

THE PERSPECTIVES OF SENIOR HIGH SCHOOL STUDENTS AND ENGLISH TEACHERS ON EFFECTIVE ENGLISH TEACHER'S CHARACTERISTICS

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Abstract

This qualitative study aims to describe and to get rich information about Senior High School students' and English teachers' perspectives on effective English teacher's characteristics at one senior high school in Jambi city. Data for this study were collected through a demographic questionnaire, and in-depth interview with the participants. Based on teacher's perspectives, there were eleven characteristics of effective English teacher include: 1) Being able to plan lesson well to teach English as practical lesson to the students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students' English performance, 4) Caring about students' language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his/her capability, 8) Being aware toward students' different English proficiency, 9) Caring and helping students' problem, 10) Motivating the students in learning English, and 11) Having good relationship with students and being friendly toward students. While based on students' perspectives there were also eleven characteristics of effective English teacher include: 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students' progress, 5) Caring about students' problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students. The implications of this study are as a source of information for teachers and prospective teachers about effective English teacher in order to maximize students' ability in mastering English and as consideration for policy makers in English study program to provide teacher candidates with competences needed in the real teaching.

Key Words: Students' Perspectives, Teachers' perspectives, Effective English Teachers' Characteristics.

1. Introduction

Education has been a major-topic in Indonesia academic world (e.g. Habibi, Mukminin, Riyanto, Prasajo, Sulistiyo, Saudagar, & Sofwan, 2018; Habibi, Mukminin, Sofwan & Sulistiyo, 2017; Habibi, Wachyuni, & Husni, 2017; Mukminin, Rohayati, Putra, Habibi, & Aina, 2017; Prasajo, Habibi, Mukminin, Muhaimin, Taridi, Ikhsan, & Saudagar, 2017; Sofwan & Habibi, 2016). Teaching English is a bit different from other subjects, means that an English teacher is also a bit different from other teachers. As a person who has main part in teaching, English teacher should have certain characteristics. According to Borg (2006), language teacher inducts learners into way of thinking and being of target language. Language teacher should develop the communication skills of the students in target language. As well the consistency of English itself is as foreign language for Indonesian learners, it is a challenge for the English teacher to make the learners in mastering English.

Teaching is not only about how to transfer the knowledge from teachers to students. It is also meaningful if teaching and learning activity starts from the available condition where students feel comfortable with teacher in teaching them. It affects the students to be interested or not to learn. Hooks (1994) explained that it is essential if the teacher provides necessary conditions where learning can most deeply and intimately begin. According to Richards (2002), it is the teacher's duty to create a desirable classroom climate, to plan a variety of learning activities, and to use materials of instruction effectively. Teaching a wide range of students needs good preparation based on their interest and ability. In other words, creating, maintaining and stimulating learning environments can be achieved through effective classroom organization.

It is beneficial to view the process through students' perspectives as persons who experience learning process and also teachers' in teaching process. Specifically, according to Kalebic (2005) the English teachers should have a power to build a different atmosphere in the classroom and make a good performance in teaching practice. A good performance means an action or a way how to make students become enjoy and relax in learning. So, the teachers should have responsibility to control the classroom management in teaching their students.

Moreover, Goe, Bell, and Little (as cited in Christina, 2013) stated that as the direct consumer of teacher's service, students' opinion about teacher is important to be considered.

How students perceive their teacher will be reflected in their learning performance. When they think their teacher is a good and effective teacher, it will influence students to be more motivated to learn. Then, defining an effective English teacher characteristics from students' and teachers' perspective would be useful to improve the quality both of teacher and teaching process.

Regarding to statements above, the researcher is interested in conducting this research. However, this case study research does not have any intention to compare the perspectives of students and teachers. This research aims to provide ideal descriptions of effective English teacher's characteristics from the both sides.

