

**THE USERS' PERCEPTION ON ENGLISH DEPARTMENT  
GRADUATES OF ANTASARI STATE INSTITUTE  
FOR ISLAMIC STUDIES BANJARMASIN**

**THESIS**



**By**

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THESIS

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By

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## STATEMENT OF AUTHENTICITY

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certify that the work in this thesis to the best of my knowledge and belief is original, I am completely responsible for the content of this thesis, either in whole or in part, for a degree at this university or any other universities. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

Banjarmasin,  
December,2014A.D

The writer

## APPROVAL

This is to certify that the *sarjana*'s thesis of Muhammad Taufik Ansyari with the title THE USERS' PERCEPTION ON ENGLISH DEPARTMENT GRADUATES OF ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES BANJARMASIN has been approved by the thesis advisor for further approval by the board of Examiners.

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## ABSTRACT

Muhammad Taufik Ansyari. 2014. The Users' Perception on English Department Graduates of Antasari State Institute for Islamic Studies. Thesis English Department, Faculty of Tarbiyah and Teachers Training. Advisors: Nani Hizriani MA

Keywords: Perception, graduate, teacher, professional.

This research is intended to know, how is the perception of users to English Department Graduate of "Antasari" State Institute for Islamic Studies? The users here means as the people who use English as English teacher or lecturer.

The respondents of this research are headmaster and institution leader where graduates work. They are the headmaster of SMPN 1 Bati-Bati, SMK Al-Furqan, MIN Pabahanan, MTsN 1 Pelaihari, SMAN 1 Pelaihari, and leader of English Education Department, PGMI Department, Institution for Quality Assurance of "Antasari" State Institute for Islamic Studies, Personnel Subsection of Section Personnel and Legal Organization of "Antasari" State Institute for Islamic Studies, and Language Centre of "Antasari" State Institute for Islamic Studies.

To collect the data, the writer uses some techniques such as interview and documentary. Writer interviews the respondents to know how their perception to English Department graduate, and also asks the graduate to know another graduates work place. Then, all the data are analyzed by using Descriptive Qualitative.

The result of this research showed that almost all respondents are satisfied with ethics and moral of graduates, and their performance. But in other side, respondents state that some graduates who teach still are not good in teaching, especially in teaching method. Other result showed that not all English Department graduates become English teacher, some of them also become lecturer, general teacher, and staff of institution.

## ABSTRAK

Muhammad Taufik Ansyari. 2014. Persepsi Pengguna Terhadap Alumni Jurusan Pendidikan Bahasa Inggris IAIN Antasari, Skripsi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan  
Pembimbing: Nani Hizriani, MA

Kata kunci: Persepsi, alumni, guru, profesional

Penelitian ini di maksudkan untuk mengetahui bagaimana persepsi pengguna terhadap jurusan Pendidikan Bahasa Inggris IAIN Antasari. Yang dimaksud pengguna di sini adalah orang yang menggunakan jasa alumni sebagai guru atau dosen bahasa Inggris.

Responden pada penelitian ini adalah kepala sekolah dan kepala instansi dimana alumni bekerja. Mereka adalah kepala sekolah SMAN 1 Bati-Bati, SMK Al-Furqan, MIN Pabahanan, MTsN 1 Pelaihari, SMAN 1 Pelaihari dan juga ketua Jurusan PBI, Jurusan PGMI, LPM IAIN Antasari, Bagian Organisasi Kepegawaian dan Hukum IAIN Antasari, dan PPB IAIN Antasari.

Untuk mengumpulkan data, peneliti menggunakan beberapa teknik seperti wawancara dan dokumenter. Penulis mewawancarai responden untuk mengetahui bagaimana persepsi mereka terhadap alumni jurusan PBI, dan juga bertanya kepada alumni untuk mengetahui tempat kerja alumni yang lain. Kemudian, semua data dianalisis secara deskriptif kualitatif.

Hasil penelitian ini menunjukkan bahwa hampir semua responden merasa puas dengan etika dan moral alumni, serta kinerja mereka. Tapi dilain sisi, responden menyatakan bahwa beberapa alumni yang mengajar masih kurang bagus dalam mengajar, khususnya dalam metode pengajaran. Hasil lain menunjukkan bahwa tidak semua alumni jurusan PBI menjadi guru bahasa Inggris, beberapa dari mereka juga menjadi dosen, guru umum, dan staf instansi.

# MOTTO

**“Who think too much about  
the consequences of a  
decision or action, he never  
ever becomes an intrepid”**

**-Ali bin Abi Thalib-**

**“No best prayer for final year  
students, except prayer for  
quick completion of thesis.”**



# DEDICATION

**I dedicate this thesis to:**

My beloved father, mother, little brother, who always take care of me from I was a baby until now and always pray to me and give advices for my success

My all best friends of ELC 2010, my family of "kos rakai" and my other friends who have motivated and supported me.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا وَمَوْلَانَا

مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

All Praises be to Allah the Almighty for His Mercy and Guidance till the writer can finish the thesis entitled: :“The Users’ Perception on English Department Graduates of Antasari State Institute for Islamic Studies Banjarmasin”.

May blessing and salutation always be upon the Great Prophet Muhammad SAW, all his families, his companions, and also his followers who strived in Allah’s religion.

The writer expresses appreciation and gratitude to those who gave their help and motivation in finishing this thesis, they are:

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Finally, the writer hopes this thesis will be useful for the next researchers. The writer believes this thesis is far from sufficient information. The improvement of this research is needed and therefore, the writer wishes the readers of this research give their critics and suggestions.

**Banjarmasin,**

The Writer

## CONTENTS

COVER PAGE .....	i
TITLE PAGE .....	ii
STATEMENT OF AUTHENTICITY.....	iii
APPROVAL.....	iv
VALIDATION.....	v
ENGLISH ABSTRACT.....	vi
INDONESIAN ABSTRACT .....	vii
MOTTO .....	viii
DEDICATION .....	ix
ACKNOWLEDGEMENT .....	x
CONTENTS .....	xii
LIST OF TABLES .....	xiv
LIST OF APPENDICES .....	xv
<b>CHAPTER I : INTRODUCTION</b>	
A. Background of Study .....	1
B. Statements of Problem .....	4
C. Reason for Choosing the Title.....	4
D. Objectives of Study.....	4
E. Assumption of the Study.....	4
F. Significance of Study.....	5
G. Definition of Key Terms.....	5
H. Organizazing of Writing.....	7
<b>CHAPTER II : THEORETICAL REVIEW</b>	
A. Perception.....	9
1. Definition of Perception .....	9
2. The Process of Perception.....	10
B. Professional Teacher.....	17
1. The Definition of Professional Teacher.....	17
2. Professional Teacher Competence .....	18
<b>CHAPTER III :RESEARCH METHOD</b>	
A. Research Design.....	24
B. Subject and Object the research .....	24
1. Subject of The research.....	24
2. Object of the Research .....	27
C. Source of Data .....	27
D, Data Collection Procedure .....	28
E. Technique of Data Proessing and Data Analysis.....	28
<b>CHAPTER IV :FINDING AND DISCUSSION</b>	
A. Finding.....	30
B. Discussion .....	39

<b>CHAPTER V :CLOSURE</b>	
1. Conclusion.....	48
2.Suggestion.....	48
<b>REFERENCES:</b> .....	50
<b>APPENDICES :</b> .....	52

## LIST OF TABLES

1.....	Table
3.1 .....	28
2.....	Table
4.1 .....	32



## LIST OF APPENDICES

List of translation.....	53
List of Respondents .....	54
List of Graduates' Work Place .....	55
Interview Questions .....	59
Photo of Graduate Work Places.....	61
Catatan Konsultasi Bimbingan Skripsi.....	63
Surat Persetujuan Judul Skripsi .....	65
Seminar Desain Proposal Skripsi.....	66
Surat Riset.....	67
Izin Penelitian/Riset.....	74
Curriculum Vitae.....	79



# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

As one of majors in Antasari State Institute for Islamic Studies, English Department has graduated many students with undergraduate degree. They spread and some of them have been English teachers around the Kalimantan Island, especially in South Kalimantan. They teach English in some schools, private course or even in institute or universe. This is suitable with the purpose of English Department to graduate good English teacher.

