

The Characteristics of Effective English Teachers

A Skripsi

Submitted to the Faculty of Language Education

In a Partial Fulfillment of the Requirements for the Degree

Sarjana Pendidikan



By:

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English Language Education Department

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Approval Page

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Certify that the *skripsi* entitled “The Characteristics of Effective English Teachers” is definitely my own work. I am completely responsible for the content of this manuscript. Others’ arguments or findings included in this *skripsi* are in accordance with ethical standards.

Yogyakarta, 19 April 2021

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Motto

**“The purpose of life is not to be happy. It is to be useful, to be honorable, to be
compassionate, to have it make some difference that you have lived and lived
well.”**

-Ralph Waldo Emerson

Acknowledgement

First, I would like to say thank you to Allah SWT for giving me health and patience in working on this *skripsi*. This *skripsi* will not be completed without His permission. Secondly, I would like to thank the prophet Muhammad *Sallallahu Alaihi Wasallam* who has brought me to a better life. I also send my thanks to Mrs. Sri Rejeki Murtiningsih as my *skripsi* supervisor. I am very grateful for her guidance, patience, motivation, and advice as I compiled this *skripsi*. This *skripsi* would not be completed without her help.

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Abstract

This study aimed to find out the perspectives of teachers and students on the characteristics of effective English teachers. This study used four categories, namely subject matter knowledge, pedagogical knowledge, social affective skills, and personality characteristics. The data were collected using a quantitative method by distributing questionnaires to 165 students and 64 teachers in high schools in Yogyakarta. The data revealed that pedagogical knowledge ($M 3.55/ SD .188$) indicated the highest mean score based on the teachers' point of view. On the other hand, subject matter knowledge ($M 3.51/ SD .470$) indicated the highest mean scores based on students' point of view. Teachers and students nearly share the same opinion in determining the three characteristics with the highest mean scores of the four categories. The results of the study provide important implications for teachers to meet the students' needs by evaluating their behavior, teaching techniques, and teaching materials.

Keywords: characteristics, effective, English teachers, students

Chapter One

Introduction

This research was conducted to find out the characteristics of effective English teachers as perceived by teachers and students at high schools in Yogyakarta. This chapter describes the background of the research, statement of the problem, delimitation of the problem, research question, research objective, and significance of the research.

Background of the Research

Effective English teachers are expected to support students in improving their achievement during the learning process. According to Murtiningsih (2019), numerous researchers found that an effective teacher can help students achieve the success of learning. The quality of teacher in planning and implementing the teaching and learning can affect the success of learning. Thus, the best strategy to improve students' learning outcomes is by improving the quality of teaching itself, especially the teachers' competence to motivate students (Kourieos & Evripidou, 2013). Moreover, teacher holds a big influence in improving the quality of learning as well as achievement of students (Chanmanee, 2018).

Students' achievement depends on how teacher teaches lesson material during the teaching and learning process. An effective English teacher has a great influence on students' learning achievements (Phothongsunan, 2014). Furthermore, teachers hold the role to give positive effect on students. Stronge (2018) implied that teacher

gives a very big influence on students' lives and therefore, teachers must prepare their learning well to offer positive impacts for students' lives.

Effective English teachers establish positive relationship with students, possess competent English skills, possess entertaining teaching skills, and share the first language with the students (Arikan et al., 2008). According to Shishavan and Sadaeghi (2009), effective English teachers possess qualified knowledge of pedagogy including the adequate teaching techniques, admirable personality, and proficient knowledge of English. Moreover, Shishavan (2010) found that effective English teachers prepare the lesson well, possess proficient English, establish good rapport with the students, and practice various teaching techniques. Based on those definitions, there are four important characteristics that effective English teachers should possess: socio-affective skill, subject matter knowledge, pedagogical knowledge, and personality characteristics (Dincer et al., 2013).

Teachers and students often own different perceptions of the characteristics of effective English teachers (Shishavan & Sadeghi, 2009). For instance, the characteristic that is considered as the most important by the teacher is subject-matter knowledge whilst students considered pedagogical knowledge as the most important character to be possessed by a teacher (Park & Lee, 2006). This difference occurs because teachers perceive that by mastering English, they will be able to teach confidently. Meanwhile, students believe that the effectiveness of teacher's teaching techniques is significant for them to properly receive the learning outcomes. Hence, teacher prefers characters that relate to their theories and teaching abilities whilst

students prefer teachers who possess enjoyable behavior towards students (Shishavan & Sadeghi, 2009).

In the education field, it is important to recognize the characteristics of effective teachers based on the perception of teachers and students in order to meet the needs of students for them to possess the best learning results. Numerous researchers have investigated this topic including researchers in Indonesia. The first related study was conducted by Said (2017) by selecting undergraduate students as respondents. The results showed that students considered teacher behavior to be the most important aspect in determining teacher effectiveness. The second related study was conducted by Mudra (2018) by choosing undergraduate students to be participants as well. The results also showed students agreed that effective teachers are teachers who establish positive relationship with their students. The past researches were conducted by selecting undergraduate student respondents whilst the present study tried new approach by selecting high school students as the respondents. Moreover, the past researchers only focused on one point of view of students' perceptions whilst the present study focused on two points of views of the teacher and students.

Therefore, to find out the characteristics of effective English teachers based on the perspective of teachers and students, the researcher conducted a research entitled "The Characteristics of Effective English Teachers". By reading this research, teachers are expected to examine students' perceptions and adjust their teaching techniques to be suitable. Meanwhile, students are expected to recognize

teacher's perceptions about the characteristics of effective English teachers. Besides, the students of education or future teachers can prepare their skills to become effective English teachers. Last but not least, the education policy makers can design education rules or curriculum in accordance with students' expectations; thus, teachers are able to carry out their duties in ease.

Statement of the Problem

The existence of effective teachers is required in English learning; however, there were several problems related to the quality of teachers at high schools in Yogyakarta. For instance, the teachers did not possess several required characteristics of effective English teachers. Some teachers were considered to be "short-tempered" by the students because they did not establish a positive relationship with students. In addition, some teachers also did not practice various suitable teaching techniques. Most teachers only depended on books for students to finish their assignments while the teacher only explained the material in front of the class. Moreover, some teachers only emphasized one language skill out of the four skills which are listening, reading, speaking, and writing. The teachers also teach using too much Indonesian language than English which caused limited English conversation in the classroom. The activities in the classroom were not interesting which caused a boring classroom atmosphere. Even though the Indonesia government implemented the 2013 curriculum where teachers should only act as facilitators, there are teachers who still apply teacher centered teaching. The teachers emphasized theoretical mastery over practical mastery; for example, teachers tend to only teach the answers for students'

worksheet questions about grammar and essays and practiced only a little amount of speaking skills activity. This theoretical learning style formed a passive learning atmosphere because students seemed to be the recipient of knowledge without having the opportunity to practice their English skills.

Delimitation of the Study

In line with the statement of the problem, the researcher focused on the characteristics of effective English teachers as perceived by teachers and students at high schools in Yogyakarta. The limitation was set by focusing on the characteristics based on four categories from Dincer et al. (2013) theory, which are subject matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics.

Research Question

Based on the research background, this research comprises three research questions as follows:

1. What are the characteristics of effective English teachers as perceived by teachers?
2. What are the characteristics of effective English teachers as perceived by students?
3. What are the three highest characteristics of effective English teachers for each category as perceived by teachers and students?

Objectives of the Research

The objectives of this research are as follows:

1. To determine the characteristics of effective English teachers as perceived by high schools' teachers based on four categories namely subject matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics.
2. To determine the characteristics of effective English teachers as perceived by high school students based on four categories namely subject matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics.
3. To determine the three highest characteristics of effective English teacher as perceived by teachers and students for each category namely subject matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics.

Significance of the research

The results of this research were intended to give benefits to the following parties:

Teachers

High school teachers can use this research to develop their effective characteristics by recognizing the information on what the students expect from teacher in order to meet students' needs. Moreover, the result of this study can push teachers to be more aware in considering students' voices to develop the quality of the teaching and learning process.

