

**THE STUDENTS' PERCEPTIONS ON CHARACTERISTICS OF
EFFECTIVE ENGLISH TEACHER: A STUDY AT SIXTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT OF UMS**



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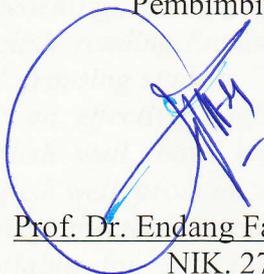
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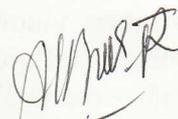
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Pembimbing II



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**THE STUDENTS' PERCEPTIONS ON CHARACTERISTICS OF
EFFECTIVE ENGLISH TEACHER: A STUDY AT SIXTH SEMESTER
STUDENTS OF ENGLISH DEPARTMENT OF UMS**

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Abstract

This study aims at investigating the students' perception on the characteristics of effective English teacher. It focuses on: (1) the students' general perceptions about English teacher characteristics, (2) the male students' perception on effective English teacher characteristics, (3) the female students' perception about effective English teacher characteristics, (4) different perception between male and female about effective English teacher characteristics.

This research was done by giving questionnaire to the sixth semester students of English department of UMS, in June 2014. The object of the study was the characteristics of effective English teacher. The data came from 50 students' responses to a 46-item questionnaire. The data was analyzed using descriptive statistics and independent t test by using SPSS software.

The findings of the study indicate that in general students respond that an effective English teacher is someone who should understand spoken English, read English well, write English well, pronounce English well, speak English well, prepare the lesson well, manage the time well, be up-to-date (e.g. use internet and recent technologies in teaching), listen to students' opinion and let them express themselves, be friendly to students, arouse students' motivation for learning English, and be flexible. Male students report that the characteristics of effective teacher are pronouncing English well, speaking English well, preparing the lesson well, being up-to-date (e.g. using internet and applying recent technologies in teaching), being friendly to students, being flexible, understanding spoken English, reading English well, managing the time well, being friendly to students, and arousing students' motivation for learning English. Female students respond that an effective English teacher is someone who should understand spoken English well, have high level of proficiency with English vocabulary, write English well, pronounce English well, speak English well, prepare the lesson well, manage the class time well, use Particular methods and techniques in teaching, be available for students, listen to student's opinions and let them express themselves, help students to develop self-confidence in order to learn English well, be friendly to students, be polite and respect the personality of the students, and be disciplined. The difference perceptions between male and female students shown that Female students agreed more strongly than male students that an

effective English teacher is someone who should understand spoken English well, have high level of proficiency with English vocabulary, write English well, use particular methods and techniques in teaching manage the class time well, be available for students, listen to student's opinions and let them express themselves help students to develop self-confidence in order to learn English well, be polite and respect the personality of the students and be disciplined. And male students agreed more strongly than female students that an effective English teacher is someone who should read English well and be up-to-date (e.g. use internet and recent technologies in teaching).

Keywords: teacher characteristics, effective teacher, English teacher

A. Introduction

Good and qualified teachers are essential for efficient functioning of educational systems and for enhancing the quality of learning. It implies that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient and efficient learning on the part of the students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

Teachers are those who convey the truth, pass on the knowledge, and clarify the doubts. Teachers who take on this belief, but just conveying knowledge does not make teacher a good one. Dewey in Yu-Jung Chen (2009) described a good teacher as not only a person who conveys knowledge to the students but also an artist whose practices defy notions of what is good or bad as well as what is right or wrong. As William Arthur Ward stated, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires" (as cited in ThinkExist, 2009, William Arthur Ward Quotes).

Some characteristics of effective teachers are universal, but others are domain-specific. Not all teacher characteristics are agreed upon regarding effective teaching across disciplines. To a large extent, however, teachers are characterized by the subject they teach and the common practices they share in teaching that subject. Though some teacher characteristics may be discipline independent, various disciplines within the teaching profession must have suppositions of what it means to be teachers of those particular subjects and that distinguish them from colleagues in different disciplines.