Users as the people who experience the contribution of graduates value them. It also has the impact to the perception of users to English Department as the department where the graduates have studied. The perception of users can be a good perception or a bad perception based on their valuation for graduates.

God says in the Holy Koran in the verse 13 of Hujurat:

Human is ordered by God to know each other. This knowing is in the purpose to get lesson and experience from other so that human can improve their pursuance for God with impact to the piece and prosperity of human life in the world and hereafter (Shihab, 2011, p.618). The process in knowing each other is required the perceiving, because to know each other we need to see, feel, and listen each other that is the way of perception.

Perception is a natural process of human when they see, feel, listen, touch, and smell something. It is a result of processing, interpretation and organization of sensory signals in an internal representation of the stimuli (Gazzaniga and Heatheorton, 2003, p. 125). So, people perceive what they see everyday in every where because it is the human natural process.

Researcher team of “Antasari” institute in their research book “*Profil dan Persepsi Masyarakat Terhadap Alumni IAIN Antasari Banjarmasin Kalimantan Selatan*” describe that the research of society perception to graduate is needed to find goal as follow: 1) To measure the graduate ability and also to measure the success of “Antasari” institute in graduating of adequate graduate with good academic and scientific, to face necessary and challenge in midlle of society; 2) To become a barometer for “Anatasari” institute in reviewing unrepresented application of Islamic science development by graduate around society; 3) To promote “Antasari” institute and to find any alternative penetration in order to

raise society interest to study in “Antasari” institute; 4) To map profile and extension of graduates who spread around South Kalimantan.

- 1) To push and trigger the guidance of “Antasari” institute in building cooperation with any institution in order to open new connection and workplace for graduate after getting profile map of graduate.

Based on the researched above, writer also wants to research graduate of more specific department, that is English Department.

The people who researched are head master of school or leader of institution. Their perception is needed because they are the people who had responsible to value the graduate as one of their subordinates.

The head master or leader perceive the graduates according to the professional of graduates to their job. Because the main object in this study is the graduates as the English teacher or lecturer, the professionalis discussed above is about the professional teacher or lecturer.

According to the Indonesian statute, number 14 of 2005 year about the teacher and lecturer, said that a professional teacher must have a competence qualification. The competence includes four aspects, they are pedagogic, personality, social, and professional. Whereas the competence for a professional lecturer based on Sudiana (2003) in his journal said that competence for professional lecturer in his/her main duty, teaching, is same with the competence of a professional teacher.

So, the perception study here talks about the perception of head master or leader to those four competences of a professional teacher or lecturer. Based on

the description above, writer wants to get information about perception of users for graduates by doing a survei through head master or leader value. The writer talks it in the title of the research: “The Users’ Perception on English Department Graduates of Antasari State Institute for Islamic Studies”

### **B. Statement of Problem**

Based on the background above, there is a problem which be investigated by the writer, as follow:

How is the perception from the people who use graduate to teach English subject?

### **C. Reason for Choosing the Title**

The reasons of choosing this title are as follow:

1. As student of English Department, the writer is challenged to look for information of the people how their perception to graduate is.
2. The writer also wants to collect the data of graduate spreading in contectual of work place because there is not the data of graduate spreading as so far.

### **D. Objective of Study**

Based on the reason above, the purpose of this reasearch is:

To get information how the perception of people that use graduates service in teaching English is.

#### **E. Assumption of the Study**

1. Most graduates of English Department become English teacher and contribute many benefits for education that is exemplary by student of English Department.
2. As graduate of English Department is demanded to become a good and professional teacher who is usefull for the people in their environment.

#### **F. Significance of Study**

The result of this study can be contributed some benefits:

1. To give information how the perception of users to graduate is.
2. To give the data of graduate spreading in contectual of work place.
3. To give input for English Department to decide a new policy in learning process by looking to the value of users for graduates.

#### **G. The Definition of Key Term**

The definition of term which is necessary to clarify briefly in order to avoid different thinking, can be mentioned as follow:

##### **1. User Perception**

**User** means a people or thing that use something such as facility, service and others. (Collins COBUILD Dictionary on CD-ROM, 2006)

**User** in this research is people who use graduate English Department as English teacher or lecturer.

**Perception** is the interpreting and organizing process of the incoming information in purpose to understand and react suitably with it. (Stanger, 2011, p. 174)

So it can be concluded that **user perception** is how the people see and understand what that use such as facility, service and others.

The user perception in this research based on the professionalism of graduates as teacher include four aspects mentioned on Indonesian Law number 14 of 2005 year, they are: pedagogic includes teaching method and classroom leadership, professional includes mastering of material subject lesson, social includes communication and cooperation, and personality includes ethic and moral.

## 2. Graduate

**Graduate** is a student who has finish his/her studies completely in university for degree and get a certificate that signs it. (Collins COBUILD Dictionary on CD-ROM, 2006)

Also in other source, **graduate** means the people who has an university degree and has completed the school studies. (Oxford Learner's Pocket Dictionary, 2011, p.193)

And the **graduate** in this research is the graduate of English Department.

## 3. Professional

**Professional** is defined as high standards performing of a job, a higher education school, or someone who does a specific type of work to earn a living (<http://www.yourdictionary.com/professional>).

Whereas **professionalism** is the adjective of professional.

#### 4. **Teacher**

According to dictionary, “**Teacher** means the person who teaches especially in the school” (Oxford Learner’s Pocket Dictionary, 2011, p.455). In complex definition such as in Indonesia statute, number 14 of 2005 year about the teacher and lecturer , “**Teacher** is a professional educator with the main duty to educate, teach, guide, train, assess and evaluate the learner in the formal nursery school, elementary school and high school.

#### 5. **Lecturer**

The word **lecturer** has meaning that the person who confers a lecture. (Oxford Learner’s Pocket Dictionary, 2011, p.455). And in the Indonesia statute, number 14 of 2005 year about the teacher and lecturer, “**Lecturer** is a professional educator and scientist with the main task to transform, develop, and distribute the knowledge, technology, and art via education, research, and dedication to the society.

### **H. Organization of Writing**

This research consist of five chapters: they are systematically arranged in this writing as follow:

The first chapter contains introduction; which consist of background of study, statement of problem, reason for choosing title, objective study, assumption of study, significance of studey, the definition of key term and organizing of writing.

The second chapter contains theoretical review, which consist about perception definition, the process of perception, teacher definition and professional teacher based on the Indonesian law.

The third chapter is methodology of research, which consists of research design, subject and object of research, data collection procedure, technique of data processing and data analysis.

The fourth chapter is report of research result, which consists of interview with respondent and analyzing of interview.

The fifth chapter is closure, which consists of conclusion and suggestion.



## CHAPTER II

### THEORETICAL REVIEW

#### **A. Perception**

##### **1. Definition of Perception**

Every day in human life, people perceive every thing what they see, touch, smell and feel. While they perceive something, any information is received and then the information is processed by the sensory nervous system. So perception is a process of biological (Sekuler and Blake, 1994, p.2).

Many experts explained the definition of perception, such as Harris (p.180) said that perception is an immediate experience to the world, such as experience of seing, hearing, feeling, smelling or testing. And other experts, Sekuler and Blake (1994, p.515), said that the perception is the receiving and processing of sensory information in order to hear, smell, taste, see or feel any object in the world. Other definition, perception is the interpretation, integration, sorting out, and analysis of stimuli by the sense organs (Feldman, 1992, p. 78).

