



EFL Students' Perceptions of the Effective English Teacher Characteristics

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ARTICLE INFO

Article history:

Received February 20, 2022

Revised February 22, 2022

Accepted May 17, 2022

Available online on May 25, 2022

Kata Kunci:

Persepsi Siswa, EFL, Karakteristik Guru

Keywords:

Students' Perception, EFL, Teacher' Characteristic

DOI:

<https://doi.org/10.23887/jpbi.v10i1.45709>

ABSTRAK

Penelitian ini bertujuan untuk menganalisis persepsi siswa EFL terhadap karakteristik guru bahasa Inggris dan mengetahui apakah ada perbedaan persepsi siswa tentang karakteristik guru bahasa Inggris yang efektif berdasarkan jenis kelamin. Penelitian ini merupakan penelitian kuantitatif. Desain penelitian yang digunakan dalam penelitian ini adalah desain penelitian deskriptif dan komparatif. Desain deskriptif digunakan karena tujuannya adalah untuk menguji dan menggambarkan persepsi siswa tentang karakteristik guru bahasa Inggris yang efektif. Kuesioner juga terdiri dari profil responden seperti jenis kelamin, dan 24 item pertanyaan yang dimodifikasi mengenai persepsi siswa tentang karakteristik guru bahasa Inggris yang efektif. Penelitian ini melibatkan 120 responden dari kelas 11 IPA, IPS, dan Bahasa. Hasil penelitian ini menunjukkan bahwa persepsi siswa tentang karakteristik guru bahasa Inggris yang efektif memiliki keterlibatan yang tinggi karena nilai rata-ratanya adalah 3,08. Hasil penelitian ini juga menemukan bahwa tidak ada perbedaan yang signifikan dalam persepsi pelajar muda tentang karakteristik guru bahasa Inggris yang efektif berdasarkan jenis kelamin karena hasilnya mendapat $p=0,018$. Hasil lain dari penelitian ini menemukan bahwa keterampilan sosio-afektif adalah karakteristik khas yang harus dimiliki guru untuk disebut sebagai guru bahasa Inggris yang efektif dengan nilai rata-ratanya adalah 3,45.

ABSTRACT

This study aimed to analyze EFL students' perceptions of the characteristics of the English language teachers and find out whether there is any difference in the student perceptions of the characteristics of effective English teachers based on gender. This study is quantitative. The research design used in this study is the descriptive and comparative research design. The descriptive design was used because the purpose is to examine and describe the students' perceptions of the characteristics of effective English language teachers. The questionnaires also consist of the respondents' profiles such as gender and 24 modified items of questions regarding students' perceptions of the characteristics of effective English teachers. This study involved 120 respondents from grade 11 of science, social, and Language class. The results of this study showed that students' perceptions of the characteristics of effective English teachers were found to be high involvement since the mean score was 3.08. The result of this study also found that there was no significant difference in the EFL Students' perceptions of the characteristics of effective English teachers based on gender since the result got $p=0.018$. Another result of this study found that socio-affective skills are the distinctive characteristic that teachers must have to call an effective English teacher since the mean score was 3.45.

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1. INTRODUCTION

In the educational process, the effective teacher is an important aspect that the teachers should know to teach students better. Effective teachers are the teachers that teach the students well, can help the students to understand the lesson, and also can motivate the students to learn and improve the spirit of learning (Shishavan & Sadeghi, 2009; Virgiyanti et al., 2016). The teachers should promote positive outcomes in the lives of students, a positive attitude about school and interest in learning is an effective teacher's attempt (Paolini, 2015; Uygun, 2013). Affordability of the teachers in dissimilar methods does not hesitate for the student's intellectual when the teachers realize that their effectiveness can affect the students learning and will contribute positively to the student's intellectual (Steele, 2010). An effective teacher can make the lesson more enjoyable and creative, so it can reduce the students' saturation in learning and can make the students more serious and also understand the lesson (Richards, 2013). Characteristics of the effective English language teacher are very influential in teaching English for the students learning and academic achievement because they can motivate the student to learn English (Zamani & Ahangari, 2016; Zarei et al., 2019; Zeynali et al., 2015). Students' achievements will significantly change if

there is encouragement in teaching English. Implementing techniques in the classroom and helping students in reaching their best potential must be done by English teachers because it is believed that the students will feel enjoyable and strengthened if the teachers can create a good situation in the classroom (Maulana et al., 2017; Sieberer-Nagler, 2016). An effective teacher can make the students get greater achievement than those unfortunate enough to have a succession of ineffective teachers.

