 Wonosari already have good character, but every English teacher still has various obstacles that occur during the English learning process, for example on students' interest in learning English, but there are efforts made by each each English teacher to make students better.

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