THE INFLUENCE OF TEACHER’S TEACHING CHARACTER TO THE STUDENT’S LEARNING BEHAVIOUR AND LANGUAGE AT SMAN 3 LANGSA 2014

Allif Syahputra Bania
allifbania@gmail.com

Nuraini, M.Pd
Universitas Samudra Langsa Aceh

Abstract

The academic is not only as a priority of teacher to teach their student but the teacher must consider about the morality aspect. The objectives of the study are (1) To know how teachers’ characteristics may influence students’ behavior, (2) To know the behavior and language of students at SMA 3 Langsa and (3) To know what characteristic is needed to be a professional teacher. This study is about The Influence Of Teacher’s Teaching Character To The Student’s Learning Behaviour And Language At SMAN 3 Langsa. It took three classes as the sample that are XI.A.1 (36 students), XI.A.4 (43 students) and X.1 (40 students). The research conducted since January 20th, up to January 25th, 2014. To obtain the relevant data, the research uses library research and field research. This study uses descriptive qualitative method in order to explore a variety of data.

Key Words: Character, Behaviour, Language, Teacher, Student

INTRODUCTION

In the situation of education in each sides of the world, the method to teach the students with the best way is needed by teacher to becomes a professional and makes the class be more attractive, so the knowledge which the teacher gives to the students could be effective and successful. The statement gives us a meaning if all the people who involved in that activity must be understand and comprehend what the purpose and plan to make their duty must be conscious of responsible. The responsible to the duty is the combination of all aspects which influence the activities in the classroom when the teaching learning process begin in educational situation, the aspects could include about academic and morality as point of view. If the teacher just has the view to progress their students about the academic such as the rank or score to each their students, this reality will influence the student be rudeness to think about morality in the educational programs.

School is the second environment where children practice and cultivate his personality. School is not just a place to study, but the school should also be able to educate, communicate and nurture the student’s personality (Daradjat 1983: 71). The teacher must teach and show their students about the way to choice the best optional to make the students interest to build a good improvement of their morality. The way to makes it success that build the positive statement of students about the condition of their teacher become an example for the students, because the teacher is the model for students who has an example to improve their behavior, language and academic’s score.
The teacher is the essence of the real picture for his students to study the character of behaving and speaking. In regard to the character of the language teaching that language is a tool that is used as a way of expression of thoughts and writing to nobility and in accordance with the nation's ethical mandate. When the teacher with a character that is not very concerned with how to use good or bad language so that students will be affected the pattern of good or bad language words that intentionally or not unfold in front of them then all the behaviour and the language will be applied in the social reality. The activities in the class when the education begin may the teacher gives the attention to use feeling, loving, speaking and good action to make the students has the best example who they look and hear from their idol (teacher). Without the use of feeling and love, the condition of class will not energetic. Students need the teacher who has good character to students follow. From this reality, to accept the characteristic which the teachers show, speak and perform in front of the student in the class will be influence the positive rank in their daily activities, outside. And with the good character which students know so the country will has the best human resources for the feature. Because the good students in a good character will build the nation’s character.

Hilgrad and Witherington (1995: 77) says that: Learning is as a change of behavior in cognitive, affective (attitude), psychomotor (skill), deductive (teaching science). Affective is how a teacher is a person who give good examples for students. Psychomotor is that the teacher teaches to the students in order to get good teaching learning process at the classroom. Deductive is that the teacher must be able on how to educate students well in teaching learning process in order it can run well.

Students is the priority to teacher’s attention. The teachers can not do anything in school environment without think about the influence his/her act, speak, perform or attribute to student’s contribution. The teachers must has positive interaction with their student to improve the academic’s score and character. In interaction among teacher and student must be active and goodness. Teaching and learning can not be separated in a far location to build the kindness education of character in the school. Each teachers must comprehend themselves about the best characteristics which will they show to the students in the class. Hopefully, from the comprehend of teachers when use the good characteristics that could make the students will influenced by it to follow in their real activities. From the good teacher will build the good teaching and learning to the students. Each teacher may show the negative or positive side when they meet another teacher, staff, headmaster and also the important object are the students as the most important subject. Especially for the students, they will follow what the teacher’s do as example working from the morality or the way to perform, speak or act in the school, easily. The teacher must change the bad habits actively until become it could be the positive character that students are influenced by it.