2. Literature Review

2.1 English Language Teaching and Learning

In learning English, teachers can observe how students respond to English subject and the teachers should pay attention about students' progress in learning English whether English subject is useful for them. English language is meant of spoken and written communication. Harmer (2004) who states that in communicative approach, the effective English teacher activities focus on using language in real communication for various context and purpose.

In Curriculum 2013, English lesson in senior high school is taught in English for General Purpose (EGP). It proposes to provide students with the ability of using English for communication both in spoken and written form. In general, the purposes of English learning in Senior High School are: 1) To develop communicative competence both in written and spoken form to reach informational literacy level, 2) To give an understanding how important English is in order to improve human resources, 3) To develop the understanding how language and culture related to each other.

2.2 Characteristics of Effective English Language Teacher

According to Oxford Dictionary, effective means producing the result that is wanted or intended. According to McBer (2000) effective teacher refers to teacher who has professional characteristics, teaching skill, and ability to create conducive classroom. In some literature the term characteristics, qualities or competences are quite same. The characteristics of effective language teachers have been considered in perspectives in some literatures. Here, the researcher only chooses two literatures. The first is by Brosh (1996) identified five desirable characteristics of effective language teacher. The characteristics are having knowledge of the target language; being able to organize, explain, clarify; arousing and sustaining interest and motivating among students; being fair to students by showing neither favouritism nor prejudice and being available and helpful for students.

In addition, the distinction and effectiveness of foreign language teachers proposed by Borg (2006) in his study which involved over 200 practicing and prospective English language teachers from various contexts and included teachers in mathematics, history, science and chemistry to define the distinction between language teacher and those of other fields. The findings of his study showed key themes which make language teacher different which include 1) the methods, activities and material available to language teachers, 2) the scope and complexity of the content of language teaching, 3) the nature of language, 4) the especially close relationship between teachers and learners, 5) issues relating to the status of native and non-native language teachers and 6) Language teacher's traits.

Related previous study was done by Park and Lee, 2006, investigating the characteristics of effective English teachers as perceived by 169 teachers and 339 students in high school in Korea, with a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Overall, the teachers perceived different characteristics than the students in all three categories. Teachers ranked the English proficiency as highest in contrast to the students who ranked pedagogical knowledge the highest. The student subgroups also held different perceptions of effective teaching. High achieving students reported different characteristics than low achieving students in pedagogical knowledge and socio-affective skills, whereas the male students demonstrated different characteristics from the female students in socio-affective skills. There were universal teacher characteristics which were considered important by all the groups, such as reading and speaking proficiency, arousing students' interest in learning English, and building students' self-confidence and motivation.

Other current study was done by Christina (2013) who figure out about students and teachers on effective English language teacher in Vocational High School. The data findings indicated that participants shared the same perspectives that effective English teacher should have several characteristics which include: 1) having awareness towards students' need, 2)

having awareness toward students' different English proficiency, 3) being flexible towards English teaching, 4) showing enthusiasm in teaching, 5) appreciating and supporting students' English performance, and 6) being like a friend with the students.

3. Methodology

This research used qualitative method with case study approach. Johnson and Christensen (2008, p.36) stated that, "in qualitative research, the researcher try to look at multiple dimensions and layers of behavior, such as the types of people in a group, how they interact, what kinds of agreements or norms are present, and how these dimensions come together holistically to describe the group".

The researcher chose the design and method because case study allowed her to explore bounded systems (cases) over time with a comprehensive result, in-depth data collection involving multiple sources of information (e.g. Interview, demographic survey), and report a case description and case based systems. Johnson & Christensen (2008, p.49) stated that, "case study research is more varied than phenomenology, which focuses on individuals' experience on some phenomenon and it focuses on each case as a whole unit as it exists in its real-life context".

