The Dispositions of A Caring English Teacher in Motivating Students in Learning English in SMKN 7 Samarinda

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Abstract

Teacher has an important role in teaching-learning process. Teacher does not only teach the students, but also educates them. A caring teacher has a role to create a positive environment. When the teacher can create a positive environment, the students will feel comfortable and confident to learn the lesson well. This study involved an English teacher who had the criteria of a caring teacher as the subject. The purposes of this study are: (1) To find out the dispositions of a caring English teacher found in SMKN 7 Samarinda (2) To find out students' perspectives toward their caring English teacher in motivating them in learning English. The design of this study was a descriptive qualitative research. The data were taken from observations and interviews with teacher and students. To identify the dispositions of a caring teacher, a theory by Carloz F. Diaz et al. (2005) was applied. In analyzing the data, the researcher used Miles and Huberman's Framework (1994). The result of this study showed that (1) There were three dispositions found in the English teacher, they were: respect all students, believe that all children could learn, and classroom for social justice. It meant that the teacher was a caring teacher. By being a caring teacher, the students were more motivated to learn English. (2) Based on students' perspective, it was shown that the teacher was a caring teacher, and their caring teacher motivated them to learn English better. Students appreciated that their teacher respected them, he often motivated them to learn English, and he was fair and equal to them all.

Keywords: caring teacher, dispositions, motivation, students' perceptions

1. Introduction

Teaching is one of the most important jobs in society. Good teachers will create better people for the future because teachers shape many ideas that students hold about the world and their own future. Large numbers of new teachers enter schools every year. Teaching is not just passing knowledge to students, there is so much more involved. Teachers need to not only know the material very well, but also be aware of effective ways to transfer knowledge.

A good classroom management allows teachers to teach appropriately, because a class which is eluded from conflicts will allow teachers to develop and control everything they want to be happened in the class. Hence, teachers can also build a good relationship with their students.

In the classroom management, the teacher can be the most effective communicator, who is adept at getting across often even the most difficult concepts, but unless the teacher can influence the behavior of the students in a positive way. Classroom management cuts right to the heart of everything that the teachers, and without effective classroom management strategies, the teachers will be unable to deliver the curriculum effectively. A safe and positive learning environment must be created in the classroom, or the students will not be able to access and get the benefits from the curriculum that the teachers teach. Effective classroom management is of critical importance to the success

of the students. Moreover, an effective classroom management is a stepladder in a good teaching. In the reality, classroom management makes good teaching possible in a lot of problems which are faced by the teacher in the class.

When we recall our own school days, we remember the best and worst of our teachers and the impact these teachers had on our lives. Teachers whose ability is to motivate, encourage, understand and care inspire students and provide a positive school experience which in turn contribute to students' success in their later lives. Other teachers who are unable to do these things make school a negative and unproductive experience for their students.

All of the importance of the classroom management that had been explained above brought the writer to do this study. It was designed to help the teachers and also the candidates of teacher to know and understand how to enhance students' ability by being a caring teacher so that it would motivate them to learn English better. To the candidates of teacher, this study could help them in making the foundation of the classroom management by analyzing each problem which was appeared in this paper.

2. Literature Review

There were numbers of researches which were related to the writer's study that had been done by previous researchers. Krystina Nowak-Fabrykowski (2007) research entitled "Developing Caring Dispositions in Pre-service Teachers: Pilot Project" was proposed to assess early childhood pre-service teachers' caring dispositions. The result of her study showed that according to the cooperating teachers, pre-service teachers manifested their caring disposition through some characteristics, but there were many that they still had to develop. The strongest characteristics were their modeling ability (to encourage students to extend their knowledge), their monitoring of students' understanding, and their providing feedback. The data in her research was obtained from questionnaires she gave to the cooperating teachers. The differences between her study and the writer's study were the participants and the data collection technique. In this study, the participant was an English teacher who had criteria of a caring teacher, and the data was collected from observation in class and also interview results.