Undang-Undang Nomor 20 tahun 2003 tells us about education system in section 3, which written is national education has function to progress ability and creat the characteristics and also dignified civilization in order to achieve the life of the nation. National education aims at developing the potential of students to become men who believe in one supreme god, noble, healthy, knowledgeable, skilled, creative, independent and become citizens of a democratic and responsible.

It should also be remembered that education is not a character education program that offers a miracle, which is able to make the students suddenly become angels. Character education is more precisely formed when the teacher along with the students and school community members struggling to fall up and live up to the vision and realize the value of education in their lives together (Koesoema 2009). The students will follow and memorize deeply about the performance, speak, act, attribute and clothes from their
teachers. The teachers who want to become a professional teacher and successful to grasp the students in the bright future. They must understand which the student’s need to order them in the right way. The students do not use the skill from the IQ to fight the life, only. But the students need the good character from teacher as the modal to around the life. They need to follow the good attitude and way of mind from teacher as their model to have the example to know well the weight to life, outside from the class.

From a few reason above at the finally the writer choose to focus to make research about “THE INFLUENCE OF TEACHER'S TEACHING CHARACTER TO THE STUDENT'S LEARNING BEHAVIOUR AND LANGUAGE AT SMA 3 LANGSA.

**REVIEW OF LITERATURE**

1. **Description Of Teacher’s Teaching Character**

   Character is the hallmark of which is owned by an object or individual. The hallmark is genuine and rooted in personality or individual objects, as well as an "engine" that drives how an act, behave, say, and respond to something (Kartajaya 2010). Other statement, Khan (2010) states : the character is a personal attitude stable process results in a progressive and dynamic consolidation, integration and action statement. On the other hand Koesoema (2007: 80) states that the same character with personality. Personality is considered a “trait or characteristic or distinctive style or nature of a person who comes from the formation received from the environment, such as family in childhood as well as a person's innate from birth”. Apriliani (2013) quotes a review from National Conference on Character Building (2005) about the definition of character is character has been defined as the inner disposition conductive to right conduct. In other case, Suryabrata (1983: 2) states Character is evaluated personality, personality is character devaluated (Allport). If people want to use the mean norms, so undertake an assessment, it is more appropriate to use the term character, and if people do not pass judgment, so describe what it is, then use the term personality. In other definition of character is disposition; nature; carriage; habit (Badudu and Zain 2001: 617); (Echols and Shadily 2000: 107), (Kamus Internasional Populer 1986: 184), (Partanto and Al Barry 1994: 306).

   The character of a person in the process of development and its formation is influenced by two factors, namely environmental factors (nurture) and heredity (nature). Overview of theoretical behavior is a manifestation of psychological character of potential Intelligence Quotient (IQ), Emotional Quotient (EQ), Spiritual Quotient (SQ) and Adverse Quotient (AQ), which is owned by someone. While one character in the eyes of religion (Islam) on him contained potentials are: <i>Siddeeq</i> (believe), <i>amanah</i> (trustworthy), <i>fathannah</i> (clever), and <i>tabhliq</i> (convey). Character education in theory, if a person has the potential cognitive, affective and psychomotor are actualized in life. As according to social theory, a person who has logic and a sense of character in the intra-personal relationships (Daryanto and Darmiatun 2013: 61).

   The definition of character education is integrated in the learning process is the introduction of values, awareness of the importance of obtaining the facility value, and the internalization of behavior into everyday learners through the learning process, which takes place both inside and outside the classroom in all subjects. Basically learning activities, in addition to make students master the competencies targeted, designed and conducted to make students recognize, realize/care, and internalize the values and practice in life is reflected behavior that the value is well (Aqib and Sujak 2011: 50). Teacher's teaching character requires concern for the execution of the instruction by the
teachers themselves each passed away before giving the example and teaching to the students. In the implementation of the teaching character of each teacher must meet the manners in teaching so that students can obey and believe in the teaching character held by teachers. Asy'ari (1999) in his book Adab al-Alim wa al-Muta'alim states that an educator there are ten values that must be owned, among others (1) always do a good evaluation in crowded or deserted condition, (2) always afraid of Allah at every movement behavior and words, (3) always calm, (4) always wara', (5) humility (6) Khusyuu’ to Allah, (7) always spilling everything to Allah, (8) does not make the world's knowledge to seek intermediaries, (9) emphasizes the benefit, (10) ascetic.