Foreign language teachers are suggested to be different to teachers of other subjects (Borg, 2006). Borg reported that foreign language teachers are distinctive in the nature of the subject, in the teaching content and methodology, the interaction between the teacher and students, and the issue about being native or non-native speaker. Brosh (1996) reported that those who are considered as effective language teacher usually (a) teach comprehensibly, (b) master or command the language, (c) make lessons interesting, (d) help

students with their independent study, and (e) do not discriminate among students.

Although effective teacher in general may share some characteristics, there are certain qualities that differ among them depending on the subject matter they teach. Some researchers believe that it is the nature of the subject matter that makes language teachers different from teacher of other fields. Some others even go beyond this and claim that diverse subject matters are not the only distinction between teachers of various subjects (Borg, 2006). Rather a teacher's beliefs, perception and assumption about teaching and teacher efficacy affect the way he understands and organizes instruction (Chacon, 2005). It is also important to study the perceptions of learners about learning and teaching. Their beliefs about language learning seem to have obvious relevance to understanding their expectations of the course, their commitment to the class as well as providing them with the opportunity to be successful and satisfied with their language learning program. Moreover, investigation of the student beliefs about different behaviors in the language classroom is useful in informing teachers about different types of learners that need to study (in Karim Sadeghi, 2009).

Effective language teachers have described in the literature as having not only a profound competence in the target language but a set of personal qualities like sensitivity, warmth and tolerance (vadillio, 1999, in Chen-Lin). In investigation of the characteristics of good language teachers, Brosh (1996) found the desirable characteristics of an effective language teacher to be: having knowledge and command of the target language; being able to organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students; being fair to students by showing neither favoritism nor prejudice; and being available to students.

B. Research Method

This is a descriptive quantitative study. The research was conducted in Muhammadiyah University of Surakarta in June 2014. The object of the study in this research is characteristics of effective English teacher from sixth semester students' perception of English department of UMS. The subject of this study is the sixth semester students of English department of UMS. They are fifty students and divided in two groups, twenty five male and twenty five female.

The data of this study are the sixth semester students' perception about characteristics of effective English teacher. The data sources are documents. They are taken by using questionnaires from the sixth semester students' of English department of UMS. This questionnaire is borrowed from Homa Babai's questionnaire. It consists of 64 statements about the characteristics of an Effective English Teacher, and the participants were asked to express their agreement or disagreement based on a four-point Likert Scale; strongly disagree (score 1), disagree (score 2), agree (score 3) and strongly agree (score 4).

In this research, the writer used SPSS 12.0 software to analyze the data. For main research question, first and second sub research questions were analyzed with descriptive statistics. A descriptive analysis was conducted to report the mean scores, standard deviation, and the percentage of importance. To answer the third question, an independent *t* test was conducted to determine the gender difference.

C. Research Result and Discussion

In this research result, there are four major matters, namely is the characteristics of effective English teacher, male students' perception on characteristic of effective English teacher, female students' perception on characteristic of effective English teacher, and the different male and female students' perception on characteristics of Effective English teachers.

1. Students' Perception in General

Based on the result of analyzing the data by using SPSS 16,0 software, the writer finds the characteristics of effective English teacher perceived by sixth semester students of English department UMS. The students believe that an effective English teacher is someone who should understand spoken English, read English well, write English well, pronounce English well, speak English well, prepare the lesson well, manage the time well, be up-to-date (e.g. use internet and recent technologies in teaching), listen to students' opinion and let them express themselves, be friendly to students, arouse students' motivation for learning English, and be flexible.