The research site for this case study was one Senior High School located in Jambi city. The participants selected of this research are English teachers and students in grade eleven. There were two English teachers and nine students in this research. Purposive sampling is considered as suitable sampling procedure in this case study research. The researcher found two English teachers who teach in grade eleven and the researcher invited them to have interview section, fortunately both of them want to be participants. They are one male and one female. While for selecting the grade eleven students as the participants, the researcher employed criterion sampling strategy as one of purposive sampling types.

The criteria of student who is considered as rich participant is shown in table below:

Table 1. Criteria of Rich Participant

Criteria	<ol style="list-style-type: none"> 1) the student has clear purpose in choosing Senior high school 2) the student wants to use English to get next level of education 3) the student who are able to describe clearly the type of a good or bad English teacher characteristics (based on his or her experience), and 4) the student who are able to deliver his or her opinion about how English teacher should teach by writing more than two points.
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For collecting data, the researcher used demographic questionnaire and interview. The demographic questionnaire was used to get students' profile and also to select the students as participant. The demographic questionnaire for students was written in Bahasa Indonesia to minimize misinterpretation. It consisted of students' personal data, students' personal data, students' motivation in choosing senior high school, students' opinion about significance of learning English, students' experience in learning English and their opinion about English teacher.

Then, the interview as the main instrument was taken place in an informal classroom with participants. The questions of the interview were derived by synthesizing. According to Maryland (2009) synthesizing was the researcher combined his opinion, relevant facts, expert opinions and other sources to formulate a qualified questions. For students, there are some questions those will not be asked as to the teachers.

Analyzing data in this case study research was begun since the data had been collected. The data obtained from questionnaire are analyzed descriptively, while the recorded data interview which would be quoted were transcribed and translated into English before being analyzed descriptively. The next step is researcher divided the data to be related to codes, theme, or category. Then, the researcher analyzes and reanalyzes the individual interviews data by using within-case and cross-case displays and analyses. After that, the researcher found several common themes shared by the participants. After that, the common themes were discussed descriptively. The researcher also discussed the data finding in the relation to previous research and theory. The discrepancy perspectives between students and teachers were presented to provide insight to the readers about what aspects that students expect from their English teachers.

4. Findings and Discussion

Based on teacher's perspectives, there were eleven characteristics of effective English teacher which include: 1) Being able to plan lesson well to teach English as practical lesson to the

students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students' English performance, 4) Caring about students' language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his / her capability, 8) Being aware toward students' different English proficiency, 9) Caring and helping students' problem, 10) Motivating the students in learning English, and 11) Having good relationship with students and being friendly toward students. While based on students' perspectives there were also eleven characteristics of effective teacher include : 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students' progress, 5) Caring about students' problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students.

To fulfill the purposes of English subject in senior high school, English teacher should do some activities. The students who are as participants in this research also had clear purpose in choosing senior high school as their educational school. They have to get to the next level of education in university. English should be taught as practical lesson, means that the teacher and students will be better to have more conversation, so the students will get the point by having practical directly. The English teacher should also prepare all things relate to senior high school students' need, prepare lesson, choosing the suitable teaching strategy, and explain the material in detail explanation. Therefore, all participants shared same idea that effective English teacher should be aware toward students' need. This characteristic is in line with Christina (2013) who found in her research that English teacher should aware toward vocational high school students' need. In teaching English to the students, English teacher is expected to provide them with various activity. It aims to make them feel enjoy and interest in learning English. It is a way for the teacher to explain the material toward students. It is line with Brosh (1996), Borg (2006) and Park & Lee (2006) who stated that in teaching English, the teacher have to be smart in delivering and explaining the material by using some activities.

Next characteristic that English teacher should have is care about students' problem. It is in line with Brosh (1996) who stated that English teacher should being helpful toward students in learning include about their problem. English is as foreign language for Indonesian students, surely in learning process they will find some problems in comprehending the lesson. Here, the play of English teacher is to help students' problem and try to solve it. Regarding to this condition, all participants believed that English teacher should care about students' problems in learning English.