Nana and Surya (1971) concludes 8 types of learning’s form that suitable to use in character education:

1. Abstract Learning, that is by using abstract ways of thinking in order to gain an understanding and solutions to problems that do not appear.
2. Skill learning, i.e learning by using motor movements associated with nerve and muscle and aims to gain certain skills from intensive exercise.
3. Social Learning, which is to learn to understand the issues and techniques to solve problems and social issues aimed at gaining an understanding in solving social problems.
4. Problem Solving Learning, yaitubelajar use the scientific method or thinking in a systematic, logical, orderly and carefully aimed at acquiring the ability to find solutions in a rational, straightforward and complete.
5. Rational Learning, which is to learn the ability to think logically and rationally aimed at acquiring diverse skills using concepts and principles.
6. Habitual Learning, which is the process of forming a new habit or repair old habits and attitudes aimed at acquiring new habits are more precise and positive.
7. Appreciation Learning, which is to learn to consider the significance of an object which aims to develop affective skills.
8. Studies Learning, is learning by doing in-depth investigation of the specific knowledge objects. The study also defined as a planned learning program to identify the subject matter and experimental investigations involving (Reber 1988). The goal is that students have the knowledge to understand the specific tips for study it.

A teacher to implement an effective teaching character usually get some problems in class as a result of learning difficulties of the students to the lessons presented and modeled by teachers. It is very important to emphasize because if this problem is not a solution found, then the teacher's teaching character will not reach the real target. Therefore, teachers must be able to detect students' learning difficulties. Amin (2005: 118) have included expert opinions regarding the detection procedure to learning difficulties as follows:

a. Conduct classroom observations to make form of deviant behavior (trouble) when students follow the lesson.

b. Check vision and hearing students (especially those thought to affect learning)

c. Interviewing the parents to know the family happenings that may lead to learning difficulties.

d. Provide field diagnostic test specific skills to know the nature of learning difficulties experienced by students.
e. Give IQ tests, especially given to students suspected of having learning difficulties.

2. Description of Student’s Behaviour And Language

Behavior or activity in a broad sense is behavior that looks (overt behavior) and behavior that does not seem (inert behavior), so also these activities besides motor activity also includes emotional and cognitive activity (Walgito 1994). In other statement, Skinner (1938) in Thomas (2012) states behavior is a person's response or reaction to a stimulus (external stimuli). Understanding the theory known as SOR (stimulus-organism-response). Skiner distinguish the responses into two types, namely the respondent response (reflexive) and operant response (instrumental response). And Kamus Besar Bahasa Indonesia (third edition) from Departemen Pendidikan Nasional defines the meaning of behaviour is individual responses or reactions to stimuli or to the environment. While according to Manser (1996: 33) behavior is way of behaving or in order word means the act in a particular way.

High school students are adolescence is a period of transition between childhood and adulthood. They are no longer children good physique, attitude, way of thinking and acting, but neither mature adults. This period begins at the age of 13 years to 21 years which is not unlike a bridge between the quiet period is always dependent on the help and protection of older people with time to stand alone. For through these times not a few students who experience difficulty that causes impaired health, restless and anxious soul, mind and behavior function unobstructed manifold (Daradjat 1983: 101). In other statement, Nolte in Suharsaputra (2013: 123) states about student’s behaviour in education environment: CHILDREN LEARN WHAT THEY LIVE. If a child lives with criticism, he learns to condemn. If a child lives with hostility, he learns to fight. If a child lives with ridicule, he learns to be shy. If a child lives with shame, he learns to feel guilty. If a child lives with tolerance, he learns to be patient. If a child lives with encouragement, he learns to be confident. If a child lives with fairness, he learns to justice. If a child lives with security, he learns to have a faith. If a child lives with approval, he learns to like himself. If a child lives with acceptance and friendship, he learns to to find love in the world.