Students

Students can use this result to know more about the characteristics of effective English teachers for them to express their hope of the learning. Besides, this study also provides insight to students who want to become a teacher to develop their skills in succeeding the learning process later.

Policy Makers

The government as the policy makers is expected to design new regulations or curriculum by considering students' opinions for the learning objectives to be achieved by students. In addition, the new regulations from the government are expected to ease teachers to carry out their duties.

Other Researchers

This research can inspire and inform other researchers who plan to investigate characteristics of effective English teachers.

Chapter Two

Literature Review

This chapter reviews the significant theories and studies related to the topic of this research. The researcher describes the theories based on previous researches, journals, and books. This chapter consists of the definition of effective English teachers, characteristics of effective English teachers, and different perceptions between teachers and students toward the characteristics of effective English teachers. Furthermore, the researcher provides related studies to support this research.

An Effective English Teacher

In this part, the researcher provides two topics to be discussed, namely the definition of effective English teachers and the characteristics of effective English teachers.

Definition of Effective English Teachers

Effective English teacher is a teacher who can meet the need of students and have a positive influence on students. Meksophawannagul (2015) noted that effective teachers are teachers who have a big influence on student success. According to Stronge as cited in Arikan et al. (2008), effective teachers are teachers who receive positive feedback from supervisors and produce high student learning outcomes. Effective teachers are not only teachers who prioritize student achievement during teaching, but those who also take the role as parents' replacement to form engaging behavior of students at school. Murtiningsih (2017) supported that teachers do not

only teach in the classroom, but they are also responsible to shape the character and behavior of students and improve the learning outcomes. Furthermore, Sotto (2011) stated that an effective teacher is a teacher who helps students become someone who is wise and convinced. Hence, an effective teacher is a teacher who focuses on teacher behavior in order to bring better student learning outcomes (Ko et al, 2013).

The Characteristics of Effective English Teachers

To support the English learning process to be more qualified, English teachers should possess the characteristics of an effective language teacher to help them support students' needs. Hence, identifying the characteristic of effective English teachers is important because this can help teachers meet the desires of students (Al-Mahrooqi et al., 2015). In addition, teachers can also improve their teaching skills by adjusting the characters liked by students and find ways to overcome problems with students. Furthermore, Murtiningsih (2019) inferred that English teachers are considered effective if they can teach knowledge well and can inspire students. This implies teachers to teach what is wrong and right in their lesson which later can be useful for students. Thus, it can be concluded that the characteristics of effective English teachers do not only focus on the learning process, but also on forming engaging characters in students.

Shishavan and Sadeghi (2009) found that based on the teachers' point of view, an effective English teacher is a teacher who prepares to learn well, acts fair to all students, uses group activities, and provides homework. On the other hand, based on the students' point of view, effective English teacher is teacher who engage good

personalities such as being patient, caring, flexible, and optimistic. As stated by Alimorad and Tajgozari (2016), the characteristics of effective English teachers are being friendly, being caring, and following school rules and regulations. In addition, Effective English teachers have some characteristics, Dincer et al. (2013) mentioned four significant characteristics categories, which are socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Socio-Affective Skills. Socio-affective skill is the ability of an English teacher to communicate with students to establish a positive relationship between the teacher and students (Dincer et al., 2013). That indicates the actions and behavior of English teachers to be one of the significant factors of an effective English teacher resulting students to feel comfortable and produce satisfactory learning outcomes. Socio-affective strategy is an English teacher's strategy to build empathy between teachers and students for effective learning process to be established (Zeynali et al., 2015).

Several researchers once again proved the way English teachers interact with students determines the effectiveness of learning and socio-affective skills are considered as the way teachers interact with students. These include helping students during learning, listening to students' opinions, being friendly to students, being fair to all students, motivating students to learn, and respecting each student's personality (Sishavan & Sadeghi, 2009). Furthermore, Al-Mahrooqi et al. (2013) mentioned that socio-affective variables include being fair to all students, showing students' progress, and caring for all students. Dincer et al. (2013) also addressed that a crucial

point usually forgotten by the teacher is regarding the students' feeling during the learning process such as feelings of anxiety and fear. These feelings may occur because of the possibility of students having a bad perception of the teacher or the subjects. Therefore, the teacher is responsible to solve this problem by creating an effective learning environment. From the explanation, it can be concluded combining emotions and mind is required to become effective English teachers.

Pedagogical Knowledge. Mullock (2006) inferred pedagogical knowledge as the ability of an English teacher to teach lesson material. This ability is visible through teaching procedures, objectives, methods, and strategies for students to understand learning. Hence, pedagogical knowledge is the relationship between the English teacher and their teaching techniques to adequately run classroom learning. Dincer et al. (2013) supported that someone should understand how to do the work so the work is running properly with the intended and required methods in the form of strategies and procedures which is usually referred to pedagogical knowledge. According to Gatbonton (2008), pedagogical knowledge is the knowledge and beliefs of teachers about the actions and procedures they take during teaching in class. In other words, to be an effective English teacher, a teacher should possess proficient teaching skills by increasing knowledge about the learning methods.

English teachers are said to have good pedagogical knowledge if they are successful in guiding students, explaining the material well, managing the class well, creating a conducive classroom atmosphere, preparing the learning well, using varied learning media, integrating technology, practicing various learning methods,

possessing efficient management skills in class, and maintaining students' motivation during learning (Dincer et al., 2013). Al-Mahrooqi et al. (2013) described that pedagogical knowledge is using a variety of learning methods, using group activities, using technology, explaining material clearly, answering student questions with easy explanations, testing according to students' English language level, providing feedbacks on student work, and utilizing a variety of learning media. Furthermore, Dincer et al., (2013) noted that an effective English teacher should possess efficient classroom management skills which helps teachers control classroom conditions to be a comfortable place for learning. A conducive environment helps students become more focused and maintain their motivation to be intact during learning.

Subject Matter Knowledge. Understanding the subject being taught becomes a necessity for an English teacher to receive the best outcomes during the learning process. Dincer et al. (2013) supported that an English teacher should understand what they teach because without understanding the subject, they cannot deliver the materials to the students. Furthermore, subject matter knowledge is the ability of an English teacher to master the subject they teach students (Dincer et al., 2013). This is in line with Richards et al. (2013) that implied the ability of a teacher to understand what they teach or is often referred to as subject matter knowledge to be an important component of becoming an effective teacher. Gashemi and Hashemi (2011) noted subject-matter knowledge as the teacher's knowledge about what they will teach. In the context of learning English, it implies the teachers to possess English language proficiency. Richards et al. (2013) added that in the context of English language

teachers, there are several components that exist in subject matter knowledge, which are theories of language acquisition, curriculum, cultural knowledge of the language, as well as the teachers' English proficiency including the structure of the language. English language proficiency comprises grammar, pronunciation, reading, speaking, writing, listening, vocabulary, and English culture (Park & Lee, 2006).

Additionally, there are several components of being an effective English teacher that include subject matter knowledge. This refers to teachers who possess a high level of English, communicate well in English, plan the lesson well, know the learning objectives, and know the culture of the target language (Al-Mahrooqi et al., 2013). According to Dincer et al. (2013), teachers can be said to have subject matter knowledge if they are able to use English well during learning, adjust learning with students' backgrounds, and prepare for learning well. Moreover, subject matter knowledge also includes teaching using audiovisuals, introducing students to several learning strategies, teaching material by considering students' level, and explaining student progress (Dincer et al., 2013). Kourieos and Evripidou (2013) also indicate subject matter knowledge as having good grammar, using the target language in the classroom, having a broad vocabulary, and understanding language theories. Furthermore, subject matter knowledge for language teachers means having knowledge about vocabulary, pronunciation, speaking, and reading (Celik et al., 2013). From the explanation, it can be concluded that the higher the teacher's knowledge regarding the subject being taught, the higher the student's success in the learning.