Effective teachers have to build a good relationship with their students to form a trusting bond with the students, building a good relationship is crucial, teachers that build a good relationship with their students can help the students to improve their achievement (Halim, 2015; Shishavan & Sadeghi, 2009). Mostly the students who were been interact with their teacher could feel comfortable, enjoy, and independent in learning the lesson. In addition, the characteristics of effective teachers can make positive influences in the classroom and also direct enhancing in students' learning process (Loughran, 2014; Muijs et al., 2014). Teachers who can create a comfortable learning environment for students and can make students successful in learning simply by displaying their abilities and skills are also called effective teachers (Dörnyei & Muir., 2019; MacSuga-Gage et al., 2012; Shewark et al., 2018; Wichadee, 2010). Furthermore, organizational communication skills are important in teaching English. It is important because it can make the students interested and motivated during the learning process (Al-Jaro et al., 2017). To be an effective English teacher, teachers must possess specific skills as stated by teachers must be fair in the classroom, reduce students' anxiety, and be good in classroom management (Low et al., 2014; Reddy & Gopi, 2013).

It is in line with a previous study conducted to investigate the characteristics of an effective English language teacher as perceived by learners of English. In the study, the researcher is using a quantitative study to collect the data (Zamani & Ahangari, 2016). The respondents of the study were taken from 60 foreign language learners at the Azad University of Tabriz. The researcher used a questionnaire as the instrument to collect the data, and the questionnaire is divided into two sections which are 5 questions of demographic information, and 60 questions about their perceptions and views regarding some qualities of a good English language teacher. The findings of this study showed that students expect a good English teacher to have the ability to develop proper relationships with students, maintain discipline in the classroom, and can encourage the students to speak and learn English inside and outside the classroom. Besides that, the other researcher conducted a study that investigated the challenges and possible solutions to teaching English communication skills (Periani & Suputra, 2022). In this study, quantitative data were collected from 30 English teachers teaching Arab students. Participants' responses were converted into percentages and data was represented pictorially in form of bar graphs as demonstrated in the result section. The findings showed that the challenges experienced and often make it difficult for English teachers to teach students in Arab countries include: large classes, which make teachers difficult from applying communication skills in the university; inadequate resources needed to teach communication skills; students are unable to communicate; the teacher has a big role in the classroom and learning still depends on the teacher-centered rather than being student-centered; students rarely use English in their conversation. In conclusion, as demonstrated in this study, teachers of English communication skills teaching Arab students experience common problems that affect them all.

Characteristics of effective teachers are crucial factors in the educational process because every teacher has to realize the importance of their effectiveness in teaching and pay more attention to it, especially to give a positive effect and impact on students' achievement, performance, and success because teacher characteristics produce the best students achievement at the school level (Babonea & Munteanu, 2012; Durmaz & Mutlu, 2017; Liando et al., 2021). The issue of the ideal English teachers is an ongoing topic because, in Indonesia, effective English teacher preparation may be difficult to find (Shishavan & Sadeghi, 2009). English teachers are the main factors that have a lot of influences on students' life such as their achievement, performance, and their success (Khaerati, 2016; Korthagen, 2004). An effective language teacher also does things right, such as prepare about the lesson and preparing the learning environment, conducting proper lesson introductions, asking questions, and using instructional media material (Amirian et al., 2016; Damar et al., 2017). A teacher needs to become effective in the work. Therefore in this study researcher is interested to prove that the characteristics of the English teachers have an important influence on the student's potential and accomplishment in learning English.