Dhita Setiyawan (2013) from Sunan Kalijaga Moslem University had done similar research. Her research title was "Peran Guru dalam Meningkatkan Minat Belajar PKN Pada Siswa Kelas III di MIN Tempel Ngaglik Sleman Yogyakarta". Her research questions were how was the teacher role in increasing student interest and what were the teacher's enabling and inhibiting factors in increasing student interest. She did the research by using observation, interview, documentation, and questionnaire. This study aimed to describe and analyze critically about teacher's role in increasing student interest. The teacher's role was divided into 4 categories such as: teacher as a teacher, teacher as organizer, teacher as motivator, and teacher as evaluator. The findings showed that, teacher as a teacher get 81,25%, teacher as organizer get 71,6%, teacher as motivator get 67,7%, and teacher as evaluator get 69%. And the result was high. It had similarity with this research, that was observing the dispositions of a caring teacher. The differences were that the previous study observes the inhabiting and enabling factors in the teacher, while this research only focused on the dispositions of a caring teacher and the students' preception towards it.

The last research was by Alya Mumthana Binashr (2017) with the title "The Roles of Caring English Teacher in English Lesson at the First Grade of SMP N 6 Samarinda in Academic Year 2015/2016. The purpose of her study was to find out the most dominant

characteristic found in an English teacher and also the role of the caring English teacher in the English lesson she teaches. The result showed that the English teacher had a role as a learning resource, facilitator, demonstrator, supervisor, advisor, motivator, as well as evaluator. The most dominant characteristic found in the teacher was respect all students. The teacher showed her respect by giving the same chance to all students to participate in class. The difference of this study and the writer's study was that the writer's study also looked for students' perception toward their English teacher who had the dispositions of a caring teacher. The similarity of this study and the writer's study was on the data collection techniques, so the writer adopted and adapted the interview guidelines and observation checklist from this study.

There are two main questions formulated as the problems of the study: (1) What were the dispositions of a caring English teacher found in SMKN 7 Samarinda?; (2) What were students' perspectives toward a caring English teacher in motivating them in learning English?.

3. Methods

The design of this study was descriptive qualitative design. The aim of descriptive study was making description from the findings of the observations and interviews of this study of the dispositions of a caring teacher. Ratna (2002:47-48) stated that descriptive study was an accumulation of the basic data merely in a descriptive way, not necessarily to find out their correlation or to test hypothesis. In this study, the researcher used transcendental phenomenology method.

This study focused on the dispositions of a caring teacher in motivating students to learn. Data required for this study were the result of the interviews and observations the writer did. To determine the dispositions of a caring teacher, the researcher read some theories of motivation and also some theories of the dispositions of a caring teacher.

In this research, the researcher used purposeful sampling. According to Patton (2001), purposeful sampling was a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011).

Based on the statement above, the subject of the study was an English teacher who had the dispositions of a caring teacher in SMKN 7 Samarinda. The subject should have three or more of these dispositions; the teacher respected his students, believe that all students can learn, promoted democratic classroom, promoted classroom for social justice, and shared leadership in the classroom. Before the researcher did the research, researcher came to the school and did a pre-research. The researcher gathered ten students from different classes and explained about the dispositions of a caring teacher to them, then asked them who the teacher that had those dispositions was. The object of this study was students' perception toward the caring disposition their English teacher had in motivating them in learning English.

According to Miles and Huberman (1994:9), the data in qualitative research may refer to people, objects and situation. The main data of this study were the result of the interviews from 2 students from the lowest and highest score in class, from the caring teacher, and observations in class that the writer did.

The researcher used herself as a key instrument of the research to obtain the data because the study uses qualitative descriptive study. Ratna (2007: 47-48) stated, in tradition of qualitative, the researcher had no use to himself as the instrument, following cultural

assumptions and the data. So, in order to achieve imaginative knowledge into respondent's social world, the researcher was expected to be flexible and reflective during the process of this study.