Personality Characteristics. Just like most people, English teachers also develop personal characters that will be useful to teach effectively during the learning process. Dincer et al. (2013) supported that to be successful in carrying out their duties and responsibilities, English teachers should own a personal character to support the learning process, such as being patient, kind, caring, helpful, humorous, enthusiastic, open-minded, flexible, optimistic, and tolerant. According to Kourieos and Evripidou (2013), effective English teachers should engage personality characteristics of being helpful, caring, supportive, friendly, open-minded, and disciplined. Thus, by developing said personality characters, teachers are able to establish positive relationships with students. Clark and Walsh supported that by combining all personality characteristics, teachers will earn students' trust (as cited in Dincer et al., 2013).

The Highest Characteristics of Effective English Teachers as Perceived by Teachers and Students

In this part, the researcher provides two topics to be discussed. The researcher describes the most significant characteristics of effective English teachers as perceived by English teachers followed by the most significant characteristics of effective English teachers as perceived by students.

The Most Significant Characteristics According to English Teachers

According to Park and Lee (2006), teachers and students showed different perceptions in the characteristics of effective English teacher. As supported by Chanmanee (2018), English teachers possessed different beliefs regarding the

characteristics of effective English teachers from their students. Sishashavan and Sadaeghi (2009) found that teachers assumed that the most significant characters of effective English teachers were giving homework and creating group activities during the teaching and learning process. Moreover, teachers also referred the most significant characteristics to be well preparation of lesson plan, lesson materials, effective teaching technique, and then assessing what students have learned. As mentioned by Alimorad and Tajgozari (2016), English teachers preferred to use traditional teaching ways such as explaining the material in the classroom and giving assignment. Furthermore, teachers also preferred effective English teachers to show engaging behavior towards the students; such as being friendly, helpful, and kind.

Based on a study by Meksophawannagul (2015), teachers assumed the most significant characteristics of effective English teachers are organizing and preparing teaching attributes such as teaching materials, techniques, and activities. In addition, the teachers also implied effective teachers to establish positive relationships with the students by being friendly, humorous, kind, and patient. Park and Lee (2006) addressed that teachers preferred effective teachers to own proficient subject knowledge such as speaking English well and pronounce words well. Chanmanee (2018) also reported that teachers preferred to choose socio affective skills such as being helpful, motivating, and fair to all students.

The Most Significant Characteristics According to Students

In a study by Meksophawannagul (2015), students preferred effective teachers to establish positive relationships with the students by respecting and showing care to

the students. Additionally, the students also preferred effective teacher to apply fun activities during the teaching and learning process. Shishavan and Sadeghi (2009) supported that students implied effective English teachers to teach the students using their first language develop engaging personalities with their students. Park and Lee (2006) noted that students preferred teachers with good pedagogical knowledge such as using various teaching techniques, explaining the material well, answering the students' questions, and applying interesting activities. Chanmanee (2018) supported that students implied effective teachers to possess pedagogical knowledge such as preparing the class well, managing the class well, providing interesting activities, using English, and assigning homework. As pointed out by Alimorad and Tajgozari (2016), students preferred effective teachers to share contextual teaching material such as providing real-life examples and applying meaningful activities. Moreover, the students also preferred effective teachers to not correct students' mistakes directly after they made mistakes or errors. The students also preferred to use Communicative Language Teaching (CLT) rather than traditional teaching because they could find authentic materials in CLT.

Review of Related Studies

There are several studies related to this research topic. The first study was conducted by Homa Babai Shishavan and Karim Sadaeghi (2009) entitled "Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English". This study aimed to find out whether teachers and students have different perceptions of the characteristics of an effective English

language teacher. The researchers used a questionnaire with 44 questions and 6 open-ended questions to collect the data. There were 59 English teachers and 215 English learners as respondents. Both quantitative and qualitative were used to compare the differences between teachers' and students' perceptions. The quantitative findings indicated that teachers and students had a significant difference in the perception of the characteristics of effective English teachers. According to the teachers, Effective English language teachers are those who possess proficient pronunciation, providing homework, using English while teaching, applying various teaching methods, applying group activities, and applying lesson plans. On the other hand, students agreed that effective English teachers should teach using students' native language. The qualitative findings showed that regarding effective English teachers, teachers preferred the pedagogical knowledge and subject matter knowledge while students preferred engaging personality toward the students.

The second study was conducted by Sri Rejeki Murtiningsih (2019) entitled “(Mis)matched Perceptions of EFL Teachers and Students regarding Effective Teachers”. The objective of this study was to find out the perspectives of Indonesian teachers and students on the characteristics of effective English teachers. To collect the data, the researcher carried out mixed method with Likert scale questionnaire including 34 items and interview with the participants including 196 university students and 4 English teachers. The researcher transcribed the interview and used descriptive statistics to analyze the data. The quantitative and qualitative results indicated that both students and teachers shared the perception of the effective

teachers' characters. The qualitative results revealed that teachers and students inferred pedagogical knowledge as the most important character. Meanwhile, the quantitative data indicated teachers' personality to be the most important character.

The third study was conducted by Mantana Meksophawannagul (2015) entitled "Teacher and Learner Views on Effective English Teaching in the Thai Context: The Case of Engineering Students". This study aimed to compare the teachers and students' perceptions regarding the characteristics of an effective English language teacher. To collect the data, the researcher used a questionnaire with 44 questions and 6 open-ended questions involving 35 English teachers and 613 students as the respondents. The researcher used both quantitative and qualitative to compare the differences between teachers and students' perceptions. The quantitative findings indicated that teachers preferred preparation before teaching such as preparing the material, lesson plan, and effective teaching technique. On the other hand, the students preferred the teachers to establish positive relationships with the students by being helpful, friendly, and kind. Meanwhile, the qualitative findings showed teachers preferred effective teacher to possess engaging behavior while the students agreed that teachers should provide interesting activities during the lesson.

From those previous studies, the researcher found some similarities in this present study. First, both previous studies and present study aimed to find out the characteristics of effective English teachers. Second, both previous studies and present study compared the perception between the teachers and the students on the characteristics of effective English teachers.

Despite the similarities, a difference was also found between previous studies and the present study. While previous researchers conducted their study at university level, the present study was conducted at high school level. Hence, this research provided significant information regarding the preferred and most significant characteristics of an effective English teacher as perceived by high school teachers and students.

Chapter Three

Methodology

This chapter explains the methodology that is used in this study. The methodology consists of research design, research setting, research population, research sample, data collection method, research instrument, validity and reliability, data collection procedure, and data analysis. Additionally, the reasons of using the research design, the setting, the respondent, and the instrument are described. Last but not least, literatures to support the methodology is also provided.

Research Design

The researcher used the quantitative method. There were several reasons as to why the researcher used a quantitative approach. Firstly, a quantitative approach could generalize the results of the study by giving questions to numerous people. As stated by Cresswell (2018), the quantitative approach has an assumption to test the theories deductively, avoid bias, controlling alternative explanations, and generalize the findings. Thus, the researcher would get clear findings by using a quantitative approach with a generalized result.

Secondly, the quantitative method helped the researcher to collect the data using statistical number. The respondents of this research were 229 people; thus, it would be easier to collect said large amount of data of by analyzing it with numerical data. As stated by Cresswell (2018), the variables of quantitative research can be measured and analyzed using the statistical procedure.

In addition, this study used a survey design to collect the data. The reason to use survey design was because this study aimed to find out the tendency or trend of a population of the favorite characteristics of effective English teachers according to high school teachers and students. Cresswell (2018) noted that survey design provides a description of trends, attitudes, or opinions of a population.

Research Setting

Setting 1

This research was conducted in December 2020 at *Musyawah Guru Mata Pelajaran* (MGMP) or Subject Teachers Forum of high schools in Yogyakarta. MGMP is a forum that facilitates the gathering of teachers of the same subject to develop teachers' work professionalism. The setting was chosen in order to meet the minimum number of respondents in quantitative research. Thus, teachers' forum eased the researcher to collect more accurate responses. Besides, the location was accessible.