An English teacher should also motivate the students in learning English, moreover English is as foreign language for Indonesian students. All participants agreed that an English teacher should always motivate the students in order they have willingness to learn English. The students also shared opinion about the importance of motivation from their English teacher. They believe that, by getting some motivation directly from their teachers, it can bulid their interest to learn English This characteristic is line with Brosh (1996) and Borg (2006) who stated that motivating students should be a characteristic for English teacher. It is also line with Park and Lee (2006) finding in their research.

An English teacher also should be smart in delivering feedback toward students' English performance. Teachers believed that English teacher may not blame and judge the students. One teacher also suggested to give them appreciation then correct the students mistakes. Teachers believed that step by step the students will be better. In delivering feedback, the teacher should consider the personality of the students. Students reported that an English teacher should support them in correcting their performance by giving more explanation about the material. In giving feedback also the teacher should not give the students punishment. Students shared that the teacher should deliver feedback in different ways. The important thing that the teacher should deliver feedback in the suitable and good way. It is line with Christina (2013) finding in her research.

Based on the result, students need to know about their progress in learning English from their English teacher. It aims to know about their language level. This characteristic is not stated in any previous studies and theoretical framework of this research, means that it is only emerged in this research.

There are some students who have high capability in English and low capability in English. In responding to this condition, the teachers believed that effective English teacher should find the suitable teaching model. The English teacher should get closer to them and patiently give

more explanation for the students who are low in English. Having awareness toward students' different English proficiency is in line with Christina (2013).

All participants believed that good relationship inside and outside the classroom is important for English teacher and students in order they can build comfortable condition in learning. They believed that if the relationship among teacher and students is good, the students would not be afraid with the teacher. So, the students would be happy in learning with the teacher. The participants also shared same idea that it is better the teacher is like a friend for the students. It is in line characteristic with Borg (2006) and Christina (2013). Borg suggested that English teacher should build closer, relax and generally as positive interaction with the learners and Christina found that English teacher should be like a friend for the students.

An English teacher should be professional in four competences of teacher especially in subject matter knowledge. This topic was only asked to the teachers because the students did not have any idea about it. The teachers believed that English teacher should master four skills of English and also they have to improve their capability in English because English is a long term practical. It is in line with Brosh (1966) who suggested English teacher should have knowledge of the target language and Borg (2006) who stated that English teachers should improve their knowledge because language is constantly developing.

The teacher also needs to share the knowledge relates to English include the culture of English language although it is not cited in syllabus or curriculum. But the participants felt it is needed as knowledge during English language use. It is in line with Borg (2006) who stated that English teacher has to have scope and complexity of content of language teaching include about culture behind the language.

Based on the finding English teacher should about care the condition and abshowing enthusiasm in teaching English. Teachers suggested for prospective English teachers to know about condition to teach the students. They had opinion that to get students' interest started from the teacher itself to make the condition of learning actively become interesting. This characteristic is in line with Borg (2006) as one of language teacher traits and Christina (2013) in her research finding that English teacher should show enthusiasm in teaching.

Then, English teacher should treat the students well. Although this opinion was suggested by teachers and students, but the students more emphasized on this character to English teacher. They preferred English teacher to treat them well include being fair and patient. English teacher should be fair in treat them, not only pay attention to the smart students in teaching. It is in line with Brosh (1996) that English teacher should be fair by showing neither favouritism nor prejudice toward the students.

And the last characteristic about using effective language used in teaching English, the teachers reported that an English teacher should be flexible in using language during teaching English for the students. Actually, English teacher should teach the students by using English language, but they have to aware toward students ability that not all students can understand the lesson if English teacher use English all the time of teaching. While the the students most preferred to be taught by using mix language. They aware that they had limited vocabulary, so they need English teacher to use mix language English Indonesian during teaching them. This characteristic refers to Borg (2006) who stated that teacher should concerned on non native issue. If the teacher use foreign language, it may create distance between teacher and the students. So, English teacher should effectively use language in teaching English for the students.