In order to have clear information about the dispositions of a caring teacher and learning motivation, the researcher used various sources from the internet and some books related to this study.

The most common sources of data collection in qualitative research were interviews, observations, and review of documents (Creswell, 2009; Locke, Silverman, & Spirduso, 2010; Marshall & Rossman, 1999). In this study, the researcher used interviews and observations.

The interview is undoubtedly the most common source of data in qualitative studies. In this study, the researcher conducted a person-to-person interview for the students and the teacher. There were two students who got the highest and lowest score in class based on the teacher's data and a caring teacher to be interviewed.

Observation in qualitative research generally involves spending a prolonged amount of time in the setting. According to Hancock and Algozzine (2006) noted that "observation often was used in a case study as source information in research setting". Furthermore, Gilham (2000) had divided simply observation into three elements namely "watching the people", "listening the people say", and "asking clarifying question".

Additionally, Fraenkel et al (2006) pointed out that "there were some parts of observation, they were participant observation, nonparticipant observation, naturalistic observation, and simulations". In this study, the researcher used nonparticipant observation because the researcher did not follow as a participant in the activity being observed, the researcher only watched, not directly involved in the situation (Fraenkel et al, 2006). The researcher observed the process of teaching and learning English in the classroom. To get specific information from observation, the researcher used observation guide. It functioned as a list of feature to be addressed during a particular observation. Observation guide represents some points to answer research questions. The researcher also used camera to record what was occurring at the research site to strengthen the observation evidence.

Data analysis in qualitative was a work to organize, look and find the pattern, find what was important and what we had learnt, and decided what could be told to others. Therefore, the researcher did the following steps:

According to Miles and Huberman in Sugiyono (2009:337) "the activity in analyzing qualitative data was done interactively and continuously until complete, so the data was saturated. There would be three concurrent flows used in this analysis, namely data reduction, data display, and conclusion drawing.

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcription. Boyce and Neale (2006) suggested that the process of analyzing the data of the interview was related to the process of transcribing and/or reviewing the data. The code words come from the literature (Murray, 2009). The students number of participants were also used as a code when quoting what they mentioned in the interview (for example, Student 1 = S1). Each of them was followed by the line number where the quote was taken (for example, S 1, 3-5. Students 1; line 3 to 5).

Data display was an organized, compressed assembly of information that permitted conclusions drawing and action; data verification and conclusion drawing involve stepping back to consider what the analyze data mean and to assess their implications for the questions at hand. Verification was integrally linked to conclusion drawing, entails, revisiting data as many times as necessary to cross-back or verifies these emergent conclusions (Miles and Huberman in Latisi, 42-43).

The next process was data display. The researcher selected and simplified the result of data collection. The written form was too general, so the researcher selected and simplified it to get what the researcher needed.

The last, researcher did the conclusion drawing. In this final phase, researcher organized and compressed the result of data collection. To get the final result of this study, the researcher made a conclusion.

In this research, the researcher used data triangulation, which was combining the data drawn from different factors at different time in different places, or different people. Data triangulation involves "the use of different sources of data". (Guion, 2002). Since the researcher used two sources of data, namely observation and interview to get the result of the study, the researcher determined to use data triangulation. The researcher analyzed the data from the observation of the teacher and the interview result from students in the classroom. In addition, the researcher used data triangulation because the researcher looked for the data to get the same in different context, so, the interview information was cross-checked with the result of observation to provide valid findings.

4. Result

Based on Diaz et al. (2005), the dispositions of caring teacher were divided into five parts; respect all students, believe that all children could learn, shared leadership in the classroom, classroom for social justice, and democratic classroom. The researcher used this theory as a reference in observation and interview.