Setting 2

This research was conducted in December 2020 at a high school in Yogyakarta. The second setting was chosen because the researcher had previously completed her internship in said school; thus, the access to the setting was easier to gain.

Research Population

Population 1

The population of this study was English teachers of high schools in Yogyakarta. The target population of this study was the English teachers that have been teaching in senior high school in Yogyakarta for at least 3 years. The total number of the population was 75 English teachers. The reason to choose teachers with 3 years teaching experience was because the teachers would understand how students respond to the way they teach.

Population 2

The population of this study was the 11th grade students at a state senior high school in Yogyakarta with 280 students as total of population. The 11th grade students were because they possessed experience of studying English for quite a while. Thus, the longer the study time, the better the students would understand their English teachers' characteristics based on their experience.

Research Sample

Sample 1

The researcher used simple random sampling for selecting the teachers because the population had the same opportunity to become the respondents. Random sampling is used when the selection of one respondent does not affect the selection of other respondents (Cohen et al., 2011). The population had the same characteristics of being English teachers with 3 years teaching experience. The total samples of the teachers were 64 respondents which were chosen using Cohen Manion and Marison table with confidence level of 95% and interval of 5%. Furthermore, several steps were carried out by researcher to select the samples. First, the researcher wrote the

participants' name on rolled papers then selected the rolled papers randomly according to the number of samples which were 64 English teachers. Finally, the name that appeared became the respondents. In the end, the researcher managed to collect 64 questionnaires filled by the teachers.

Sample 2

The researcher also used simple random sampling for the students. According to Cohen et al. (2011), random sampling is used when the selection of one respondent does not affect the selection of other respondents. The population had the same characteristics of being in the 11th grade. The total sample of the students was 165 respondents that was chosen using Cohen Manion and Marison table with confidence level of 95% and interval of 5%. Several steps were carried out by researcher to select the samples. Firstly, the researcher wrote the name of the students in each class by asking the leader of the class into rolled papers and then selected the rolled papers randomly according to the number of the samples. Finally, the name of the students that appeared became the respondents in this study. The researcher managed to collect 165 questionnaires filled by the students.

Data Collection Method

Questionnaire was used to collect the data needed in this research. According to Cohen et al. (2011), a questionnaire is an instrument used to collect the survey information which often forms as numerical data and is straightforward to analyze.

The questionnaire was chosen to ease the data collection from the population in a short period.

The type of questionnaire used in this research was structured questionnaire to ease the respondents to fill the questionnaires based on the responses provided. As noted by Harris and Brown (2010), in a structured questionnaire, the participants can respond directly by selecting from predetermined answers such as Likert scale responses. In a structured questionnaire, the provided type of responses was rating scales of strongly disagree (1), disagree (2), agree (3), and strongly agree (4). Using rating scales such as Likert scales could ease the respondent to express their opinions and help the researcher to recognize the categories of responses from the respondents.

Data Collection Instrument

The instrument of this research was questionnaire adapted from Shishavan's (2010) study. This questionnaire was chosen because the items were in accordance with the topics discussed in this research. In addition, this questionnaire had been used by several previous researchers; thus, said questionnaire could be more valid and reliable to be used in this study. Moreover, the original questionnaires consisted of 46 items. The researcher did not modify the questionnaire because it matched to the topic of the research. In addition, the questionnaires of this research were originally in English; however, the questionnaire was distributed in Indonesian language to ease the respondents in filling the questionnaire because Indonesian language is their first language. The questionnaire was distributed using Google form to 64 teachers and 165 students. The questionnaire was divided into four categories

based on theories by Dincer et al. (2013), which are socio-affective skills, pedagogical knowledge, subject matter knowledge, and personality characteristics.

Each statement was provided with a rating scale below:

1 : Strongly Disagree

2 : Disagree

3 : Agree

4 : Strongly Agree

Data Collection Procedure

There were several steps carried out to collect data. First, the researcher delivered the permit letter to the MGMP secretary and first deputy principal of the chosen school in Yogyakarta. The researcher asked the WhatsApp number of the teachers from the secretary of MGMP and the class leaders of 11th grade at the chosen high school in Yogyakarta. In collecting the form, the researcher sent the notice to each respondent at MGMP via personal chat on WhatsApp. After giving the notice for three times, the total of 64 respondents had filled out the questionnaire within a month. In addition, the researcher asked the class leaders to inform the students data for each class to determine the respondents. After choosing the respondents, the researcher asked the leaders to send the announcement to the respondents. Finally, the researcher managed to collect 165 questionnaires from the respondents within a week after giving two notices.

Validity

Before distributing the questionnaire to respondents, researchers requested expert judgment to measure the content validity of the questionnaire. The questionnaire was originally written in English which then being translated to Indonesian language as the first language of the respondents. The original questionnaire with its translation was submitted to three English Language Education Department lecturers. The experts marked the score and wrote advice for each translated item. The scores provided in the submitted questionnaire are as follows:

Scale	Category
1	Not valid
2	Quite valid
3	Valid
4	Very valid

After the experts marked the score, the validity score was analyzed by adapting Aiken's (1980) V formula with the validity coefficient ranges from 0 to 1. This indicates that if an item has a V value near 1, it is considered to have high validity. On the other hand, if an item has a V value near 0, it is considered invalid.

Based on the category, there were 42 items with high validity and 4 items with medium validity. The researcher revised 9 items based on the advice from the experts regarding the correct translation. Moreover, no items received score near 1; thus, all items were used in the questionnaire. The researcher attached the complete validity table in the Appendix 2.

Reliability

The questionnaire used in this study has been widely used by previous researchers with the same topic. They had carried out the reliability test of this questionnaire; thus, the researcher did not need to conduct a reliability test. In addition, the researcher also did not add or remove items in this questionnaire. The questionnaire was only translated from English to Indonesian language to ease the respondents to fill out the questionnaire.

Data Analysis

The researcher used descriptive statistics to analyze the research questions of: “What are the characteristics of an effective English teacher according to teachers?”, “What are the characteristics of an effective English teacher according to students?”, and “What are the most important characteristics of effective English teachers for each category as perceived by teachers and students?”. The aim of using descriptive statistics was to find the mean, range, median, and frequency of each item of the questionnaire. Cohen et al. (2011) inferred that descriptive statistics enable the researcher to present the data in a meaningful way from the results of frequencies and tendencies which allows the researcher to interpret the data more simply. Moreover, the researcher used the interval formula by Supranto (2000) to decide the range category from the data. The formula is as follows:

$$Interval = \frac{4 - 1}{3} = \frac{3}{3} = 1$$

For the clearer result in each category, the researcher used following scale:

Table 1 <i>Range Category</i>	
Scale	Category
1.00-2.00	Low
2.01-3.00	Medium
3.01-4.00	High

The category was considered to be “low” if the mean score ranged between 1.00 and 2.00 which indicated the data from participants to show the disagreement of the characteristics of effective English teachers. The “medium” category with the score in between 2.01 and 3.00 implied the participants to either agree or disagree regarding the characteristics of effective English teachers. Last but not least, the items with the score of 3.01 to 4.00 were considered to be in “high” category. This indicated that participants agree with the statements regarding the characteristics of effective English teachers. To find the most significant characteristics of effective English teachers, the researcher compared the mean scores of each item in each category between the perspectives of teachers and students. Three items with the highest average score under high category was chosen based on four aspects of subject matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics.

Chapter Four

Findings and Discussion

This chapter explains the findings and discussion based on the data gathered from the respondents and analyzed by SPSS. The finding of this study is divided into three sections regarding the characteristic of an effective teacher as perceived by teachers, the characteristic of an effective teacher as perceived by students, and the most important characteristics as perceived by teachers and students. Moreover, the characteristic of an effective teacher is divided into four categories of content knowledge, pedagogical knowledge, socio-affective knowledge, and personality characteristic. Before analyzing the data, the researchers calculated the frequency of the samples as shown below:

Table 2					
<i>The Respondents</i>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teachers	64	27.9	27.9	27.9
	Students	165	72.1	72.1	100.0
	Total	229	100.0	100.0	

Based on the table, the total of the respondents of this study was 229 with 64 teachers and 165 students.