Finally, some results of the study were similar with the previous studies by Park and Lee (2006) and Christina (2013). It could happen because the characteristics of effective English teacher were related with some theories and previous study. But some of results were also different with previous study, it could happen because the researcher did the research in different place, different time, and different object.

Comparing with Park and Lee study, there are some similarities such as English teacher should provide the students with various activity as a way in arousing students' interest in learning English and the characteristic to build students' motivation.

The similar characteristics of effective English teacher that found in this research with Christina (2013) are having awareness toward students' need in learning English, delivering feedback toward students' English performance, having awareness toward students' different English proficiency, having good relationship and being like a friend with the students and show enthusiasm in teaching. This similarities can be occurred because the research method used is same and related with some theories.

Although this research has same method in qualitative with Christina (2013), there are also several differences. some of results were also different with previous study, it could happen

because the researcher did the research in different place, different time, and different object. This research was done in Senior high school while Christina did her research in vocational school. The characteristics of effective English teacher that found in this research but did not found in Christina research are providing the students with the various activity, caring and helping about students' problem, motivating the students in learning English, caring about students' language progress, being professional in English and improve his/ her capability, sharing knowledge relates English language culture, treating the students well and using effective language in teaching English.

Those characteristics that occurred in this research but did not occur in Christina research are related with the theories used in this research. There is also one characteristic that occurred in this research but it does not relate with any theories or previous study. The characteristic is caring about students' language progress. The students are different capability in getting the material of English from English teacher. Based on the result, students need to know about their progress in learning English from their English teacher. It aims to know about their language level. The teacher may give the the value to measure students' language progress.

2. Conclusion and Suggestions

Based on teachers' perspectives, there were there were eleven characteristics of effective English teacher which include: 1) Being able to plan lesson well to teach English as practical lesson to the students, 2) Providing the students with various activities, 3) Appreciating and delivering feedbacks toward students' English performance, 4) Caring about students' language progress and understanding, 5) Being flexible in using English in teaching, 6) Mastering in English proficiency and have knowledge about English culture, 7) Improving his / her capability, 8) Being aware toward students' different English proficiency, 9) Caring and helping students' problem, 10) Motivating the students in learning English, and 11) Having good relationship with students and being friendly toward students.

There were also eleven characteristics of effective English teacher emerged from the students' perspectives which include: 1) Explaining well and paying attention in practical lesson, 2) Providing students with various activities, 3) Delivering individual feedback to the students, 4) Informing about students' progress, 5) Caring about students' problems, 6) Using mix language in teaching, 7) Sharing knowledge relates English language, 8) Motivating the students in learning English, 9) Knowing about condition and showing enthusiasm in teaching English, 10) Treating the students well, and 11) Being friendly toward students.

Based on the findings, the researcher recommended for English teachers in senior high school to implement these findings into their teaching. In fact, to be an effective English teacher, before teaching, the teacher should prepare the lesson well, adapt with the syllabus and curriculum in order the students' need can be fulfilled. It is also important for English teacher to show enthusiasm in teaching in order the students are influenced to learn English in good mood and provide the students with various activity in order the students are not bored to follow the learning activity. Then, effective teacher should also improve his / her capability in English proficiency. The teacher does not only have to teach well but also have good relationship with the students. It is needed to have comfortable and close relationship in order the students also feel comfortable in learning English and they will not be afraid to share their difficulties in learning English to the English teacher.

The researcher also suggested to the English department to consider these findings in equipping teacher candidates skills needed in real teaching. The test of practical teaching and English proficiency are also need to have in order the prospective English teachers are reliable in four teacher competences and have good proficiency in English. This research is only limited of English in senior high school. Therefore, the further researcher, researcher suggested to explore the aspect deeper than this research in order the better and more complete research. It can be done also in senior high school moreover where English learning takes place elsewhere.

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