Wagenaar and friends said in their book Atkinson & Hilgard's Introduction to Psychology:

“Perception is constructing an internal model of the world based on bottom-up sensory processes combined with top-down real-world knowledge.” (Wagenaar and friends, 2009, p. 706)

Gazzaniga and Heatherton (2003, p. 125) said that perception refers to the brain do further processing of sensory signals that end in a stimuli internal

representation. For example, specialized neurons in the eyes detect a green light emits photons, and then the brain receive signals.

In other definition, Hall (1983, p.103) defined perception as awareness of an organism of objects and events in the environment, brought about by the organism's sense organs stimulation. In other hand, Crider and friends (1983, p.74) in their book described perception as the process of brain selecting, organizing and interpreting to gather information about the environment.

Based on the description above, perception is a common process of human brain in everyday (biological process). When the people see, touch, smell, feel, and taste, they get information. The information is sent to the brain and then processed by its sense organs.

## **2. The Process of Perception**

According to Alex Sobur explanation, there are six step of perception process. They are accepting, selection, organization, interpretation, checking, and reaction.

### **a. Accepting**

The first step in perception is accepting stimulus or data from any source, such as from seeing, listening, feeling, smelling or touching so we learn every aspect from the source (Sobur, 2011, p.451).

### **b. Selection**

After human accept the information when they see, listen, touch, and smell, they select the information which called by “**attention**” (Crider and

friends, 1983, p.99). This selective attention happens when stimulus is chosen in perceptual process to pay attention to something. For example; when we feel hungry, we more be sensitive to food, so our attention be directed to food (Feldman, 1992, p.119-120).

In this process, there are two factors that establish this selection, intern factor and extern factor (Sobur, 2011, p.452-455).

#### 1) Internal Factor

Intern factors are related to ourselves in selection of any perception symptom. They are:

##### a) Psychology need

The psychology need of someone can influence the perception. Example, sometimes because of psychology need there is something “seen” in fact there is not. Someone is very thirsty in the desert, the he/she sees water in many places in fact there is not water there, this phenomenon we call by fatamorgana.

##### b) Background

In selection, background someone also influences the process of selection. People with any background try to find the others with the same background. Example, if people with the background of management education just join in any organization, they try to find and more approuche the others with the same education background.

c) Experience

Like background, experience also influences the selection. Experience prepares someone to find things, people, and phenomena which may be the same with the personal experience. Example, the people who have experience in the marketing field, could be interested to someone if they see the sales potential in that person.

d) Personality

Some factors in personality influence the selection of perception. An introverted person may be interested with the same person or a different person.

e) Attitude and General Belief

People who have a certain attitude towards employees in a certain language group, most likely see any small thing that never been noticed with other people.

f) Personal Acceptance

Other factor which influences the selection of perception is personal acceptance. Some people have showed that the people who accept the personal reality more sincerely absorb something with more precision than the others with less sincerity to accept the personal reality.

2) External factor

Based on the statement of psychologist, Pareek, the factors that influence stimulus selection in perception has been researched and published. Many of these researches are done on visual perception to things. But also these

researches can be used for perception on people and condition. Some those factors are:

a) Intensity

Generally, less intensive stimulus get less reaction than more intensive stimulus. Example, the brighter light is more noticed by people than the dim light in the night.

b) Size

The bigger things are generally more interesting because they are seen quickly. Many enterprises use this factor to pack their product, so their product is seen bigger.

c) Contrast

In common, something weird or different from other be more interesting and noticed quickly by people. A worker who is different from other workers, prominent because his/her difference. In everyday life, people, with aware or not, do something weird to get attention.

d) Motion

People more notice anything move than motionless. This factor is used in advertisement which is seen in the night by making motion illusion towards any lights settings cleverly.

e) Repeating

Generally, something, which is repeated, can get attention. Any advertisement also use this factor. In certain time, the same advertisement are shown even the product is not available in market.

This repetition makes people remember to the product and they notice it then the other products are appeared rarely in the media.

f) Familiarity

Any familiar or known things be more got attention. Example, in the strange country with not many people from our nation, we be interested quickly by face type we know if we see someone from our nation.

g) Something New

This factor is likely contrary to the familiarity factor. But, something also attract attention. Example, a worker notice weird or new out sound from the machine directly, which give clue of something false from that machine.

**c. Organizing**

A fundamental perceptual process is organizing stimulus (Crider and friends, 1983, p.99). Pareek said that there are three main dimensions in organizing stimulus, they are (a) forming, (b) shape of arising and background, (c) perceptual constancies (Sobur, 2011, p.462).

1. Forming

After stimulus is processed in selection, it is formed into a shape (Sobur, 2011, p.462). This forming –how sensory stimuli are organized into meaningful shapes and patterns- becomes one of first topics that is learned by psychologist (Crider and friends, 1983, p.99).

According to Pareek's description, there are three used factor in forming stimulus (Sobur, 2011, p.462-463), they are:

- a) Similarity, the similar stimulus are made in one group.
- b) Closeness, the stimulus which is closer to between one and the others also grouped to one group.
- c) Things which are considered incomplete, be completed by the others stimulus.

## 2. Shape of Arising and Background

Shape of arising and background is one of principles to manage the stimulus. This principle is one of interesting and main process in perception. In seeing symptom and stimulus, there is tendency to centre attention to prominent symptom, whereas the other symptom or stimulus is placed in the background.

## 3. Perceptual Constancies

Perceptual constancy is the ability of perception on objects as relatively stable in terms of shape, size and color despite changes in the sensory information that reaches eyes (Crider and friends, 1983, p.104).. For example, when we move toward a tree, our retina gets tree image becomes larger, the details of the trunk and branches become sharper and the its color grows more distinct. Yet we know that the tree doesn't become larger, more detailed or more colorful (Hall, 1983, p.108). Perception dimension is managed toward this constancy principle. In three dimensional perception, constancy factor act out an important role (Sobur, 2011, p.463).

#### **d. Interpretation**

The fourth process in perception is interpretation. If we see a poster, the poster doesn't change at all but our interpretation is changed based on what we *expected* to see (Crider and friends, 1983, p.109). In this process, after the data is received and managed, then the receiver interprets the data in any way based on our expectation. In the main way, the perception gives meaning in any data and information we receive (Sobur, 2011, p.463).

#### **e. Checking**

Sobur (1983, p.463) said that the receiver of perception takes some actions to check whether the interpretation is wrong or right. This process is a fast process, so the people don't realize it. This process is going time by time to clarify whether the perception or interpretation is justified by the new data.

#### **f. Reaction**

Pareek said The last process of perception is reaction to what has been perceived. This happens when someone does something for his/her perception. For example, someone reacts towards the good or bad perception which is made. That perceptual cycle is not perfect yet before doing a reaction. This reaction can be open or hidden. The open reaction is a real reaction towards that perception, while the hidden reaction is a forming of attitude or opinion. One symptom attracts attention in connection with the hidden reaction is "impression forming" (Sobur, 2011, p.464).

### **B. Professional Teacher**

#### **1. The Definition of Professional Teacher**



According to the Indonesian law in 2005 which is explained before, the definition of **teacher** is a professional educator. Whereas the word **professional** refers to a job which has professional characteristic, the characteristic includes the mastering certain science field which learned intentionally and then applied for the society interest. The word **professional** is an adjective which means a profession and also noun word means a professional person, such as teacher, doctor, judge and others (Oxford Learner's Pocket Dictionary, 2011, p.351).

Based on the description above, it can be concluded that a **professional teacher** is a person has ability and skill in teaching which has been learned before so the person can do the assignment and function of a teacher to the maximum.

Surya in the book "*Guru Profesional*" written by Kusnandar say, the professionalism of teacher is reflected in the assignment which signed by the good skill in material or metode aspect, also looked in the responsibility of teacher to task realization. A professional teacher has responsibility of personal, social, moral, spiritual, and intelektual to the students, parent of students, society, nation and country. The goverment decides four standard competences of a professional teacher, they are: 1) Pedagogic competence; 2) Professional competence; 3) Personality competence; and 4) Social competence (Indonesian Law Number 14 of 2005 about Teacher and Lecturer).