According to Santoso (1990: 1), the language is a series of sounds that have been produced by the human vocal organs consciously. Another definition, language is a form and not a state or a system such as the epitome of sound arbitrary, or also a system of many systems, a system of an order or an order in systems. The definition proposed by Mackey (1986: 12). According to Wibowo (2001: 3), language is a system of symbols that are meaningful and articulate sound (generated by the vocal organs) are arbitrary and conventional, which is used as a communication tool by a group of people to show feelings and thoughts. Almost in line with the opinion of Wibowo, Walija (1996: 4), reveal the definition of language communication is the most complete and effective way to convey ideas, messages, intentions, feelings and opinions to others. Al-Ghazali in advises teachers to communicate to students in a language that is easily digestible and understandable, as well as the adults do not communicate like the children. In communicating to convey the message also must limit themselves according to age level and absorptive capacity of students. In this regard, the Prophet Muhammad said, "We, the Prophets, was ordered to put someone in position, talk to someone in accordance with his wits".
Gives a statement about the provision of counseling for the students so that individual moral behavior towards those affected positively, then meeting the teacher and the student must:

1. Do a special place and at a time where teachers and students can discuss the problem with the consideration.
2. Helping students understand the adverse consequences of their behavior, either for themselves or others.
3. Forwarded to the next conversation between the teacher-student to monitor the problem and strengthen their child's behavior.

METHODOLOGY

The researcher uses the methodology in this research to answer the problem of study and tests the hypotheses proposed. Component of the research methods used by the researcher is the population and sample, data collection techniques, research instruments and data analysis techniques. To obtain the relevant data through research, the proposal will decide to use library research and field research.

1. Library Research

The writer will read some books, dictionary, electronic dictionary, modules, magazines, newspaper and other printed materials from libraries and internet facility then made some notes and summaries, which related to the topic.

2. Field Research

In other to get data in field research, the writer will take it from the sample through:

   - Observation

   In this research, the writer used the direct observation to visit SMA 3 Langsa to observe directly and conduct the observation in order to know the condition and situation of School and all the elements. According to Yatim (2000: 23) in Akob (2008: 68) states that direct observation is conducting research directly (without tools) for symptoms of the subject being investigated. Observation were done in the actual situation and conducted in an artificial situation that is particularly held.

   - Interview

   The writer interviewed some elements of institution in SMA 3 Langsa. And the type of interview that the researcher will use is overted interviews according to Bachtiar Akob (2008: 65) the overted interviews means an interview conducted by the researcher in a way explained in advance to the informant about the expected information so the informant know for what purpose the information required.

   - Questionnaire

   The writer givedclose questionnaire sheet with the type of question’s form “yes-no” to know students’ view about teacher’s teaching character to the students’s learning behaviour and language at three randomly classes. It took three classes as the sample that are XI.A.1 (36 students), XI.A.4 (43 students) and X.1 (40 students).
THE BACKGROUND OF SCHOOL

The school is used as research location is SMA Negeri 3 Langsa. This school is a public school that has its own permanent and semi permanent building it is located at Jln. Cut Nyak Dhien No. 27, Langsa City District. It was established and calculated from the date of October 1, 1991 and obtain a School Routine Number is 167 763. It has a number of administration as government school is 0426/0/1991 on the date of 15 Juli 1991. Today it has 27 classes with total number of students about 1.218 students. This school has 69 teachers and 21 staffs. Statistics Number of SMAN 3 Langsa (NSS) is 301 066 303 001 and NPSN is 10105737. To contact SMAN 3 Langsa can through email is sman3.langsa @ yahoo.com, phone number is (0641) 21427, or 24416 as zip code (kode pos) which can be synchronized with a complete address.

ANALYSIS AND DISCUSSION

1. The Data of Interview

According to the descriptions and data from the study’s program. The writer interviewed teachers and students as a legitimate object of research to get accurate answers about the influence of teacher’s teaching character to the student's learning behavior. This interview was intended to get the opinions, thoughts or needs of students and teachers in understanding the significance of a character when procuring teaching and learning. The writer asked them used English and Indonesian. For the teachers and students who could not know english very well, the writer try to translate english to indonesian but for some of them were so easy to answered the writer’s questions pure in english because the writer used the simple and common vocabulary when interviewed them. The teachers and students were so ambitious to answered all of the questions because the writer was already to explain the topic first before the questions put inside in their dialogues in interview. The results of interview obtained a lot of informations that the writer needed to analysis this study, very well. Below are the problems based on the most answer:

a. Teacher Version

1. The teachers complained about the behaviour and language of some students that can not be taught and impressed indifferent to the character learning by the teacher's advice.

2. There are many teachers who are concerned with the value of students to pursue academic demands of the curriculum so the morality learning can be ruled out in advance.

3. Teachers also argued cultivation of moral values in the students do not fully passed on to the teacher but the role of parents and the community are also needed in the handling of student behavior increasingly critical.