Findings

In this part, the researcher explains the results of the study by answering the three research questions. The researcher also provides the discussion of the findings.

First, the researcher explains the first finding about the characteristics of effective English teachers as perceived by teachers. Second, the researcher describes the second finding about the characteristics of effective English teachers as perceived by students. Last but not least, the researcher explains the third finding about the three highest characteristics of effective English teachers for each category as perceived by teachers and students.

The Characteristics of Effective English Teachers as Perceived by Teachers

	N	Mean	Std. Deviation
Subject-Matter Knowledge	64	3.48	.288
Pedagogical Knowledge	64	3.55	.188
Socio-Affective Skills	64	3.49	.335
Personality Characteristics	64	3.52	.251

From the result, all four categories showed the mean scores above 3.01 which indicated high category. Thus, the teachers considered all four categories to be owned by the teachers. Pedagogical knowledge contributed the highest mean score of 3.55 which was close to the maximum score; thus, the teachers considered that an effective English language teacher should have the ability to teach lesson materials.

Meanwhile, personality characteristics showed mean score of 3.52 which indicated that most of the teachers agreed on effective English teachers possessing engaging personality such as being friendly, disciplined, punctual, flexible, neat, and humorous. In addition, socio-affective skills and subject-matter knowledge contributed the mean score of 3.49 which implied most of the teachers agreed on

effective English teachers possessing socio-affective skills such as being helpful, giving attention, being fair, showing interest, and being available for students.

Meanwhile, subject-matter knowledge showed mean score of 3.48 which indicated teachers agreeing on effective English teachers to possess subject-matter knowledge such as being proficient in understanding spoken English, reading English, writing English, and pronouncing English words.

The Characteristics of Effective English Teachers as Perceived by Students

Table 4			
<i>Descriptive Statistics</i>			
	N	Mean	Std. Deviation
Subject Matter Knowledge	165	3.51	.470
Pedagogical Knowledge	165	3.20	.379
Socio-Affective Skills	165	3.42	.499
Personality Characteristics	165	3.38	.426

All four categories were categorized to be in high category with mean scores above 3.01. Subject matter knowledge contributed the highest mean score of 3.51 which indicated all students considered an effective English teacher to possess the English abilities such as writing, reading, listening, speaking, vocabulary, grammar, and English culture. In addition, socio-affective skills showed the mean score of 3.42 which implied students agreeing that effective English teachers should establish positive relationship with the students by being helpful, giving attention, being fair, showing interest, and being available for students. Meanwhile, personality characteristics showed the mean score of 3.38 that implied most of the students agreed that effective English teachers should possess engaging personalities such as

being friendly, neat, humorous, flexible, and disciplined. Last but not least, pedagogical knowledge contributed mean score of 3.20 which indicated that most of the students also agreed on effective English teachers owning proficient pedagogical knowledge such as preparing the lesson, following syllabus, using particular teaching technique, and being up-to-date.

The Three Most Significant Characteristics of Effective English Teachers for Each Category as Perceived by Teachers and Students

No	Characteristics	Teachers		Students	
		M	SD	M	SD
1	Understand spoken English well.	3.67	.506	3.55	.546
2	Know English culture well.	3.34	.479	3.27	.645
3	Read English well.	3.56	.531	3.58	.575
4	Have a high level of proficiency with English vocabulary.	3.37	.519	3.48	.631
5	Write English well.	3.47	.563	3.59	.517
6	Pronounce English well.	3.64	.484	3.55	.609
7	Speak English well.	3.47	.534	3.53	.590
8	Be fully familiar with English grammar.	3.34	.672	3.52	.580

Based on the table, all the characteristics of subject matter knowledge were classified in high category by both teachers and students because no item showed score below 3.01. According to the teachers, three characteristics with the highest mean score were item 1 (Understand spoken English well), item 6 (Pronounce English well), and item 3 (Read English well). Meanwhile, according to the students, three characteristics with the highest mean score were item 5 (Write English well), item 3 (Read English well), item 1 (Understand spoken English well), and item 6

(Pronounce English well). Item 1 and item 6 showed the same mean score; thus, there were four characteristics with the highest mean score based on the students' result.

No	Characteristics	Teachers		Students	
		M	SD	M	SD
9	Prepare the lesson well.	3.83	.380	3.53	.590
10	Follow syllabus tightly.	3.08	.625	3.05	.617
11	Use particular methods and techniques in teaching.	3.72	.453	3.21	.685
12	Manage the class time well.	3.75	.436	3.38	.600
13	Assign homework.	2.97	.776	2.64	.826
14	Integrate group activities to class.	3.58	.498	3.08	.634
15	Be up-to-date.	3.84	.366	3.38	.676
16	Teach how to learn English outside the classroom.	3.58	.529	3.14	.840
17	Use lesson plan.	3.89	.315	3.22	.666
18	Teach English adapted to students' English proficiency levels.	3.72	.487	3.33	.684
19	Maintain good classroom atmosphere using authority, if necessary.	3.83	.380	3.24	.554
20	Teach English in English.	3.48	.563	2.93	.673
21	Teach English in Bahasa Indonesia.	2.31	.639	2.94	.678
22	Assess what students have learned reasonably.	3.63	.488	3.39	.536
23	Provide opportunities to use English through meaningful tasks and activities.	3.72	.453	3.29	.595
24	Provide activities that arouse student's interest in learning English.	3.84	.366	3.38	.701

Based on the table, several characteristics were considered to be in high level with the mean scores in between 3.01 and 4.00 and in medium level with the mean scores in between 2.01 and 3.00. According to the teachers, three characteristics of pedagogical knowledge with the highest mean scores were item 17 (Use lesson plan), item 15 (Be up-to-date), item 9 (Prepare the lesson well), and item 19 (Maintain good classroom atmosphere using authority, if necessary). The items with the same mean

scores were item 17 (Use lesson plan) and item 19 (Maintain good classroom atmosphere using authority, if necessary). Meanwhile, according to the students, three characteristics of pedagogical knowledge with the three highest mean scores were item 9 (Prepare the lesson well), item 22 (Assess what students have learned reasonably), item 12 (Manage the class time well), item 15 (Be up-to-date), and item 24 (Provide activities that arouse student's interest in learning English). The items with the same mean scores were item 12, item 15, and item 24.

No	Characteristics	Teachers		Students	
		M	SD	M	SD
25	Be helpful to students in and outside the classroom.	3.42	.498	3.39	.631
26	Be available for students.	3.50	.504	3.53	.558
27	Alleviate students' anxiety in English class.	3.52	.504	3.25	.730
28	Listen to students' opinions and let them express themselves.	3.42	.498	3.49	.621
29	Help students to develop self-confidence in order to learn English well.	3.52	.504	3.50	.631
30	Pay attention to the personal needs of the students.	3.39	.492	3.31	.650
31	Not discriminate between students and treat them fairly.	3.56	.500	3.59	.605
32	Arouse students' motivation for learning English.	3.64	.484	3.48	.704
33	Show interest in students (by remembering their name) and their learning.	3.45	.502	3.27	.645

Based on the table, all the characteristics of socio-affective skills contributed the mean scores in between 3.01 and 4.00 in the high category. According to the teachers, three characteristics of socio-affective skills with the three highest mean scores were item 32 (Arouse students' motivation for learning English), item 31 (Not

discriminate between students and treat them fairly), item 27 (Alleviate students' anxiety in English class), and item 29 (Help students to develop self-confidence to learn English well). The items with the same mean scores were item 27 (Alleviate students' anxiety in English class) and item 29 (Help students to develop self-confidence in order to learn English well). On the other hand, according to the students, three characteristics of socio-affective skills with the highest mean scores were item 31 (Not discriminate between students and treat them fairly), item 26 (Be available for students), and item 29 (Help students to develop self-confidence in order to learn English well).