## 2. Professional Teacher Competence

Teacher competence is the ability of teacher in obligation and accompanied by responsibility. So a teacher has to have ability and also authority in realization of teacher profession (Usman, 2006, p.14).

#### **a. Pedagogic Competence**

Mulyasa (2011: 75) says that in National Education Standard, the description of Paragraph 28 verse (3) item a, advanced that pedagogic competence is ability of student learning management includes comprehension to students, planning and realization of learning, evaluation of learning result, and student development to actualize any potential what students have.

Further more, in Lesson Plan about teacher (Mulyasa, 2011, p.75) mentioned that pedagogic competence is teacher ability in student learning management at least includes these aspects: 1) Comprehension of education concept or base; 2) Comprehension to student; 3) Development to curriculum or sillabus; 4) Lesson planning; 5) Realization of educated and dialogic learning; 6) Usage of learning technology; 7) Evaluation of learning result; 8) Development of student to actualize any potential of student

#### **b. Personality Competence**

Mulyasa (2011, p.117) explains the personality competence of National Education Standard, written on Paragraph 28 verse (3) item b, described that the pesonality competence includes good personality, stable,

adult, wise, has authority, also become good model for the student and noble moral.

According to Hadis and Nurhayati description (2010, p.27-28), personality competence is subcompetence and learning experience based on Indonesian Institution of Education and Educator at Unesa Surabaya in 2006. Personality competence for professional teacher includes. 1) Showing as a personal with good personality, stabile, adult, wise and has authority:(a) Try to receive and give critical also suggestion; (b) Try to be habitual in obeying the rules; (c) Try to be personal with consistent attitude and action; (d) Try to control self, and try to place a problem professionally; (e) Try to do task responsibly and independently. (2) Showing as the personal with noble moral and becomes good model for the student and society: (a) Try to behave with faith and devotion action; (b) Try to behave as a good manner person; (c) Try to behave action which can be good model for the student and society. (3) Evaluate self performance: (a) Try to evaluate the self power and weakness; (b) Try to evaluate self performance; (c) Try to receive critical and suggestion from student. (4) Develop yourself continually: (a) Try to exploit any learning source to improve knowledge, skill and personality; (b) Follow any activities which help profession development; (c) Try to develop and organize any activities which help teacher profession.

Because of that, a teacher is the guide for student and become a teacher must have positive power and personality which become source

inspiration for student. Like Ki Hajar Dewantara says in wanted education system that a teacher has to “*ing ngarsa sung tuladha, ing madya mangun karsa, tut wuri handayani*” means a teacher has to become good example and model, rise student learning motivation up, and give support from behind.

### c. Professional Competence

Mulyasa (2011, p.135) explains professional competence in National Education Standard, written on Paragraph 28 verse (3) item c, described professional competence is the ability to master learning and teaching process widely and deeply which may guide student to comply with standard competence which set in National Education Standard.

Generally, professional competence of teacher area (Mulyasa, 2011, p.135) includes: 1) Understand and can apply base philosophy, psychology, sociology education and others; 2) Understand and can apply learning theory suitable with the student development; 3) Can handle and develop the subject study which held; 4) Understand and can apply variation method of learning; 5) Able to develop and use any relevant tools, medias, and sources of learning; 6) Able to organize and realize the learning program; 7) Able to realize the evaluation of student learning result; 8) Able to grow the student personality.

In detail, professional competence for teacher can be described by Mulyasa (2011, p.136) as follow: 1) Comprehend National Education Standard; 2) Develop Education Unit Level Curriculum; 3) Master

standard material; 4) Manage the learning program; 5) Manage the class; 6) Use media and learning source; 7) Master base of education; 8) Comprehend and realize the development of student; 9) Comprehend and organize the administration of school; 10) Comprehend the learning research; 11) Show good modeling and leadership in learning; 12) Develop theory and concept of education base; 13) Comprehend and realize individual learning concept.

Professional competence of teacher requires teacher to expert in the subject study. In realizing teacher profession, there is basic ability in knowledge about learning and people behavior, subject study which socuted, and skill in teaching technic.

#### **d. Social Competence**

Mulyasa (2011, p.173) explains about sosial competence in National Education Standard, Paragraph 28 verse (3) item d, described social competence is the ability of teacher as the part of society to communicate and associate efectively with students, fellow educators, parent of student and around society.

According to explanation by Abdul Hadis and Nurhayati (2010, p.27-28) base on Associatin meeting of Indonesian Institution of Education and Educator at Unesa Surabaya in 2006, the social competence can be dercribed as subcompetence and learning experience as follow: 1) Communicate effectively and empatheticly to student, parent of student,

fellow educator and society: (a) Review principles and points of effective and empathetic communication; (b) Try to communicate effectively and empathetically; (c) Try to evaluate effective and empathetic communication.

2) Contribute to education development in the school and society: (a) Try to plan any program for education development around school and environment area; (b) Try to participate in organizing of any program around school and environment area. 3) Contribute to education development in local level, regional, national, and global: (a) Try to identify and analyze any problems of education in local level, regional, national, and global; (b) Try to develop solving alternative of education problem in local level, regional, national, and global; (c) Try to plan education program in local level, regional, and national. 4) Exploit Information and Communication Technology (ICT) to communicate and develop teacher self: (a) Review any equipments of ICT; (b) Try to operate any tools of ICT to communicate; (c) Try to exploit ICT to communicate and develop professional ability.

Social competence of teacher is teacher ability to adapt to any task requirement in environment where and when teacher does the task as a teacher. In doing the task, a teacher must become development founder and pioneer in environment as possible, mainly related to education. Through good teacher's interaction with student, fellow educators, and parent of student are so helpful to education process so achieve better education goal.

## **CHAPTER III**

### **METHOD OF RESEARCH**

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

In this study, research design is made to find and answer the question of the study. This research is a descriptive and qualitative research . Qualitative research which aim to find and describe the perception from the people. To get the most accurate and objective result of research, the research design is made to find the best next step in getting best result of research.

This research is applied to perception for English Department graduates who become English teacher. First, writer tries to find the data of graduate work place. Then, writer observe each graduate, and for this writer takes samples or more of graduates. Writer interviews the person who leads the graduate work place such as headmaster in the school or other leader of institution to find the data of perception for graduates. After the data is collected, writer tries to conclude of the data that writer gets in the research to find the goal of research.

#### **B. Subject and Object of Research**

##### 1. Subject of the research

###### a. Population

The population of this research is headmaster or institution leader where the graduates of English Department with graduate from year 2000 until 2014 become English teacher or English lecturer. But it is not closed

the possibility to another headmaster or institution leader where the graduate is not as teacher or lecturer English subject, such as general teacher or lecturer, agency employess, etc. This population can be as an infinite population, because the total of the graduates who become English teacher, lecturer or another profession is not known surely. (Nasution, 2003, p. 1)

When the population of sample is unknown and hard to find the sure data, the technique used is the snowball sampling (Statpac). And Katz said in his journal (2006) that snowball sampling is often used in lie undiscovered populations which reseachers access them hardly or in cases where a sampling frame is difficult to determined.

In snowball sampling, a few individual with the characteristics in which researcher wants is identified by them this case. Then the reseachers use thees people to connect another people with the same charecteristics. (Morrison and friends, 2007, p.116) In this study, the few individual with the characteristics in which writer interested is the head master or institution leader where the English Department graduates work. And writer starts by identifying a few graduates, and then ask them to recommend the work place of others graduates they know. (Bhattacharjee, 2012, p.70)

The data can be seen in the this table bellow.