The result of this study is similar with Chen-Li's (2009) findings in point be friendly to students, listen to students' opinion and let them express themselves, be friendly to students, arouse students' motivation for learning English, and be flexible. Chen-Li classified them in teacher-students relationship group. They suggested that the relationship between teacher and students is important because there is more communication between teacher and students in teaching and learning process and outside classroom. The good relationship between teacher and students is an essential factor to be effective English teacher.

On the other hand, this result of study is also similar with Park-Lee's (2009) research in point read and speak English well, prepare the lesson well, and motivate students for learning English. Similar perspective is pointed out by Saovapa (2009), who indicated that English teachers should had good proficiency, reading, writing, speaking, listening, and pronounce skills and understand spoken English well. It is important to make students believe that their teacher is proficient.

The similar research is also found with Homa-Karim's research in point understand spoken English, read English well, pronounce English

well, listen to students' opinion and let them express themselves, be friendly to students, and arouse students motivation.

2. Male Students' Perception

Based on the result of analyzing the data by using SPSS 16,0 software, the writer finds the characteristics of effective English teacher perceived by sixth semester male students of English department UMS. The students believe that an effective English teacher is someone who should understand spoken English, read English well, pronounce English well, speak English well, prepare the lesson well, manage the time well, be up-to-date (e.g. use internet and recent technologies in teaching), be friendly to students, arouse students' motivation for learning English, and be flexible.

The same perceptions with Park-Lee research are found in point reading English well, speaking English well, prepare the lesson well, and arouse students' motivation for learning English. And the last similar perceptions compare with Homa-Karim research, an effective English teacher should understand spoken English, read English well, pronounce English well, speak English well, prepare the lesson well, be friendly to students, arouse students' motivation for learning English, and be flexible.

In underlying theory, to find the characteristics of the effective language teacher Molica and Nuessel (1997) studied good language learner behaviors with the hope that knowledge of the good language learner traits can help the effective language teacher create a classroom environment that will facilitate second language learning. They outlined the three traits of good language teachers, one of them is having good language proficiency such as four skills and cultural comprehension. It means that an effective English teacher should understand spoken English well, read, write, speak, and listen English well.

Robert J. Walker formulated twelve identifiable personal and professional characteristics of effective teachers, one of them is prepared; the most effective teacher come to class each day ready to teach. If he/she is ready to teach, it makes his/her enjoying in teaching learning process. And then he/she can manage classroom well. The students can learn English in comfortable. They will believe that their teacher to be professional at the class preparation as this might help them understand things easily (Saovapa, 2009).

The characteristic of effective English teacher is be up to date, ex. use internet and recent technologies in teaching. It means that the teacher must use modern technologies as media in teaching learning process, for example; LCD projector, laptop, computer, internet, and cyber education. These technologies will help and make teacher and learners easily in teaching learning process.

3. Female Students' Perception

Based on the result of analyzing the data by using SPSS 16,0 software, the writer finds the characteristics of effective English teacher that perceived by sixth semester female students of English department UMS. The students believe that an effective English teacher is someone who should understand spoken English well, have a high level of proficiency with English vocabulary, write English well, pronounce English well, speaking English well, prepare the lesson well, manage the class time well, use Particular methods and techniques in teaching, be available for students, listen to student's opinions and let them express themselves, help students to develop self-confidence in order to learn English well, be friendly to students, be polite and respect the personality of the students, and be disciplined.

Park-Lee research showed that an effective English teacher is someone who should read English well, pronounce English well, speak English well, prepare the lesson well, help students' self-confidence in

learning English well, and arouse students' motivation for learning English. These characteristics are similar with this study. The similar perspective is also shown by Homa and Karim research in point understand spoken English well, pronounce English well, listen to students' opinions and let them express themselves, help students to develop self-confidence in order to learn English well, be friendly to students, and be polite and respect the personality of the students and be discipline.

In proficiency competence, female students respond that the characteristics of effective English teacher are understand spoken English well, writing English well, speaking English well, pronounce English well, and having high vocabulary level. There are not reading listening skills. Although as well as affective English teacher must have proficiency competences; four skills, and culture comprehensive (Molica and Nuessel, 1997).