No	Characteristics	Teachers		Students	
		M	SD	M	SD
34	Be neat and tidy in appearance.	3.75	.471	3.44	.577
35	Be friendly to students.	3.75	.436	3.62	.498
36	Have a good sense of humor.	3.31	.531	3.30	.736
37	Be polite and respect the personality of the students.	3.66	.479	3.51	.537
38	Be disciplined.	3.64	.484	3.33	.545
39	Be punctual.	3.56	.531	3.23	.686
40	Be open to criticism.	3.53	.503	3.42	.672
41	Be flexible.	3.39	.492	3.53	.524
42	Be attentive in the class.	3.59	.526	3.37	.637
43	Be interested in his/her career.	3.52	.504	3.41	.541
44	Not lose temper and get angry.	3.42	.498	3.47	.677
45	Stick to administrative rules and regulations.	3.11	.594	3.07	.640
46	Assess his/her work regularly.	3.47	.534	3.29	.653

Based on the table, all characteristics were classified in high category with the mean scores in between 3.01 and 4.00. According to the teachers, the three

characteristics of personality characteristics with the highest mean scores were item 34 (Be neat and tidy in appearance), item 35 (Be friendly to students), and item 37 (Be polite and respect the personality of the students). The item with the same mean scores were item 34 (Be neat and tidy in appearance) and item 35 (Be friendly to students). Meanwhile, according to the students, the three characteristics of personality characteristics with the highest mean scores were item 35 (Be friendly to students), item 41 (Be flexible), and item 37 (Be polite and respect the personality of the students).

Discussions

Overall, both the teachers and students showed different perceptions about the characteristics of effective English teachers. The teachers considered pedagogical knowledge as the most significant component unlike the students that agreed it to be the least significant. Moreover, while students implied subject matter knowledge as the most significant component, the teachers agreed it to be the least significant component along with socio-affective skills.

The fact that teachers preferred pedagogical knowledge as the most significant component and subject matter knowledge as the least significant component was somehow expected. This was proven by a research conducted by Murtiningsih (2019) where teachers did not really consider subject matter knowledge as the most important component because their teaching experience raise their confidence to explain lesson material. Pedagogical knowledge was considered significant because

in order to teach material to students, teachers should recognize the suitable way for students to understand well. When teachers find a way of teaching that is in accordance with the students' wishes, students will understand the material easier which resulting in the achievement of learning outputs as expected by the teachers. Without pedagogical knowledge, teachers will not be able to express the purpose of their learning. According to Dincer et al. (2017), pedagogical knowledge requires teachers to identify strategies to run their job properly. Mesokpawannagul (2015) pointed out that the teachers preferred carrying out the preparation of learning such as preparing a proper syllabus and the learning methodology; however, students preferred characteristics of teachers related to their behavior towards the students.

On the other hand, students agreed that subject matter knowledge was the most significant component that should be possessed by an effective English teacher. The reason why students were more concerned with this characteristic was probably because they would trust the teacher who showed competence in their field. In addition, teachers' ability could motivate students to study harder in mastering English like their teacher. As stated by Nghia (2015), the most important quality for an effective English teacher is the teacher's ability to use English accurately and fluently. Even though students do not know the language accuracy portrayed by their teachers, they would feel motivated when their teacher sounded like an English native speaker.

Both students and teachers considered socio-affective skills and personality characteristics as significant to be possessed by effective English teachers. In their opinion, attitudes and relationships between teachers and students were important because without a positive relationship, the learning process would not run well. When teachers established bad relationships and attitudes with students, the students would not be interested in paying attention to the learning resulting learning objectives expected by the teachers to be unable to be achieved. In addition, the teachers should create a comfortable learning atmosphere for students to learn. Dincer et al. (2015) described that socio-affective skills ease teachers in establishing positive relationships with students resulting in successful learning process in the classroom. Moreover, it is crucial for teachers to create a conducive classroom atmosphere where students can concentrate on learning (Dincer et al., 2015). In addition, this finding was in line with the research conducted by Al-Mahrooqi et al. (2015) that indicated despite showing different mean scores, both teachers and students agreed that the components of personality and socio-affective skills were equally significant.

In the subject matter knowledge category, the teachers considered “Understand spoken English well” as the characteristic with the highest mean score, followed by “Pronounce English well” and “Read English well”. A research conducted by Shishavan and Sadeghi (2009) found that “Read English well” also got the highest mean score (4.63), followed by “Understand spoken English well” (4.61) and “Speak English well” (4.58). The results of the present study nearly shared the

same findings as the study by Shishavan and Sadeghi because the teachers chose “Understand spoken English well” and “Read English well” as the characteristics with the highest mean scores from the subject matter knowledge category. On the other hand, the students in the present study preferred “Write English well” as the characteristics with the highest mean score, followed by “Read English well”, “Understand spoken English well”, and “Pronounce English well”. The finding of Shishavan and Sadeghi (2009) also indicated that students preferred “Pronounce English well” (4.60), followed by “Read English well” (4.53), and “Understand English well” (4.39). Thus, students from both studies selected “Read English well”, “Pronounce English well”, and “Understand spoken English well” as the three characteristics of effective English teachers with the highest mean scores.

In the pedagogical knowledge category of this present study, the teachers considered “Use lesson plan” as the characteristic with the highest mean score, followed by “Being up-to-date”, “Preparing the lesson well”, and “Maintaining good classroom atmosphere”. This research finding indicated that the teachers considered preparing their teaching beforehand in order to achieve the expected teaching and learning process. This finding was in line with a research conducted by Meksophawannagul (2015) that found the teachers preferred “Use relevant real-world examples in the lesson” (4.77). The teachers also considered organization and preparation attributes such as “Preparing the lesson well” (4.74) and “Providing a comprehensive syllabus” (4.60). However, the present study revealed the teacher

contributing medium scores for “Assigning homework” (2.97) which was contrary with the findings from Shishavan and Sadeghi (2009) that revealed the teachers preferring “Assigning homework” (3.98). According to the students’ result of this present study, they selected “Prepare the lesson well” as the characteristic with the highest mean score, followed by “Manage the class time well”, and “Be up-to-date”. Meksophawannagul (2015) found that the students selected “Providing fun activities” (4.38), “Using relevant real-world examples in the lesson” (4.30), and “Preparing the lesson well” (4.26).

Moreover, in the socio-affective skills category, the teachers preferred “Arouse students’ motivation for learning English”, “Not discriminate between students and treat them fairly”, and “Help students to develop self-confidence in order to learn English well”. This finding was in line with Shishavan and Sadeghi (2009) research that found teachers’ preference for “Help students to develop self-confidence in order to learn English well” (4.68), “Arouse students’ motivation for learning English” (4.63), and “Show interest in students (by remembering students’ names)” (4.51) with the highest mean scores. Mesokphawannagul (2015) also found “Be fair (on giving feedback, grading, paying attention to individual differences” (4.80) and “Induce students’ motivation and interest. “Help students build up confidence” (4.71) to contribute on the highest mean scores. According to the students of this present study, “Not discriminate and treat them fairly”, “Be available for students”, and “Help students to develop self-confidence in order to learn English

well” were contributed as the characteristics of socio-affective skills with the highest mean scores. Al-Mahrooqi et al. (2015) revealed “Treat students fairly” as the highest characteristics. Meanwhile, Murtiningsih (2019) reported “Treat students fairly regardless of achievement” (3.72) as the second most significant characteristics of socio-affective skills. Shishavan and Sadeghi (2009) also revealed that the students preferred “Not discriminate and treat them fairly” (4.48), “Help students to develop self-confidence in order to learn English well” (4.47), and “Arouse students’ motivation for learning English” (4.40).