<b>Number</b>	<b>Name of headmaster or institution leader</b>	<b>Work Place</b>
1.	Endang Rahmawati, S.Hut. (Vice Headmaster)	SMPN 1 Bati-Bati



2.	Hj, Popong Noor Afifah S.Pd. (Vice Headmaster)	SMK Al-Furqan
3.	H. Normuin, S.Pd.I. (Headmaster)	MIN Pabahanan
4.	Akhmad Saufi, S.Ag., M.MPd. (Headmaster)	MTsN 1 Pelaihari
5.	Dra. Rusdiana Husaini, M.Ag. (Chief)	PGMI Department
6.	Supiadi, S.Pd., MM. (Headmaster)	SDN Teluk Dalam 1
7.	Drs. H. Muhammad Mahfuz (Headmaster)	SMAN Pelaihari
8.	Drs. Sa'adillah, M.Pd.	English Department
9.	Prof. Dr. H. Asmaran AS, MA (Leader)	Institution for Quality Assurance of "Antasari" State Institute for Islamic Studies
10.	H. Arbani, S.Sos. (Leader)	Personnel Subsection of Section Personnel and Legal Organization of "Antasari" State Institute for Islamic Studies
11.	Drs. H. M. Amin Djamaluddin, MA (Leader)	Language Centre of "Antasari" State Institute for Islamic Studies
12.	Raida Asfihana, M.Pd. (Leader of English section)	Language Centre of "Antasari" State Institute for Islamic Studies

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Table 3. List of Respondents

In table above, we can see, the respondents found are twelve respondents. Most of them are the headmaster and also the institution leader, but also there are two vices headmaster. The reason of choosing vice headmaster is because the headmasters in those schools are just been placed for two until three months. So they cannot give the accurate data of graduates.

## 2. Object of the Research

The object of this research is the perception for English Department graduates of Faculty of Tarbiyah and Teachers Training in Antasari State Institute for Islamic Studies. The perception based on the professionalism of graduates as teacher include four aspects mentioned on Indonesian Law number 14 of 2005 year, they are: pedagogic includes teaching method and classroom leadership, professional includes mastering of material subject lesson, social includes communication and cooperation, and personality includes ethic and moral.

## C. Source of Data

### 1. Data

The data of this research are divided into two kinds as follow:

#### a. Primary data

1. The data of headmaster or institution leader.

2. The data of graduates
- b. Supporting data
    1. Description of teaching, professional teacher, perception, and graduates.
  - c. Source of data in this research are:
    1. Informant : Headmaster, leader of educational institute
    2. Document : some books and any website

#### **D. Data Collection Procedure**

The techniques of data collection that the writer uses are:

- a. Interview

Interview is needed to make the result more accurately, the targets of interview are headmaster or leader of place where graduates teach is. Also writer interviews the graduates to know another graduates work place.

- b. Documentary

Some documents about the research.

#### **E. Technique of Data Processing and Data Analysis**

In processing the data, the writer uses some techniques such as :

1. Data Processing

- a. Editing

This technique is used to check all collected data whether they have already completed or not by re-examining them.

b. Data Interpretation

The writer describes the data in interpretation without change the meaning of the data.

2. Data analysis

All the collected and processed data are analyzed descriptively and qualitatively. Data analysis is a process by which data simplified into a form can be interpreted and read easily.

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. FINDINGS**

Any discovery for English Department graduates of Antasari State for Islamic Studies are found when the research are done. Such as not all of graduates become English teacher, some graduates become lecturers, staffs of institution, and general teacher.

Also many perceptions for them are discovered from twelve respondents. Based on the interview that writer does to them about the graduates, their peception can be illustrated as the following in this table:

<b>Aspect</b>	<b>Perception</b>		
	<b>Good</b>	<b>Less</b>	<b>Bad</b>
Ethic and Moral	12 respondent	-	-
Communication and Cooperation	10 respondent	2 respondent	-
Teaching Method	6 respondent	3 respondent	-
Leadership	7 respondent	2 respondent	-
English mastering	12 respondent	-	-

Table 4. List of perception based on the respondent

In the table above, there are five aspects which are researched. This based on the competence of professional teacher. First, ethics and moral are two aspects in personality competence, communication and cooperation are aspects of social competence, teaching method and leadership are aspects of pedagogic competence and English mastering is aspect of professionalism competence.

The perception of respondent can be elaborated more specific as under follow:

- 1. Respondent : Vice Headmaster**  
**Institution/School : SMPN 1 Bati-Bati**

The graduates of English Department are good person. They have good ethics and moral. Because they are teachers who required to have good ethics and moral. They also have good communication and cooperation. Some positions in this school are trusted to them to handle it. If it's talked about how their teaching, it's hard to explain. The person who has authority to explain is the headmaster, but because the headmaster just has been changed for two month so the headmaster cannot explain more too. In fact while they teach in this school, there is not any complain from their student about their teaching. But based on the respondent conversation with the last headmaster, one of the graduates in this school is less in classroom leadership. In mastering subject, especially in mastering English, the respondent cannot tell more because this aspect is the domain of headmaster to explain.

**2. Respondent : Headmaster****Institution/School : MIN Pabahanan**

The graduate in this school has revised in good ethics and moral to be a professional teacher. The communication of graduate with headmaster, fellow teachers and student is good, also about cooperation. In solving a problem, the respondent as headmaster discuss it with graduate transpalantly. In teaching ability, like in lesson planning, tehniqe and others related to teaching, graduate is good as professional teacher. The graduate can lead the class, and also has good skill in mastering English which the subject graduate teach is. As long as the graduate become teacher in this school, there is not any complain from student about the graduate or about the way of graduate teaching.

**3. Respondent : Headmaster****Institution/School : MTsN 1 Pelaihari**

Such another teacher, the graduate who is an English teacher in this school has good ethics and moral. Graduate communicate and cooperate to other with good communication and cooperation, because that reason the graduate is asked to become a vice headmaster. The graduate teaching is so good, the graduate can make student active while learning process is going on. Graduate leadership in classroom is good, graduate can manage the class and can adjust the suitable learning based on the student and class condition. Moreover in English skill, graduate has very good skill especially in speaking

fluently skill. The graduate has ever guide a native guest while comes to the region where school is. Also because of good skill, graduate is trusted to become teacher and handle the Superior Class Programm in this shool. And so far, students like the graduate. It's viewed by not found any complain from student to graduate.

**4. Respondent : Chief**

**Institution/School : PGMI Deparment of “Antasari” State Institute for Islamic Studies**

The graduates are lecturers who teach English subject in this department. As the lecturer, they have good ethics and moral. Although their basic in English Department is more learned about general subject, but there is still learned Islamic subjec so they have Islamic basic in ethics and moral, also their communication and cooperation with fellow lecturer in this department is good. It's not just happened in this department, but also to other lecturers and academicians around this “Antasari” institute. Their teaching and classroom leadership as lecturer has been good and suitable with the role and procedure of faculty and department. There is not any complain found from student to graduates as long as they become lecturer in this department. About graduate English skill, the respondent is not sure because respondent never enter the class while they are teaching English. But based on respondent knowledge, they are also lecturer of language center in “Antasari”



institute where language center requires standard English skill for the lecturer such TOEFL score. So respondent thinks graduates English skill is good.

**5. Respondent : Leader**

**Institution /School : “PPB” / Language Center of “Antasari” State  
Institute for Islamic Studies**

The graduates who become lecturer and assistant lecturer in this institution have good ethics and moral. Also with their communication is good, but some of them are less in cooperation. Such as in attendance of meeting, from 100% of graduates just around 75% of them present in meeting. About their teaching, there is not problem found so far, but graduates are still passive in teaching. Some students complain about the way of their teaching. And their classroom leadership is on standard level, although some of them are less. In mastering English, this institution requires standard TOEFL score it is 500 scores and fifty percent can get that score and fifty percent is lower than that scores.

**6. Respondent : Leader of English Section  
Lecture**

**Institution/School : “PPB” / Language Center of “Antasari” State  
Institute for Islamic Studies**

According to this respondent’s opinion, graduates have good ethic and moral. Their communication is good but in cooperation some of them are less.