4. Gender Difference on Perception

The fourth research question attempted to examine the gender difference on students' perception of English teacher characteristics. Based on the result of analyzing data by using SPSS 16,0 software with the analyzing compare mean on one sample *t* test, the writer finds that there is significant difference between male and female students' perception every item. Because the *P* value is 0,00. It means that $P < 0,05$.

The result of this study show that difference perceptions between male and female students shown that Female students agreed more strongly than male students that an effective English teacher is someone who should understand spoken English well, have a high level of proficiency with English vocabulary, write English well, use particular methods and techniques in teaching manage the class time well, be available for students, listen to student's opinions and let them express themselves Help students to develop self-confidence in order to learn

English well, be polite and respect the personality of the students and be disciplined.

Male students agreed more strongly than female students that an effective English teacher is someone who should read English well and Be up-to-date (e.g. use internet and recent technologies in teaching).

Park-Lee findings show that the biggest difference perceptions between male and female shown in having a good sense of humor in teaching as important for male more than the female did, whereas the female students reported pronunciation proficiency, teaching how to learn English, and treating students fairly as important teacher characteristics.

Chen-Li research reports that the higher difference perceptions between male and female suggested in providing practices and feedbacks, , and teaching interestingly and effectively as important teacher characteristics for male more than female, whereas for female students, they are being open-minded, motivating students to study English, being familiar with English culture, respecting students, being friendly, and being enthusiastic in teaching.

D. Conclusion and Suggestion

Based on the research result and the discussion of the finding the writer finds some conclusions suggestion.

1. Conclusion

In general students respond that an effective English teacher is someone who should understand spoken English, read English well, write English well, pronounce English well, speak English well, prepare the lesson well, manage the time well, be up-to-date (e.g. use internet and recent technologies in teaching), listen to students' opinion and let them express themselves, be friendly to students, arouse students' motivation for learning English, and be flexible.

Male students reports that the characteristics of effective teacher are Pronounce English well, speaking English well, prepare the lesson

well, be up-to-date (e.g. use internet and recent technologies in teaching), be friendly to students, be flexible, understand spoken English, read English well, manage the time well, be friendly to students, and arouse students' motivation for learning English.

Female students respond that an effective English teacher is someone who should understand spoken English well, have a high level of proficiency with English vocabulary, write English well, pronounce English well, speaking English well, prepare the lesson well, manage the class time well, use Particular methods and techniques in teaching, be available for students, listen to student's opinions and let them express themselves, help students to develop self-confidence in order to learn English well, be friendly to students, be polite and respect the personality of the students, and be disciplined.

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2. Suggestion

According to the research finding, analyzing the data, interpretations, and conclusions, the writer gives some suggestion which is divided into two persons, namely for teachers and for others researchers.

1. For teachers

A good teacher is someone who knows about his/her self and know more about his/her career. The teachers must conduct teaching learning process effectiveness. To produce this process the teachers must become an effective teacher. To become an effective teacher, the teachers must the characteristics of effective teacher.

Based on research finding there are some characteristics of effective English teacher; understand spoken English, read English well, write English well, pronounce English well, speak English well, prepare the lesson well, manage the time well, be up-to-date (e.g. use internet and recent technologies in teaching), listen to students' opinion and let them express themselves, be friendly to students, arouse students' motivation for learning English, and be flexible.

2. For others researches

This study explores about the characteristics of effective English teacher perceived by sixth semester students of English department. The writer thinks that it is small research subject and just be limited to students in sixth semesters. The writer suggests to the next researcher can be build a research in large research subject. For example study on the characteristics of effective English teacher perceived by students and lecturer, or junior and senior high school students, students teacher, and compare them in gender difference or in low, middle, and high achievement, and in large place, at regency, province or national.

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