In the personality characteristics, the teachers chose “Be neat and tidy in appearance”, “Be friendly”, “Be polite and respect the personality of the students”, and “Be disciplined” as the characteristics with the highest mean scores. Shishavan and Sadeghi (2009) found that the teachers preferred “Be polite and respect the personality of the students” (4.63), “Be neat and tidy” (4.49), and “Be punctual” (4.47). In addition, Al Mahrooqi et al. (2015) also found that the teachers considered “An acceptable appearance” as a significant characteristic because it showed high mean scores (3.25). According to the students of this present study, they preferred “Be friendly”, “Be flexible”, and “Be polite and respect the personality of the students”. Murtiningsih (2019) found that “Be friendly to students” to contribute the highest mean score (3.73) in the study. A study by Shishavan and Sadeghi (2009) also found “Be polite and respect the personality of the students” to contribute the highest mean scores (4.52), followed by “Be friendly to students” (4.49).

Chapter Five

Conclusion and Recommendation

In this section, the researcher writes the conclusions of the research results and also the recommendations.

Conclusion

This study discusses the characteristics of an effective English teacher from the perspective of teachers and students. This research was significant to carry out for teachers to meet the needs and desires of students during learning to achieve learning objectives. There are four categories discussed in this study, namely subject-matter knowledge, pedagogical knowledge, socio-affective skills, and personality characteristics. This research used quantitative approach and simple random sampling to determine the samples of 64 teachers and 165 students in total. This research was conducted from December 2020 to January 2021.

There are three research questions comprised in this research to find out the teachers' opinion on the characteristics of an effective English teacher, students' opinion on the characteristics of effective English teachers, and the characteristics with highest mean scores in each category according to teachers and students. The results of this study have answered all the research questions. Based on the results, teachers considered pedagogical knowledge as the most significant category because without this knowledge, teachers could not deliver the lesson well. Subsequently, the teachers chose socio-affective skills and personality characteristics as the second

most significant component in order to establish positive relationships with students resulting in comfortable learning during class. Last but not least, teachers considered subject matter knowledge component as the least significant because their teaching experience made them more confident in teaching the lesson material.

On the other hand, students chose subject-matter knowledge as the most significant component that would motivate them to be more active in learning. They implied that they prefer their teachers to possess English skills similarly to native speakers. Subsequently, students chose socio-affective skills as the second most significant component because they would be interested in learning if their teacher establish positive relationships with them. In addition, according to this study results, students chose personality characteristics as the third most significant component and pedagogical knowledge as the least significant component based on the mean scores.

Additionally, both students and teachers shared same opinion regarding the results for the three most significant characteristics in each category. In subject matter knowledge category, teachers chose “Understand spoken English well”, “Pronounce English well”, and “Read English well” while students chose “Write English well”, “Pronounce English well”, “Understand spoken English well”, and “Pronounce English well”. In pedagogical knowledge category, teachers chose “Use lesson plan”, “Be up-to-date”, “Prepare the lesson well”, and “Maintain good classroom atmosphere” while students chose “Prepare the lesson well”, “Manage the class time well”, and “Be up-to-date”. In socio-affective skills category, the teachers selected

“Arouse students’ motivation for learning English”, “Not discriminate between students and treat them fairly”, “Help students to develop self-confidence in order to learn English well”, and “Alleviate students’ anxiety in English class” while students contributed high mean scores to “Not discriminate between students and treat them fairly”, “Be available for students”, and “Help students to develop self-confidence in order to learn English well”. Last but not least, in personality characteristics category, teachers contributed high mean scores to “Be neat and tidy in appearance”, “Be friendly to students”, “Be polite and respect the personality of the students”, and “Be disciplined” while students selected “Be friendly to students”, “Be flexible”, and “Be polite and respect the personality of the students”.

In conclusion, there were several components to be comprehended by the teachers in order to be an effective English teacher, which are subject-matter knowledge related to the knowledge of English itself, pedagogical knowledge related to teaching methodology in the classroom, socio-affective skills related to how teachers establish positive relationships with students, and personality characteristics related to attitudes of the teachers. All these components could be possessed if teachers undertake a lot of practices and teaching experience.

Recommendation

The researcher proposes several recommendations for this study. The recommendation is beneficial to the teachers, students, policy makers, and other researchers.

Teachers

Teachers should take students' opinions about their needs into account because they can help teachers achieve the learning goals. Based on the results, teachers should improve their abilities especially regarding their subject matter knowledge and pedagogical knowledge.

Students

The results of this study explained several things unlikely available in school for students. Students should consider the results of this research to increase their knowledge. Meanwhile, if the students plan to be a teacher, this study is expected to give them inspiration regarding effective English teachers.

Policy Makers

The policy makers or the regulators should take the perspectives of teachers and students into consideration before designing new regulation in order to meet their expectations regarding the education system.

Future Researchers

This research contains a narrow discussion about the characteristics of effective English teachers; thus, other researchers are recommended to conduct the research about this topic with different discussion focus and apply different research methodology and instruments.

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Appendices

Appendix 1

Kuesioner Karakteristik Guru Bahasa Inggris yang Efektif

Nama saya Noven Tri Wandasari (20170810054), mahasiswi S1 Prodi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa Universitas Muhammadiyah Yogyakarta. Saat ini saya sedang melakukan penelitian untuk memenuhi tugas skripsi. Penelitian ini bertujuan untuk mengetahui karakteristik guru Bahasa Inggris di Yogyakarta menurut perspektif guru dan siswa Bahasa Inggris di Yogyakarta. Berkaitan dengan hal tersebut, saya memohon ketersediaan Saudara/i untuk meluangkan waktu mengisi kuesioner ini sehingga membantu melengkapi data yang saya perlukan. Perlu disebutkan bahwa partisipasi Saudara/i dalam penelitian ini akan dirahasiakan. Atas bantuan dan kerjasama Saudara/i, saya ucapkan terima kasih.

Bagian 1. Informasi Responden

Nama :

Gender:

Umur :

Bagian 2. Kuesioner Penelitian

Petunjuk Pengisian

Kuesioner ini terdiri dari berbagai pernyataan yang mungkin sesuai dengan pengalaman Saudara/i. Terdapat empat pilihan jawaban yang disediakan untuk setiap pernyataan, yaitu:

- 1 : Sangat Tidak Setuju (STS)
- 2 : Tidak Setuju (TS)
- 3 : Setuju (S)
- 4 : Sangat Setuju (SS)

Selanjutnya, Saudara/i diminta untuk menjawab dengan cara memberi tanda centang (✓) pada salah satu kolom yang paling sesuai dengan pengalaman

Sausara/i. Tidak ada jawaban yang benar ataupun salah, oleh karena itu isilah sesuai dengan pendapat Saudara/i.

No.	Pernyataan	1	2	3	4
1	Guru memahami Bahasa Inggris lisan dengan baik.				
2	Guru mengetahui budaya Bahasa Inggris dengan baik.				
3	Guru membaca Bahasa Inggris dengan baik.				
4	Guru memiliki tingkat kemahiran kosa kata Bahasa Inggris yang tinggi.				
5	Guru menulis dalam Bahasa Inggris dengan baik.				
6	Guru mengucapkan Bahasa Inggris dengan baik.				
7	Guru berbicara Bahasa Inggris dengan baik.				
8	Guru memahami grammar Bahasa Inggris dengan baik.				
9	Guru mempersiapkan pembelajaran dengan baik				
10	Guru mengikuti silabus dengan ketat.				
11	Guru menggunakan metode dan teknik tertentu ketika mengajar.				
12	Guru mengatur waktu pembelajaran dengan baik.				
13	Guru memberikan Pekerjaan Rumah (PR)				
14	Guru mengadakan aktivitas secara berkelompok di dalam kelas.				
15	Guru up-to-date (misalnya menggunakan internet dan teknologi masa kini ketik mengajar).				
16	Guru mengajarkan cara belajar Bahasa Inggris di luar kelas (mengajarkan strategi pembelajaran bahasa).				
17	Guru membuat rencana pembelajaran sebagai persiapan mengajar.				
18	Guru mengajar Bahasa Inggris sesuai dengan kemampuan siswa.				