The findings of English teacher's dispositions were showed as follows:

a. Respect All Students

   The caring English teacher showed that the teacher respected all students. It could be seen when the researcher did the observations in several meeting in the class. The teacher greeted the students and asked about their condition. It could be seen from the observation transcript below:

   Excerpt #1
   T: Assalamu'alaikum Wr. Wb
   S: Wa'alaikumsalam Wr. Wb
   T: Good afternoon everybody
   S: Good afternoon, Sir.
   T: Are you doing fine?
   S: Yes, Sir.
   (Observation Script, Meeting 1, L1-L6)
   The teacher also ended the class by saying goodbye to the students, as seen below:

   Excerpt #2
   T: Okay. See you next week. Wassalamu'alaiku Wr. Wb
   S: Wa'alaikumsalam Wr.Wb
   (Obsevation Script, Meeting 3, L96-L97)
   The students were also given the same chance by the teacher to ask. Then, the teacher treated all the students fairly, to make sure that all the students felt they had the same rights. The student also answered the teacher's questions actively. It could be seen from the observation transcript below:
   Excerpt #3
   T: Good. Let's try to make a sentence using 'speak'. Dia (perempuan) berbicara Bahasa Inggris.

S: She speaks English.
T: Dia berbicara Bahasa Inggris kemarin.
S: She spoke English yesterday.
(Observation Transcript Meeting 2, L17-L21, Translated)
And also from the transcript below:
Excerpt #4
T: Okay, Let's check the answers together.
  (Checking the answers together with all the students)
T: Was there anything you want to ask? you understand?
S: Yes, Sir.
(Observation Transcript Meeting 2, L87-L90, Translated)

The results of the interview with the students also supported the fact that the teacher respected all of his students. It could be seen from the interview transcript below:
Excerpt #5
R: How does your teacher respond to your participations in class? Does he appreciate you?
S1: Yes. He appreciates us if we could answer his questions.
S2: Mr. Anam always appreciates us when we could do something.
(Students Interview Transcript, L23-L26, Translated)

Based on the results of the observations and interview, the teacher showed the first characteristic of caring English teacher. The teacher gave the same chance to all students to ask or answer questions. The teacher treated them fairly and always appreciated the students. The teacher also made the students participated in class.

b. Classroom for Social Justice
To promote respect in the classroom, teachers should create classrooms for social justice, which focus on equality and fairness. The result of the observations showed that the teacher created a classroom that focused on equality and fairness. It could be seen from the observation script below:
Excerpt #6
(Teacher erased the writings on white board then write again)
T: Please write it down.
S: Okay, Sir.
(Teacher waited the students to finish writing)
T: Are you all done?
S: Yes, Sir.
(Observation Transcript Meeting 3, L77-L82, Translated)

From the script above, the teacher showed that he created classroom for social justice. He waited all of his students to finish writing and asked them if they hadn't finished.
The teacher also asked his students if they understood the material he gave them as seen from the transcript below:

Excerpt #7
(Teacher and students read list of words written on whiteboard)
T: Do you all understand the material?
S: Yes, Sir.

(Observation Transcript Meeting 4, L111-L113, Translated)

On the second observation, there were some students who came to the class late. The teacher warned them and asked them to apologize to their friends for coming late. It meant that he treated all of his students the same without discriminating them. Whoever did wrong got the same punishment, as seen below:

Excerpt #8
(Suddenly there were some students who came late to the class)
(Students shook hands with the teacher)
(Teacher shook their hands)
T: Hey, where have you been? This is school. Come here, do not sit.
*   You have to repeat what I say, okay?*
LS: Yes, Sir.
T: I'm sorry friends that I'm late.
LS: I'm sorry friends, I'm late.
T: I promise I will not be late anymore.
LS: I promise I will not be late anymore.
T: Now you may sit. Don't do it again, okay?
LS: Yes, Sir.
(Observation Transcript Meeting 2, L45-L56, Translated)

The result of the interview with the students also supported the finding on the observation as seen below:
R: How does your teacher treat students with different social background?
*   Are you treated differently?*
S1: No. He treats us fairly.
S2: No. He treats us all the same.
(Students Interview Transcript, L33-L36, Translated)

Based on the findings above, the researcher concluded that the teacher showed the second characteristic of a caring teacher which was classroom for social justice.