Such as when meeting is held, some of them are absent. In teaching and classroom leadership, some of them are good and some of them are less. It's based on the students' complain that their teaching is too monoton or the graduate is not communicative in English teaching, or too much using Indonesian while speaking whereas they are teaching English. But some graduates teach well, like using inovative media, study outdoor, and bring native guest to class. Graduates have good English skill because PPB is required the score for TOEFL test and some of them have score over 500 but there are some lower then 500 score. Last, a good teacher or lecturer is reflected when they study before, if they study good their teaching good too.

**7. Respondent : Vice Headmaster**  
**Institution/School : SMK Al-Furqan**

The graduate in this school has good ethic and moral. It's proved by there is no complain from student about graduates, also graduate has good in communication with other, and interactive. Graduate is good in team work, so graduate is just not trusted in English teaching but also to guide student in Arabic speech practice. In teaching graduate gives full ability to teach the student but probably the way to teach is too monotone. But graduate can lead the class while teaching. Graduate has good English skill so graduate master English subject which graduate teach.

**8. Respondent : Headmaster****Institution/School : SMAN 1 Pelaihari**

A graduate who teach English in this school has good ethic and moral. Although basic of graduate is English science, still the religy of graduate is good. The graduate communicate and cooperate well to other fellow educators in this school and so helpful. Because graduate is good in religy, so every activity of religy be trusted to graduate to handle it such as *Pesantren Ramadhan* in every year. In side of teaching, graduate has good skill in teaching. It may cause, when graduate still learn in English department has received many material of teaching and then teaches directly also follow some training about teaching, the teaching method of graduate is developed. In classroom leadership, graduate can manage the class well. There is not any problem as long as graduate teaches here, and no student complains about graduate. About mastering English, graduate here has mastered it standardly, and becomes better after graduate teaches for around 5 years. More over, graduate is trusted to teach in English extra lesson in this school.

**9. Respondent : Headmaster****Institution/School : SDN Teluk Dalam 1**

A graduate in this school has good ethic and moral, because good religy background of graduate. In this school, all teachers have good sense of family includes the graduate. So the communication and cooperation is so good here.

About teaching, graduate here is a class teacher who teach all general subject except English. Before the curriculum of 2013 is applied the graduate still teaches English, but after it graduate is asked to become a class teacher. Because in curriculum of 2013, English subject for elementary school is erased. The graduate has good skill in teaching, graduate skill is above the average. Management class, teaching method, material of teaching, graduate master it all. There is not complain from student, more over the student do love graduate. Because graduate just not teach, but also give motivation and guide student.

**10. Respondent : Leader**

**Institution /School : Institution for Quality Assurance of “Antasari”  
State Institute for Islamic Studies**

The graduate has good moral and ethic. Graduate can interact well with leader and friends. Also graduate communication is good when talks with friends or leader. Graduate can cooperate with friends well. Also every task which is asked to graduate is finished well. If based on graduate basic education in English Department, it may not suitable with graduate job in this institution. But still graduate English skill is used, because graduate master Information and Technology (IT) which the program command uses English language. And if respondent as leader finds problem with IT, respondent asks graduate to help.

- 11. Respondent : Chief**  
**Institution/School : English Department of “Antasari” State Institute for Islamic Studies**

Graduates in this department has good ethic and moral. Although they are from English Department, their ethic and moral are very proud. Also their communicate and cooperation with leader and friends in this department or around faculty. About teaching, respodent say not valuate until this aspect but there is not any complain from student about their teaching. And it's no doubt for graduates English skill because they are from English Department and work in English Department also.

- 12. Respondent : Leader**  
**Institution/School : Personnel Subsection of Section Personnel and Legal Organization of “Antasari” State Institute for Islamic Studies**

Graduate in this section basicly is a contract lecturer but also worked here. Graduate is so good in moral and ethic. Graduate is so polite and hard-working. In communication, graduate is not a quite people and the communication to leader and friends is good. Graduate is hard-working, before asked graduate has understood what to doo. Graduate is so professional to the job in this section. About graduate English ability, although graduate works in this section but graduate English skill is still used.

In this section, some English words or sentences are found in some tasks which needed to translate into Indonesian language. The last respondent says if someday graduate here is become a permanent lecturer, but graduate is still asked to work in this section because graduate is so polite and hardworking.

## **B. Discussion**

### **1. Ethics and Moral**

In this research which has been done by the writer, the first important thing researched is the etihcs and moral of English Department graduates. Even the basic of graduates is general science, but still ethics and moral which is part of religy aspect need to be note. Because beside that things is one aspects of professional teacher competence, graduates are also still part of “Antasari” State Institute for Islamic Studies which is viewed by people as one religious institute in South Kalimantan.

From twelve respondents who are interviewed by writer in this research, in ethic and moral aspects of graduates in the work place, the respondents describe that in general graduates have had good ethics and moral. They tell this because the personlaty of graduate is not regardless from religy norm. More over in one school, respondenst who is the headmaster of that school says that because the religious attitude, a graduates who teach in that school is trusted to manage religy activities in the school, such as the “*pesantren Ramadhan*” which is held in every year in *Ramadhan* month.

This is suitable with the purpose of “Antasari” State Institute for Islamic Studies to deliver graduates with good ethics and moral ( “Antasari” institute, [www.iain-antasari.ac.id/visi-misi-dan-tujuan-iain-antasari](http://www.iain-antasari.ac.id/visi-misi-dan-tujuan-iain-antasari)). When graduates have being learned in the institute although they take a general department (not a religion department) such as English Department, Mathematics Department and etc, they are still given the duty of religious subjects such as *Akidah Akhlak*, *Tafsir*, and others. So the graduates are expected when they have been in the real life of society, they have had good ethics and qualified basic of religion even they are graduates of general Department.

Beside that, for a teacher must have good ethics and moral. Because having good ethics and moral is one of the competence aspects which must be had by a professional teacher. That aspect is the personality aspect. This aspect is managed by the Indonesian statute number 14 in 2005 year which has been described before.

A teacher is a person who is followed by the students, it's like the student is the loyal follower. Every behavioral, habits, and personality of teacher is imitated by the student (Aziz, 2012, p.153). So, it is an obligation for teachers to pay attention with their ethics and moral for not in the wrong side because it affects to the behavior of students.

## **2. Communication and Cooperation**

Other thing which the writer pay attention with it is how the graduates communicate and do cooperation in their range work area. Beside that, one of the competence aspects of professional teacher which managed by the statute is the

sociality. In this aspects, the way of teachers communicate and cooperate with their friend is noted. This influences the work of graduates as the teacher.

From the writer's interview with the respondents, most of the graduates have the good communication and cooperation with their work friends and people around their work area. So they are trusted to handle some position beside the main task as the teacher. Like the description before, except from the good religion side, because the cooperation of graduate is valued as good enough there are trusted as manager of religy activities in some schools. In addition, there is also who trusted to handle extracurricular of school such as the Arabic speech activities.

If an institution includes school has the good staff in communication and cooperation, it makes easier for the progress of that institution. Example, a teacher in one school, has good communication with the students, certainly makes fluency of teaching and learning easier. And good communication and cooperation of teacher with the parent of students, also can make it easier to guide students be better. In this thing, cooperation between teacher and parents to guide their parents is needed. Because basicly, teacher just can face with students in the school, not in their home. Whereas in the home, it is the assignment of the parents to guide their children. So good coordination between teacher and parents is needed also.

This cooperation just not occur for a teacher but also for all profession in one institution. A result of writer research find that geraduates not just become teacher, there are also who work as staff for any istance, example in LPM and



staffing section of “Antasari” State Institute for Islamic Studies. In these two institutions, graduates also are asked to have good communication and cooperation. Presence of graduates in these institutions is so helpful for the activities in that place. In LPM, respondent says that graduate always do task until finish and has good cooperation with graduate friends in this institution . Beside that, in “Antasari” personnel subsection, although the graduate here just as assistant staff because the basic of graduate is a contract lecturer for teaching, but because the good communication and cooperation, adroit in work, the respondent who as the leader in this section feel so helped. If the graduate is appointed as the permanent lecturer, the respondent say that he asks alumni to still help in this staffing section.