4. Teacher want their students will be success in the future.

b. Student Version

1. A lot of students stated that teacher is selfish and lack of understanding what student’s need because they just give the tasks until so long times.

2. Students complained about a lot of modern and young teacher’s appearance could not show them the best way to dress.
3. Students respect to the teacher because they know if teacher always care and love them.

4. A lot of students frustrated because the teacher force to catch the academic. For this matter, students need the teacher’s advise in supporting their effort.

2. The Data of Questionnaires

After the writer collected the interview’s data from some memberships of SMA Negeri 3 Langsa and noted it into writer’s laptop to save the data from outside’s disturbing. The last steps, the writer prepared questionaires to students answer its. Its had the function to know the problem about the influence of teacher’s teaching character to student’s learning behavior and language at SMA Negeri 3 Langsa. The writer gave the questionaires to classess XII.A.1 (36 students), XII.A.4 (43 students) and X.4 (40 students). And the collected the answering of students from all samples could be the important and fundamental data to know the problem for this study. The questions could find in the appendixes paper.

However, to get percentage of the data, the writer will use following formula by Mueller JK (1990: 83):

\[ P = \frac{F}{N} \times 100\% \]

**Note:**
- \( P \) = Percentage
- \( F \) = Frequency
- \( N \) = Number of students
- 100 = Constant value

Note: Percentage ≥ 51, that is mean the question in questionnaire influence the teacher’s teaching character to student’s learning behaviour.

Percentage < 51, that is mean the question in questionnaire is not influence the teacher’s teaching character to student’s learning behaviour.

<table>
<thead>
<tr>
<th>Questionaire Number</th>
<th>The Classes’s Answer</th>
<th>Total Percentage (119 students)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>XII.A.1 (36 students)</td>
<td>XII.A.4 (43 students)</td>
</tr>
<tr>
<td>Questionaire No 1</td>
<td>Yes 30</td>
<td>No 6</td>
</tr>
<tr>
<td>Questionaire No 2</td>
<td>Yes 33</td>
<td>No 3</td>
</tr>
<tr>
<td>Questionaire No 3</td>
<td>Yes 0</td>
<td>No 36</td>
</tr>
<tr>
<td>Questionaire No 4</td>
<td>Yes 28</td>
<td>No 8</td>
</tr>
<tr>
<td>Questionaire No 5</td>
<td>Yes 35</td>
<td>No 1</td>
</tr>
<tr>
<td>Questionaire No 6</td>
<td>Yes 22</td>
<td>No 14</td>
</tr>
<tr>
<td>Questionaire No 7</td>
<td>Yes 34</td>
<td>No 2</td>
</tr>
<tr>
<td>Questionaire No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>14</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>16</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>19</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>28</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>22</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>25</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>2</td>
<td>34</td>
</tr>
<tr>
<td>27</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>28</td>
<td>33</td>
<td>3</td>
</tr>
<tr>
<td>29</td>
<td>36</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>4</td>
<td>32</td>
</tr>
</tbody>
</table>

PERCENTAGE OF QUESTIONARE ALL SAMPLES ABOUT THE INFLUENCE OF TEACHER’S TEACHING BEHAVIOUR AND LANGUAGE
CONCLUSIONS

Through the observation, interview, and questionnaire, the writer makes conclusions for the research process, such as follow:

1. Students accepted the academic learning more than morality learning from their teacher when the lesson begins in the classroom. Some teachers may not state if the morality of students has the same important aspect with the academic of students, but a lot of teachers suitable to add morality learning for their students.

2. Teacher teaching characteristic influences the students’ learning behavior and language in teaching learning process. The teacher’s teaching character is not only influence the students’ learning behavior and language in the school but also outside, too.

3. Students follow his teacher’s characteristic not only the good model but the badness, too. Because the students state the teacher as a model in the class.

4. A lot of students do not brave to ask their teacher if they cannot understand the lesson.

5. The teachers must have a good characteristic to become a professional because the students will make the teacher as their idol. The teachers need to keep act, speak and perform in the morality concepts.

From the real conclusions above, this issue is the responsibility of all parties to seek the best solution to pay attention on the development of student’s characteristic, behavior, and language. Therefore, the writer gives suggestions based on the conclusion of the research in order for students to overcome their problems:

1. Teachers must realize if they are as a model in their teaching learning process. Each the teacher’s language, behavior, and characteristic are followed by their students.