c. The Democratic Classroom
    The democratic classroom, according to John Dewey, gives students a chance to learn how their own actions affect their group and how to do one's part in contributing to classroom projects (Dewey, 1938/1976).
    Democratic classroom works best when teachers organize the classroom space in a way that facilitates a community of learners who would work together; a democratic classroom is not one in which teachers exert power and control.
    The researcher could not find any sign of democratic classroom when the researcher observed in class. It was also supported by the students' interview result as seen below:
    Excerpt #9
 R: Had your teacher ever given you a group assignment or group discussion in class?
S1: No.
S2: No.
(Students Interview Transcript, L45-L48, Translated)

Based on the explanation above, it was concluded that the teacher did not promote the third characteristic of a caring teacher, which was democratic classroom.

d. Shared Leadership in the Classroom
Classroom in which teachers share the leadership role with the students by creating rules and accountability systems together create effective learning environments for all students.
As far as the researcher observed in class, the teacher did not show the fourth characteristic of a caring teacher, which was shared leadership in the classroom. It was also supported by students' statement that could be seen from the script below:
Excerpt #10
R: Were you involved in making classroom rules?
S1: No.
S2: No.
(Students Interview Transcript, L9-L11, Translated)

Based on the statements above, it could be concluded that the teacher did not promote shared leadership in the classroom.

e. Believe That All Children Could Learn
One of the most important notions that came out of education reform movements of the last decade was the idea that all children could learn. Based on this belief, schools and teachers should provide resources and environment that would encourage successful learning, yet this goal had not been universally realized.
When the researcher did the research, the teacher showed that he believed that all children could learn. It could be seen from the observation script below:
Excerpt #11
T: So, when we use 'the same ', we had to be careful because you need to find the noun from the adjective you were about to use. But, if it's in spoken language, then you don't need to worry to make mistakes. Because the key of conversation is understanding each other. Though you were grammatically wrong, but you understand what I mean, then it's okay. No problem. For example, "Hey you. Where you live?"
S: In Damanhuri, Sir.
T: My question was grammatically wrong in Bahasa Indonesia, but you could understand what I mean. So, there was no problem. If you were afraid to speak because you were afraid to make mistakes, then it was wrong. It was okay to make mistakes because you were learners. Okay?
(Observation Transcript Meeting 4, L52-L62, Translated)

From the script above, the teacher showed that he promoted an environment that encouraged successful learning. The teacher motivated his students to not be shy to make mistakes so they could learn and study better.
He also often appreciated his students when they answered questions correctly. It was stated as followed:

Excerpt #12
T: Now let's try to make sentences using the word 'drive' in present, continuous, and past tenses. What is the sentence in simple present tense?
S: I drive everyday.

T: Continuous:
S: I am driving.
T: Past?
S: I drove yesterday.
T: Good job. It is important that you understand how to differenciate each sentence.
(Observation Transcript Meeting 1, L76-L83, Translated)
On the second meeting, the teacher also appreciated his students.

Excerpt #13
T: Okay. Do you still remember types of tenses we learnt?
S: Present, perfect, continuous.
T: Good. Now let's try to make a sentence using the word 'speak'.
(Observation Transcript Meeting 2, L15-L17, Translated)

It was also supported by the students' interview result as followed:
Excerpt #14
R: Do you think your teacher believes that all students could learn? Why?
S1: Yes, because Mr. Anam often encourages us that we could.
S2: Yes. He often motivates us in class and says that nothing was impossible. Everyone could learn English as long as they want to.
(Students Interview Script, L18-L22, Translated)

Based on the results above, it was proved that the teacher believed that all children could learn. The teacher created a classroom condition that promoted students' confidence to learn English by motivating them and appreciated them. The students also stated that the teacher often motivated them to study and learn better, so, it could be concluded that the teacher believed that all children could learn.