2. METHOD

This is a quantitative study. The research design used in this study is descriptive and comparative. The descriptive design was used because the purpose is to examine and describe the students' perceptions of the characteristics of effective English language teachers (Brown & Rodgers, 2002). Then the comparative design was used because the researcher is going to reveal the differences, and variances in the EFL Students' perceptions of the characteristics of effective English language teachers. This study involved 120 respondents from grade 11 of science, social, and Language class of SMA Negeri 3 Manado. In this research, the convenience sampling method was applied because the convenience study is fast and inexpensive, and the subjects are ready. It is a non-

probability sampling technique where subjects are selected because of their convenient accessibility and proximity to the researcher. The instrument was adapted from the questionnaire that consists of 60 questions, but this study only used 24 of the statements through the loading factor (Zamani & Ahangari, 2016). The instrument also consists of the respondents' profiles such as gender and 24 modified items of questions regarding students' perceptions of the characteristics of effective English teachers. The items of the questionnaire are measured using the Likert scale. The questionnaire contained two sections which were the demographic section to get the respondents' background information and the multiple choices section in the Likert-scale model that was focused on the EFL Students' perceptions of the characteristics of effective English teachers. Since the original questionnaire is using the English language, and the study was conducted in Indonesia. Procedures used to analyze and interpret the quantitative data of the questionnaire. The researcher used a Statistical tool. In answering the research question, the researchers used context MEAN to find the EFL Students' perceptions ad distinctive characteristics of effective English language teachers. One sample T-test was used to find the difference between EFL Students based on gender in their perceptions of the characteristics of effective English teachers.

3. RESULT AND DISCUSSION

Result

Perception of the Characteristics of the Effective English Language Teachers

In this first part, the mean score of descriptive statistics has been used to reveal young learners' perceptions of the characteristics of effective English language teachers. The data is shown in Table 1.

Table 1. Mean Score of the Young Learners' Perceptions of the Characteristics of the Effective English Language Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Perception	120	2.32	3.74	3.13	0.340
Valid N (listwise)	120				

Based on Table 1, the result showed that the mean level of young learners' perceptions of effective English language teachers was found to be 3.13. The findings showed that the mean score was in the range of 2.50-3.49.

Perceptions of the Characteristics of the Effective English Teachers Based on Gender

To find out the young learners' perceptions of the characteristics of effective English teachers based on gender, the researcher used one sample *t-test*, where the gender was the independent sample, and the mean score of all questionnaire items was the dependent sample. In the first step, the mean score of the 49 male respondents was 2.98, and the mean score of the 89 female respondents was 3.14. Based on the result, it indicated that both were at the range level 2.50 – 3.49. It meant that the result of both perceptions of the characteristics of effective English teachers was found to be *highly effective*. The data is shown in Table 2.

Table 2. The Difference in Students' Perception Based on Gender

	Gender	N	Mean
Perception	Female	72	3.21
	Male	48	2.99

The result in Table 2, showed that $p = 0.001$ which is smaller than the alpha scale of 0.05. It meant that there is a significant difference in the young learners' perceptions of the characteristics of effective English teachers based on gender.

Table 3. The Mean Score of the Students' Perception Based on Gender

	F	Sig.	T	df	Sig. (2-tailed)
Equal variances assumed	2.307	0.131	3.695	118	0.001
Equal variances not assumed			3.595	91.20	0.001

Based on Table 3, discovered that there was a significant difference in the student's perception of the characteristics of the effective English teacher based on gender since the result was found to be 0.012.

The Distinctive Characteristics of Effective English Teachers According to the Aspect

In this first part, the mean score of descriptive statistics has been used to find the students' perceptions of the characteristics of effective English language teachers.