But in other place, there is still the less of good cooperation by the graduates. Still in area of “Antasari” institute, at PPB institution exactly, there are some graduates don’t attend when a meeting is held. Respondent say from 100 percent total of graduate, the attendance calculation of graduates when meeting just around 70-80%. This happened may due to the bustle of graduates in other place.

Without viewing that problem, basicly communication and cooperation in institutions where the writer comes is in the level of good and satisfy. This is looked by respondent explanation that almost all of them say the graduates communicate and cooperate well in the work area.

### **3. Teaching Method**

According to the graduates who become English teacher and English lecturer or assistant lecturer, the way of teaching is the one of aspect that researched by the writer. In eleven of institutions where graduates work, ten institutions which employ graduates as English teacher and English lecturer or assistant lecturer also one institution employes graduate as a teacher class. This aspect is important because the way of teaching is the key of the student succesful in learning.

A professional teacher should be careful with the way of teaching. The interisting, fun, and innovative teaching makes student more succesful in teaching. This must be had by graduates who become teacher.

From the interview with the respondents, found that some graduates still have with teaching. The respondents tell the graduates teach with the passive way. The graduates teach more with the old technique, speech technique. Teach more with speech makes learning class process bored. Students doesn't interested with the learning if the teacher teach like this. That should not be happened because the graduates have been learning how to teach interactive to student.

Other respondents tell the problem of graduates with the teaching is the language using. There are still graduates teach with the Grammar Translation Method (GTM). Graduates often use Indonesian language when they teach. Some students complain about this. The students tell why the graduates often use Indonesian language whereas they teach English. They think the graduates should more use English directly when they teach. It makes them familiar with English using.

What the respondents tell and students complain is true. An English teacher should not more use the mother language of student. Using English directly while learning process is one of the best method to make English familiar with students. When students has been familiar with English, it is easier to make students master it.

Apart from that problem, still more graduates who teach good. The example, a respondent tells there are graduates teach good with their learning media and techniques. The respondent says a graduate teaches with the creative media. This make students interested with the learning process because the process is not boring.

Other graduate ask students by doing learning process at outdoor. Learning at outdoor makes different situation then learning in the class. Learning procees is more relaxed and pleasant and makes student enjoy the learning. And sometimes other graduate bring a guest of native speaker to the class while teaching. This is good, so the students can practice their English directly with the native speaker.

In other place, a graduate who become a teacher class is success in teaching the students. The graduates not just teach but also give motivation, become friend and parent for the students. Respondent tells while this graduate teaches, there is not any complain from the students and even they do love the graduate.

And without view the problem above, almost all respondents tell the graduates is good in teaching. A good teacher not just tell the lesson and doesn't

care if the students understand with the lesson or not. A good teacher must make students understand and even master the lesson what the teacher teach. Also a good teacher not just become a teacher, but also motivator, guider, friend and parent for the students to help students to get their succesful.

#### **4. Classroom Leadership**

Classroom leadership is the one of learning process aspect. How the teacher manage the class can affect to the success of learning process. Management of class needed because every day even every time the behavioral and enthuisim of student in learning always change. Today students can learn good and calm, but is not sure for tomorrow (Djamarah, 2005, p.173). Mulyasa describes some aspects of professionalism competence of professional teacher are how to manage the class and how to understand the student development (2011, p.136).

According to the result of interview with respondents, almost all of them say the abality of graduate in cllassroom leadership is good. They tell there is not any meaningful problem about the management of class. The graduates can manage the class even the students is not in their best condition to learn.

#### **5. Mastering English**

Mastering English is the very important aspect for English teachers. How they teach if they don't master it. A professional teacher should be master a standard of items what is taught. (Mulyasa. 2011, 136). Example an English teacher wants to teach grammar, the teacher should master the standard of grammar.

Based on the interview of writer with the respondents. Still almost all of them tell the ability of graduate in mastering English is good. And more over, there is a graduate has a very good skill in English. The respondent says that the graduate is often asked to guide a native speaker guest who visits to the regency where the graduate teaches. And also the graduate is asked to handle and teach a superior class programme.

In other side, for graduates who become staff in any institution, respondents who are the leader of institution where the graduates work say the graduate ability of mastering English still used in their work. Example, like in LPM, the graduate masters Information and Technology (IT) good enough because the language of IT still use English language in any its command. The respondent says when the respondent has problem with IT the graduate is asked to help.

So, mastering English is not just for the graduates who teach, but also for all the graduates of English Department. Because nowadays, English is the international language. Some job requires the ability of English, not just for teacher or lecturer such as manager of enterprise and etc.

## **6. Suggestion from Respondents**

Some respondents give suggestion for English Department as the department where the graduates have been learned. They give suggestion for English Department progress. Accepting suggestion is one of keys to be success.

Much respondents give suggestion for learning process in English Department. Through their experience with the graduates, they suggest English

Department should to raise up the quality of its student in teaching method. Because the student become a teacher in the future, the English Department should prepare the student before they teach in real teaching in the school. So, when they teach in the school, they have ability of good teaching.

Other respondents suggest English Department has to increase its student ability in speaking fluently. This increasing is not without a reason, nowadays in this modern area, many visitor and guest from overseas come to Indonesia. Not many of Indonesian people especially in small regency can speak English, so it is expected when students has been in society and an overseas guest comes to their place who just can speak English, the student can help people by guide the guest.

## **CHAPTER V**

### **CLOSURE**

#### **A. Conclusion**

English Department graduates spread around South Kalimantan and work in some jobs. They not just become English teacher, but also general teacher and staff in some institutions.

From the result and analyzing of data, almost graduate is good in moral ethics. Although they are from English Departmen not an Islamic Department, their ethic and moral is viewed by people as good. They can communicate and cooperate well with others. This is the success of English Department in graduating good student. But in the other side, some of graduates is not good in teaching. Their teaching is still not an active teaching and some students of graduates complain about how the graduates teach in classroom.

#### **B. Suggestion**

From the result of research, there are some suggestions for English Department, its graduates and students.

1. The English Department as the department where graduate study should be raise the study about teaching method. English Department must raise the quality of its students in mastering teaching method. Students should really be prepared before they become real teacher in the future day, so the users as the people who feel students contribution become very satisfied.

2. From the research, the ethic and moral of graduates have been good. The graduates must keep their ethic and moral. However they are teacher who asked to have good ethic and moral because student will follow what teacher does. There is an aphorism “*teacher urinate by standing, student urinate by running*” means what teacher does will be imitated and developed by student.
3. Based on the research, students of English Department who have still learned in English Department should prepare themselves with English mastering moreover in speaking, because in this global era English is so needed. Much people from overseas come to this country and most of them speak with English, so English speaking is helped when the students have business with them.



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# APPENDICES

## APPENDIX 1

### TRANSLATION OF SURAH IN THE HOLY AL-QUR'AN

Page	Surah / Verse	Translation
1	Al-Hujurat verse 13	O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted.

## APPENDIX 2

### LIST OF RESPONDENTS

No	Work Place	Position	Name
1	SMPN 1 Bati-Bati	Vice Headmaster	Endang Rahmawati, S.Hut.
2	SMK Al-Furqan	Vice Headmaster	Hj, Popong Noor Afifah S.Pd.
3	MIN Pabahanan	Headmaster	H. Normuin, S.Pd.I.
4	MTsN 1 Pelaihari	Headmaster	Akhmad Saufi, S.Ag., M.MPd.
5	PGMI Department	Chief	Dra. Rusdiana Husaini, M.Ag.
6	SDN Teluk Dalam 1	Headmaster	Supiadi, S.Pd., MM.
7	SMAN Pelaihari	Headmaster	Drs. H. Muhammad Mahfuz
8	English Department	Chief	Drs. Sa'adillah, M.Pd.
9	Institution for Quality Assurance of "Antasari" State Institute for Islamic Studies	Leader	Prof. Dr. H. Asmaran AS, MA
10	Personnel Subsection of Section Personnel and Legal Organization of "Antasari" State Institute for Islamic Studies	Leader	H. Arbani, S.Sos.
11	Language Center of "Antasari" State Institute for Islamic Studies	Leader English Subsection Leader	Drs. H. M. Amin Djamaluddin, MA Raida Asfihana, M.Pd.