Students' Perceptions toward the Caring Teacher

Lumpkin (2007) stated that caring teachers nurture relationships with students by encouraging students' efforts and talents. These teachers realize that learning is more effective when positive, reinforcing comments outnumber critical comments. Interview result with the students confirmed that the teacher was a caring teacher. In the first disposition, that is respect all students, teachers who establish routines, organize seating plans, and create consequences in classrooms are shaping an environment in which students have clear guidelines and expectations, and therefore meet the criteria for respect all students. The students' interview confirmed that the teacher respected them, as stated below:

Excerpt #15
R: How does your teacher respond to your participations in class? Does he appreciate you?
S1: Yes. He appreciates us if we could answer his questions.
S2: Mr. Anam always appreciates us when we could do something.
(Students Interview Transcript, L23-L26, Translated)

Students stated that the teacher appreciated their participations in class. That means that the teacher respcted them. He created an environment in which students had clear guidelines and expectations. When students participate in class, they expect that the teacher appreciates them. So, when teacher appreciates students, it means that he respects them.

The second disposition is classroom for social justice. Interview result with the students affirmed this notion. It could be seen below:

Excerpt #16
R: How does your teacher treat students with different social background?
  Are you treated differently?
S1: No. He treats us fairly.
S2: No. He treats us all the same.
(Students Interview Transcript, L33-L36, Translated)

Students said that their teacher treated them fairly, which meant that the teacher created a classroom for social justice that focused on equality and fairness.

Based on students' perception, it was also stated that their teacher believed that his students could learn. It was stated as followed:

Excerpt #17
R: Do you think your teacher believes that all students could learn? Why?
S1: Yes, because Mr. Anam often encourages us that we could.
S2: Yes. He often motivates us in class and says that nothing was impossible. Everyone could learn English as long as they want to.
(Students Interview Script, L18-L22, Translated)

The students said that their teacher encouraged and motivated them to learn, which meant that the teacher believed that all of his students were capable to learn.

Students also felt motivated in learning and studying English better. The evidence could be seen from the transcript below:

Excerpt #18
R: Does your teacher motivate you to learn better?
S1&2: Yes.
(Students' Interview Transcript, L61-63, Translated)

Also from this one:
Excerpt #19
R: What factors that your teacher has that motivates you to learn and study well?
S1: The teacher is kind and he often gives us advice that if we master English, it will be easier for us to get a job.
S2: In my opinion, he often gives us interesting assignments, like memorizing English vocabularies. I like memorizing words I have never heard. Besides, he also often motivates us in class to master English language so that we have more advantages than other people.
(Students' Inteview Transcript, L64-L73, Translated)

Based on the statement above, it could be concluded that students felt motivated by their teacher because the teacher was kind to them and he often gave motivation in class.

5. Discussion

Based on the data obtained from the observations and interviews, the researcher could give description about the dispositions of a caring teacher in SMKN 7 Samarinda. The researcher found that the caring English teacher had three dispositions out of five; respect all students, classroom for social justice, and believe that all children could learn.

According to Diaz (2005), there were 5 dispositions of a caring teacher. The first one was respect all students. By respecting the students, it was expected the teacher could build a good relationship with the students. A good relationship between the teacher and the students was expected to create a good learning environment which could increase a learning

achievement. By showing simple behaviors, it could take a great influence to the students. For example, the teacher greeted the students, asked their conditions, and helped their problems. Based on the result of observations the researcher found that the teacher did it to the students. The teacher greeted the students, asked their conditions, and also treated them all fairly.

Based on the result of observations the researcher found that the students like to participate in the class such as asked and answered the questions. In every meeting the teacher always respected the students. He always gave the same chance to every student to ask and answer the questions. Frequently, the teacher invited all students to be more active in class.

Teacher should respect the students, because when the teacher respected the students, the students would respect him too. If the students respected the teacher, it would be easier to get students' interest to study English. The students would feel comfortable and close to the teacher.

The second disposition was classroom for social justice. In classroom for social justice, teachers should be fair and equal to all of his students. If he is not fair to the students and do not treat them fairly, the students would not be engaged in teaching and learning process.