Table 4. The Mean Score of the Organizations and Communication Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Item 1	120	2.00	4.00	3.36	0.696
Item 2	120	1.00	4.00	3.23	0.847
Item 3	120	1.00	4.00	2.33	0.863
Item 4	120	1.00	4.00	2.95	0.849
Item 5	120	1.00	4.00	3.52	0.710
Item 6	120	1.00	4.00	2.97	0.961
Mean Score	120	2.00	3.83	3.06	0.390
Valid N (listwise)	120				

Based on [Table 4](#), the result showed that item number 1 has the higher mean score found to be 3.36. The findings showed that the mean score was in the range of 3.50-4.49. As results showed that the teachers are called highly effective teachers if the teachers can *use easy English language to aid student understanding*

Table 5. The Mean Score of the Pedagogical Knowledge

	N	Minimum	Maximum	Mean	Std. Deviation
Item 7	120	1.00	4.00	3.02	0.907
Item 8	120	1.00	4.00	3.08	0.805
Item 9	120	1.00	4.00	2.36	1.091
Item 10	120	1.00	4.00	2.47	0.995
Item 11	120	1.00	4.00	2.83	0.910
Mean Score	120	1.20	4.00	2.76	0.526
Valid N (listwise)	120				

Based on [table 5](#), The result showed that item number 8 has the higher mean score found to be 3.08. The findings showed that the mean score was in the range of 2.50-3.49.

Table 6. The Mean Score of the Socio-Affective Skills

	N	Minimum	Maximum	Mean	Std. Deviation
Item12	120	1.00	4.00	3.25	0.812
Item13	120	1.00	4.00	3.45	0.732
Item14	120	1.00	4.00	3.61	0.639
Item15	120	1.00	4.00	3.46	0.766
Item16	120	1.00	4.00	3.47	0.709
Mean Score	120	1.80	4.00	3.45	0.495
Valid N (listwise)	120				

Based on [Table 6](#), the result showed that item number 16 has a higher mean score was found to be 3.47. The findings showed that the mean score was in the range of 3.50-4.49.

Table 7. The Mean Score of the English Proficiency

	N	Minimum	Maximum	Mean	Std. Deviation
Item 17	120	1.00	4.00	3.38	0.860
Item 18	120	1.00	4.00	3.51	0.767
Item 19	120	1.00	4.00	3.09	0.860
Meane p1	120	1.67	4.00	3.33	0.607
Valid N (listwise)	120				

Based on [Table 7](#), the result showed that item number 18 has a higher mean score was found to be 3.51. The findings showed that the mean score was in the range of 3.50-4.49.

Table 8. The Mean Score of the Characteristics of the Effective English Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Organization	and 120	2.00	3.83	3.06	0.394
Communication skills					
Pedagogical Knowledge	120	1.20	4.00	2.75	0.526
Socio-affective skills	120	1.80	4.00	3.45	0.495
English Proficiency	120	1.67	4.00	3.33	0.607

Based on [Table 8](#), show the result of socio-affective skills has a higher mean score found to be 3.45. The findings showed that the mean score was in the range of 2.50-3.49.

Discussion

Perception of the Characteristics of the Effective English Language Teachers

Based on the data, indicated that the students of SMA Negeri 3 Manado's perception of their effective English teachers' characteristics was found to be *highly effective* based on the interpretation scale. The reason why in this study the students' perceptions about their effective English teachers had high effective because of their expectations of their English teachers, for example, they think that English teachers can help them to master the English language and to get a better job in the future. It is also because the teachers gave them appreciation while the study period. This assumption was made based on the highest mean result of the items in the questionnaire chosen by the respondents. The finding of this study is different from the finding of (Putri et al., 2020) who found that 55% of the questionnaire that has been distributed had a mean of 1.50-2.49, which placed them in the somehow effective, response range. The reason why in the studies the students had moderate to low perception of the characteristics of effective English teachers could be because the students were probably not that conscious of the importance of the characteristics of effective English teachers.