### APPENDIX 3

#### LIST OF GRADUATES' WORK PLACE

No	Name	Work Place
1	- Mardiaty, S.Pd.I. (English Teacher) - Ropeah, S.Pd.I. (English Teacher)	SMPN 1 Bati-Bati
2	- Sa'dah, S.Pd. (English Teacher)	SMK Al-Furqan
3	-Agusyiah Halimah, S.Pd. (English Teacher)	MIN Pabahanan
4	- Rofik Aksan, S.Pd.I. (English Teacher)	MTsN 1 Pelaihari
5	- Noor Alfu Laila, M.Pd. (English Lecturer) - Syarifah Salmah, M.Pd.I. (English Lecturer)	PGMI Department
6	- Siti Nuriah, S.Ag., S.Pd.I. (General Teacher)	SDN Teluk Dalam 1
7	- Rifqan Hidayat, S.Pd.I (English Teacher)	SMAN Pelaihari
8	- Hidayah Nor, M.Pd. (Staff) - Saidil Imani, S.Pd. (Staff)	English Department
9	- Syatria Adimas Pranajaya, M.S.I (Staff)	Institution for Quality Assurance of "Antasari" State Institute for Islamic Studies
10	- Khairunnisa, M.Pd. (Staff)	Personnel Subsection of Section Personnel and Legal Organization of "Antasari" State Institute for Islamic Studies

11	<ul style="list-style-type: none"> <li>– Yansyah, M.Pd. (English Lecturer)</li> <li>– Hidayah Nor, M.Pd. (English Lecturer)</li> <li>– Isnaniah, M.Pd. (English Lecturer)</li> <li>– Syarifah Salmah, M.Pd.I (English Lecturer)</li> <li>– Sa’ diah Arida, S.Pd. (English Lecturer)</li> <li>– Awaluddin, S.Pd. (English Lecturer)</li> <li>– Desy Purwanti, S.Pd. (English Lecturer)</li> <li>– Nurul Hidayah, S.Pd. (English Lecturer)</li> <li>– Mutiara Citra Dewi, S.Pd. (English Lecturer)</li> <li>– Amalinda, S.Pd. (English Lecturer)</li> <li>– Siti Fatimah, S.Pd. (English Lecturer Assistant)</li> <li>– Nur Afiah, S.Pd. (English Lecturer)</li> <li>– Saidil Imani, S.Pd. (English Lecturer)</li> <li>– Husin, S.Pd. (English Lecturer)</li> <li>– Muhammad Syaifi, S.Pd. (English Lecturer Assistant)</li> <li>– Eka Helmah, S.Pd. (English Lecturer)</li> <li>– Novia Hidayati, S.Pd. (English Lecturer)</li> <li>– Khalik Marwan, S.Pd. (English Lecturer)</li> <li>– Hikmatun Nufus, S.Pd. (English Lecturer)</li> <li>– Astuti Ariani, S.Pd. (English Lecturer)</li> <li>– Nor Izatil Hasanah, M.Pd. (English Lecturer)</li> <li>– Hadriansyah, S.Pd. (English Lecturer Assistant)</li> <li>– Rusydi Hanifi, S.Pd.</li> </ul>	<p style="text-align: center;">Language Center of “Antasari” State Institute for Islamic Studies</p> <p style="text-align: center;">Language Center of “Antasari” State Institute for Islamic Studies</p> <p style="text-align: center;">Language Center of “Antasari” State Institute for Islamic Studies</p>
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	<p>(English Lecturer Assistant)</p> <ul style="list-style-type: none"> <li>– Rasma Afifah, S.Th.I., S.Pd. (English Lecturer)</li> <li>– Hairul Rahman, S.Pd. (English Lecturer Assistant)</li> <li>– Noor Aida Aflahah, S.Pd. (English Lecturer Assistant)</li> <li>– Laksna Tri Prasetya, S.Pd. (English Lecturer Assistant)</li> <li>– Marlena S.Pd. (English Lecturer Assistant)</li> <li>– Dedy Taufiq, S.Pd. (English Lecturer Assistant)</li> <li>– Silvia Najemi, S.Pd. (English Lecturer Assistant)</li> <li>– Siti Khairiah, S.Pd. (English Lecturer Assistant)</li> <li>– Haderi, S.Pd. (English Lecturer Assistant)</li> <li>– Mariatun Nufus, S.Pd. (English Lecturer Assistant)</li> <li>– Raudah, S.Pd. (English Lecturer Assistant)</li> <li>– Rusdaniah, S.Pd. (English Lecturer Assistant)</li> </ul>	<p style="text-align: center;">Language Center of “Antasari” State Institute for Islamic Studies</p>
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**APPENDIX 4**

**INTERVIEW QUESTIONS**

**I. IDENTITY OF INTERVIEWEE**

Name : \_\_\_\_\_  
Position : \_\_\_\_\_  
Institution : \_\_\_\_\_

**II. IDENTITY OF GRADUATE**

Name : \_\_\_\_\_  
Position : \_\_\_\_\_  
Number Phone : \_\_\_\_\_

**III. QUESTIONS**

1. How is the integrity of graduate in ethic and moral? How is the graduate interact with other teacher and students? And because their are from Islamic institute, how is their religious?  
.....
2. How does graduate communicate and do cooperation in this area? Their communication with other teacher, students and students' parent.  
.....
3. What do you think about the teaching of graduate? How is their leaning method? Is it an active learning or passive learning? (for English teacher)  
.....
4. Is there any student complain about the teaching way of graduate? (for English teacher)  
.....
5. How is the leadership of graduate in the classroom? (for English teacher)  
.....\n.....
6. In mastering English, what do you think about the capability of graduate? Is it good? (for English teacher)

.....  
7. Is the English ability of graduate useful for his/her job? (for non-English teacher)

.....  
8. What are your suggestion for graduate and for English Department as the department where the graduate has been studied?

.....  
9. In mastering English, what do you think about the capability of graduate? Is it good?  
(for English teacher)

.....  
10. Is the English ability of graduate useful for his/her job? (for non-English teacher)

.....  
11. What are your suggestion for graduate and for English Department as the department where the graduate has been studied?  
.....

## APPENDIX 5

### PHOTO OF GRADUATE WORK PLACES



Section Personnel and Legal Organization of “Antasari” State Institute for Islamic Studies



Institution for Quality Assurance of “Antasari” State Institute for Islamic Studies



Language Centre of "Antasari" State Institute for Islamic Studies

## CURRICULUM VITAE

1. Full nama : Muhammad Taufik Ansyari
2. Place / Birth : Kandangan, 27 Oktober 1991
3. Religion : Islam
4. Nationality : Indonesia
5. Address : Bulan Mas complex, Gg.6 Number 3, RT/RW.29/10,  
Pekapuran Raya village, Banjarmasin.
6. Education : - SDN Telaga 2  
- MTsN 2 Pelaihari  
- MAN Pelaihari  
- IAIN Antasari Banjarmasin
7. Parent : a. Father's Name : Said Berahim  
b. Occupation : Teacher  
c. Mother's Name : Israwati  
d. Occupation : Teacher  
e. Address : Matah 2 Street, RT/RW.007/003  
Karang Taruna Village, Pelaihari  
District, Tanah Laut Regency, South  
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