From the observations the researcher did, the teacher showed that he promoted classroom for social justice. It could be seen from how he treated his students. For example, he waited all of his students to finish writing and asked if there were some who were still unfinished. The students also stated that their teacher always treated them fairly and equal without differentiating students from different social background.

The third disposition was democratic classroom. In democratic classroom, teacher should facilitate students to be more active in pointing out what they have in mind. For example, teacher can create a group discussion or assignment for students so they can learn to share their thoughts.

Unfortunately, as far as the researcher observed, the teacher did not show any sign of creating a democratic classroom. It was also supported by the students' interview result that showed that the teacher never gave them any opportunity to share thoughts in discussions or group assignments.

The fourth disposition was shared leadership in the classroom. Teacher could make rules together with the students to promote shared leadership in the classroom, yet the teacher did not do it. There was no sign of shared leadership in the classroom during observations. The students also stated that they were not invited to make classroom rules together.

The last disposition was believe that all children could learn. Teachers should create an environment which encouraged students to study better. During the observations, the teacher showed that he promoted students to study better by encouraging and motivating them. The students' interview result was also in line. They stated that their teacher often motivated them to learn English and to not be shy when making mistakes. The students were also motivated by their teacher because he was kind to them.

Comparing with the previous studies, the researcher found a number of similarities and differences between the findings of the researcher's study and previous studies.

First, in contrast with "Developing Caring Dispositions in Pre-service Teachers: Pilot Project" by Kristina Nowak-Fabrykowski (2007), Fabrykowski and the researcher used different theory of dispositions of caring teacher. The researcher found three dispositions of a caring teacher in this research, namely respect all students, believe that all children can learn, and classroom for social justice, while Fabrykowski found that the strongest characteristics found on her subjects were modeling ability, monitoring of students' understanding, and their providing feedback.

Second, in comparison with "Peran Guru dalam Meningkatkan Minat Belajar PKN Pada Siswa Kelas III di MIN Tempel Ngaglik Sleman Yogyakarta" by Dhita Setiyawan (2013), both the researcher and Dhita Setiyawan used qualitative method for the research, because both studied lived experience of a phenomenon. However, the researcher used different data triangulation with Dhita Setiyawan. In this research, the researcher used data triangulation while Dhita Setiyawan used source triangulation and technique triangulation.

Third, in comparison with "The Roles of Caring English Teacher in English Lesson at the First Grade of SMPN 6 Samarinda in Academic Year 2015/2016" by Alya Mumthana Binashr (2017), both the researcher and Alya Mumthana Binashr used the same data collection technique, which were observations and interviews. The researcher and Alya Mumthana Binashr also found out that when the teacher was caring to the students, the students would be more motivated in learning English.

6. Conclusion

According to the data and result explanations, there were some conclusions which were related to the research question. First, there were three dispositions found in the English teacher out of five based on Diaz et al. theory, they were: respect all students, believe that all children could learn, and classroom for social justice. However, the teacher did not show the two other dispositions, which were shared leadership in the classroom and democratic classroom because the teacher did not give the students the chance to share ideas or create classroom rules together. Second, based on the students' perceptions, they categorized their teacher as a caring teacher. They appreciated that their teacher respected them, he often motivated them to learn English, and he was fair and equal to them all.

Based on the finding data, the researcher would like to offer some suggestions. The teacher should develop two other characteristics of a caring teacher so he could make the best of his students. The two characteristics are democratic classroom and shared leadership in the classroom. The teacher can establish a classroom rules together with the students so students know what are expected from them and what will they get if they do not do it. The teacher can also make discussions in class so the students can share their ideas with the teacher, which later can promote a more enjoyable class environment. It is also expected that the students can be more active and involved in teaching and learning process. They can involve by asking questions when they do not understand and not be shy about it. The students should also respect their teacher by keeping the classroom condition comfortable and come to class on time.

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