Perception of the Characteristics of the Effective English Teachers Based on Gender

Therefore, the alternative hypothesis which stated that “there is a significant difference in the students’ perceptions of the characteristics of the effective English teachers based on gender” was *rejected*. The reason for the result found that there is a significant difference based on gender because both men and women respondents have different perceptions of their effective English teachers' characteristics. The result of the present study showed no significant difference because the male and female students of SMA Negeri 3 Manado have different perceptions of the characteristics of effective English teachers. In contrast to the finding, the study conducted discovered that there was a significant difference in the student's perception of the characteristics of the effective English teacher based on gender since the result was found to be 0.012 (Kourieos & Evripidou, 2013). The reason why these studies were found not significant might be because the students of both kinds of gender have the same perception about the importance and the benefits of the characteristics of effective English teachers. Instead, the result of the present study showed there was a significant difference because the male and female students of SMA Negeri 3 Manado do not have the same perception of the importance and the benefits of the characteristics of effective English teachers.

The Distinctive Characteristics of Effective English Teachers According to the Aspect

Based on the results showed that teachers are called highly effective teachers if the teachers can *use easy English language to aid student understanding*. According to the perception of the participants the most important in teaching English for teachers to make the students more understanding of the language is the feature of teachers to be called effective teachers. Then the results showed that the teachers are called highly effective teachers if the teachers can *assess what students have learned rationally*. According to the perception of the participants, the most important in teaching English for teachers to grade the students based on what they have learned is the feature for teachers to be called effective teachers. There are also found results from several aspects that affect effective English teachers including, the teachers called highly effective teachers if the teachers can *control themselves and not get angry*. According to the perception of the participants, the most important in teaching English for teachers to not lose their temper and get angry is the feature for teachers to be called effective teachers. The next researcher found that teachers are called highly effective teachers if the teachers can *know and master English vocabulary well*. According to the perception of the participants, one aspect of effective language teachers the most important in teaching English for teachers to master and know the English vocabulary very well is the feature teachers to be called effective teachers. And the last it found that other aspects of the teachers are called highly effective teachers if the teachers have the socio-affective skills characteristic. According to the perception of the participants that effective English teachers must have the socio-affective skills to adapt well to the students and have good relationships also be approachable and friendly, and listen to students' points of view, to call effective teachers.

There are several recommendations for this research based on the findings and discussion. The first recommendation is that to maintain the quality and effectiveness of students in learning English the teacher gives them an appreciation while the study period and tries another variant in applying learning based on the character that should be owned by a teacher. Next, for the teachers to make the students understand the lesson, the teachers should use simple and easy language to make the student more comfortable learning and can understand the lesson. To help the students to make more understanding of the lesson the teachers also must know and master the vocabulary, and as an effective teacher, it is best to assess students according to what they have to get so that the students are more motivated to learn English. However, the female students perceived are more than the male students about effective English teachers' characteristics. Then, the researcher suggested that future studies will conduct a similar study to conduct the study in other schools in North Sulawesi, and even abroad since studies are still few conducted in Indonesia. Last but not least, future researchers can also conduct such research to define effective English teachers' characteristics would pave the way for both languages to make the distance between learners' expectations and experiences as shorter as possible.

4. CONCLUSION

The purpose of this study was to find out the young learners' perceptions of the characteristics of effective English teachers, and if there is any significant difference in the young learners' perceptions of the characteristics of effective English teachers based on gender, and distinctive characteristics of effective English teachers according to the aspect in students perception. The results of this study showed that students' perceptions of the characteristics of the effective English teachers at SMA Negeri 3 Manado were found to be high involvement since the mean score was 3.08. The result of this study also found that there was no significant difference in the young learners' perceptions of the characteristics of effective English teachers based on gender since the result got $p = .018$. Another result of this study found that socio-affective skills are the distinctive characteristic that teachers must have to call an effective English teacher since the mean score was 3.45. Based on the result, it could be concluded that the students of SMA Negeri 3 Manado were found to have high perceptions of their effective English teachers. They might think that the characteristics of their effective English teachers can help them to have a better life in the future. They might also think that they can get lots of profits offered by those teachers. Another result of this study could also be concluded that the students had a diverse perception of the teachers being effective in English based on gender. Both man and woman students gazed at the characteristics of effective English teachers in different ways.

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