2. Teachers should motivate and give reward to the student’s effort in learning.

3. Teachers take care about the student’s behavior and language then give the advice to the students’ bad behavior.

4. The school should provide for the equipment of study.

5. It is needed to design mental training for students.

6. Teachers must realize if the important of academic value is same with the morality value.

7. The teachers must wear the good clothes and show off the good characteristic in front of students.

8. Empower environment to help students develop their ability.

BIBLIOGRAPHY


Undang-undang nomor 20 tahun (2003) tentang Sistem Pendidikan Nasional. [www.ri.go.id](http://www.ri.go.id).


APPENDIXES

INTERVIEW LISTS

The interview lists have function to make the study’s data become more complex and complete. And these aspects was given by the writer to objects (teachers and students) that had real contribution at SMA Negeri 3 Langsa. The following lists was written under this statement:

I. Interview With English Teacher
   1. How did you feel during the teaching here?
   2. What difficulties have you experienced during the teaching here?
   3. Do the students have well behaved?
   4. Do you teach character to your students?
   5. What techniques are frequently used in teaching good language?
   6. Are your students able to absorb the lessons with teaching techniques that you provide?
   7. What is your opinion on moral values?
   8. Are the moral learning and character essential for students?
   9. Do the moral value and academic value different for you to teach your students?
  10. What does the teacher’s teaching character influence student’s learning behaviour and language?

II. Interview With Students
   1. Does your teacher teach the lesson, successful?
   2. Are you happy with your teacher teaching technique?
   3. Do teachers teach character when teaching?
   4. Do you think teachers are more concerned with the academic values rather than moral values?
   5. Is the teacher gives examples of good behavior and language?
   6. Do you follow your teacher character?
   7. Does the teacher’s character influence your behaviour and language?
   8. What do not you like about the attitudes of teachers?
   9. What do you think about the character of the teacher here?
  10. Does the teacher have good morals?

QUESTIONNAIRE LIST FOR STUDENTS

Choice the answer with the best opinion!

1. Do you like English lesson?
   a. Yes    b. No

2. Do you like teacher’s technique to teach you?
   a. Yes    b. No
3. Does your English teacher use full English in the classroom?
   a. Yes    b. No
4. Do you brave ask your teacher if you do not understand the lesson?
   a. Yes    b. No
5. Does your teacher add a moral value in the lesson?
   a. Yes    b. No
6. Does your teacher teach character in the classroom?
   a. Yes    b. No
7. Do you think if your teacher have a good character?
   a. Yes    b. No
8. Do you follow your teacher’s good character?
   a. Yes    b. No
9. Do you follow your teacher’s bad character?
   a. Yes    b. No
10. Does your teacher successful to teach in the classroom?
    a. Yes    b. No
11. Is there the influence about teacher’s teaching character to your learning behavior and language?
    a. Yes    b. No
12. Does your teacher always give the advice to build your good behaviour and language?
    a. Yes    b. No
13. Does your teacher ever give the reward to your effort?
    a. Yes    b. No
14. Does your teacher interest to teach academic value?
    a. Yes    b. No
15. Does your teacher interest to teach moral value?
    a. Yes    b. No
16. Does your teacher come on time?
    a. Yes    b. No
17. Is your teacher care to your behaviour and language in the classroom?
    a. Yes    b. No
18. Is your teacher care to your behaviour and language, outside of school?
    a. Yes    b. No
19. Do you love your English teacher?
    a. Yes    b. No
20. Do you think your teacher wear the good uniform?
   a. Yes   b. No
21. Does your teacher always guide you in the lesson time?
   a. Yes   b. No
22. Do you think if you have good behaviour and language to your teacher?
   a. Yes   b. No
23. Do you think if you have good behaviour and language to your friend at school?
   a. Yes   b. No
24. Do you think if your teacher has good behaviour and language to you?
   a. Yes   b. No
25. Does your teacher always angry to your bad behaviourt and language at school?
   a. Yes   b. No
26. Do you ever look your teacher show the bad behaviour and language when they meet other teacher?
   a. Yes   b. No
27. Do you ever look your teacher show the bad behaviour and language, outside of school?
   a. Yes   b. No
28. Do you think if your teacher teach you just to take money (salary)?
   a. Yes   b. No
29. Is your learning behaviour and language ever influenced by teacher’s teaching character?
   a. Yes   b. No
30. Is your teacher’s behaviour and language ever influenced by your behaviour?
   a. Yes   b. No