19	Guru menjaga kondisi kelas dengan baik (dengan ketegasan bila diperlukan).				
20	Guru menggunakan Bahasa Inggris dalam menyampaikan materi.				
21	Guru menggunakan Bahasa Indonesia dalam menyampaikan materi.				
22	Guru menilai apa yang telah dipelajari siswa secara masuk akal.				
23	Guru memberikan kesempatan kepada siswa untuk menggunakan Bahasa Inggris melalui tugas dan aktivitas yang bermakna.				
24	Guru menyediakan kegiatan yang membangkitkan minat siswa dalam belajar Bahasa Inggris.				
25	Guru membantu siswa di dalam dan di luar kelas.				
26	Guru bersedia membantu siswa ketika dibutuhkan.				
27	Guru mengurangi kecemasan siswa di kelas Bahasa Inggris.				
28	Guru mendengarkan pendapat siswa dan membiarkan mereka mengutarakan pendapat dengan leluasa.				
29	Guru membantu siswa untuk meningkatkan rasa percaya diri agar bisa belajar Bahasa Inggris dengan baik.				
30	Guru memperhatikan kebutuhan siswa.				
31	Guru tidak membeda-bedakan siswa dan memperlakukan mereka dengan adil.				
32	Guru membangkitkan motivasi siswa untuk belajar Bahasa Inggris.				
33	Guru menunjukkan perhatian kepada siswa (dengan mengingat nama siswa dan pembelajaran mereka)				

34	Guru berpenampilan rapi.				
35	Guru bersikap ramah kepada siswa.				
36	Guru memiliki selera humor yang bagus.				
37	Guru bersikap sopan dan menghormati kepribadian siswa.				
38	Guru bersikap disiplin.				
39	Guru tepat waktu.				
40	Guru terbuka dengan kritikan.				
41	Guru bersikap fleksibel (menyesuaikan dengan keadaan).				
42	Guru penuh perhatian kepada siswa selama di kelas.				
43	Guru menyukai mengajar.				
44	Guru tidak mudah marah.				
45	Guru berpegang pada peraturan administratif.				
46	Guru mengevaluasi pekerjaannya (proses mengajar) secara teratur.				

Appendix 2

Validity Table

Item	Expert1	Expert2	Expert3	S1	S2	S3	SUM	V	Information
001	4	4	4	3	3	3	9	1,00	High Validity
002	3	3	3	2	2	2	6	0,67	Medium Validity
003	4	3	4	3	2	3	8	0,89	High Validity
004	4	4	3	3	3	2	8	0,89	High Validity
005	4	4	4	3	3	3	9	1,00	High Validity
006	4	4	4	3	3	3	9	1,00	High Validity
007	4	4	4	3	3	3	9	1,00	High Validity
008	4	4	4	3	3	3	9	1,00	High Validity
009	4	4	4	3	3	3	9	1,00	High Validity
010	4	4	3	3	3	2	8	0,89	High Validity
011	3	4	4	2	3	3	8	0,89	High Validity
012	4	4	4	3	3	3	9	1,00	High Validity
013	4	4	3	3	3	2	8	0,89	High Validity
014	3	4	4	2	3	3	8	0,89	High Validity
015	3	4	4	2	3	3	8	0,89	High Validity
016	3	4	4	2	3	3	8	0,89	High Validity
017	4	4	4	3	3	3	9	1,00	High Validity
018	4	4	4	3	3	3	9	1,00	High Validity
019	4	4	3	3	3	2	8	0,89	High Validity
020	4	4	4	3	3	3	9	1,00	High Validity
021	3	4	4	2	3	3	8	0,89	High Validity
022	4	4	4	3	3	3	9	1,00	High Validity
023	4	4	4	3	3	3	9	1,00	High Validity
024	4	4	4	3	3	3	9	1,00	High Validity
025	3	3	3	2	2	2	6	0,67	Medium Validity
026	3	3	4	2	2	3	7	0,78	Medium Validity
027	4	4	4	3	3	3	9	1,00	High Validity
028	4	4	4	3	3	3	9	1,00	High Validity
029	4	4	4	3	3	3	9	1,00	High Validity
030	4	4	4	3	3	3	9	1,00	High Validity
031	4	4	4	3	3	3	9	1,00	High Validity
032	4	4	4	3	3	3	9	1,00	High Validity
033	4	4	4	3	3	3	9	1,00	High Validity
034	4	4	4	3	3	3	9	1,00	High Validity
035	4	4	4	3	3	3	9	1,00	High Validity
036	4	4	4	3	3	3	9	1,00	High Validity
037	4	4	4	3	3	3	9	1,00	High Validity
038	4	4	4	3	3	3	9	1,00	High Validity
039	4	4	4	3	3	3	9	1,00	High Validity
040	4	4	4	3	3	3	9	1,00	High Validity
041	4	4	4	3	3	3	9	1,00	High Validity
042	4	4	4	3	3	3	9	1,00	High Validity
043	4	4	4	3	3	3	9	1,00	High Validity
044	3	4	4	2	3	3	8	0,89	High Validity
045	4	4	4	3	3	3	9	1,00	High Validity
046	4	2	4	3	1	3	7	0,78	Medium Validity

Appendix 3

Descriptive Statistic of The Characteristics of Effective English Teachers as Perceived by Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
Subject-Matter Knowledge	64	3	4	3.48	.288
Pedagogical Knowledge	64	3	4	3.55	.188
Socio-Affective Skills	64	3	4	3.49	.335
Personality Characteristics	64	3	4	3.52	.251
Valid N (listwise)	64				

Appendix 4**Descriptive Statistic of The Characteristics of Effective English Teachers as Perceived by Students**

	N	Minimum	Maximum	Mean	Std. Deviation
Subject Matter Knowledge	165	2	4	3.51	.470
Pedagogical Knowledge	165	2	4	3.20	.379
Socio-Affective Skills	165	1	4	3.42	.499
Personality Characteristics	165	2	4	3.38	.426
Valid N (listwise)	165				

Appendix 5**Subject Matter Knowledge as Perceived by Teachers**

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	64	2,00	4,00	3,6719	,50567
X1.2	64	3,00	4,00	3,3438	,47871
X1.3	64	2,00	4,00	3,5625	,53080
X1.4	64	2,00	4,00	3,3750	,51946
X1.5	64	2,00	4,00	3,4688	,56256
X1.6	64	3,00	4,00	3,6406	,48361
X1.7	64	2,00	4,00	3,4688	,53359
X1.8	64	2,00	4,00	3,3437	,67185
Subject Matter Knowledge	64	2,63	3,88	3,4844	,28825
Valid N (listwise)	64				

Appendix 6

Pedagogical Knowledge as Perceived by Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	64	3,00	4,00	3,8281	,38025
X2.2	64	2,00	4,00	3,0781	,62500
X2.3	64	3,00	4,00	3,7187	,45316
X2.4	64	3,00	4,00	3,7500	,43644
X2.5	64	1,00	4,00	2,9688	,77600
X2.6	64	3,00	4,00	3,5781	,49776
X2.7	64	3,00	4,00	3,8438	,36596
X2.8	64	2,00	4,00	3,5781	,52869
X2.9	64	3,00	4,00	3,8906	,31458
X2.10	64	2,00	4,00	3,7188	,48693
X2.11	64	3,00	4,00	3,8281	,38025
X2.12	64	2,00	4,00	3,4844	,56322
X2.13	64	1,00	3,00	2,3125	,63932
X2.14	64	3,00	4,00	3,6250	,48795
X2.15	64	3,00	4,00	3,7187	,45316
X2.16	64	3,00	4,00	3,8437	,36596
Pedagogical Knowledge	64	3,13	3,88	3,5479	,18758
Valid N (listwise)	64				

Appendix 7

Socio-Affective Skills as Perceived by Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
X3.1	64	3,00	4,00	3,4219	,49776
X3.2	64	3,00	4,00	3,5000	,50395
X3.3	64	3,00	4,00	3,5156	,50371
X3.4	64	3,00	4,00	3,4219	,49776
X3.5	64	3,00	4,00	3,5156	,50371
X3.6	64	3,00	4,00	3,3906	,49175
X3.7	64	3,00	4,00	3,5625	,50000
X3.8	64	3,00	4,00	3,6406	,48361
X3.9	64	3,00	4,00	3,4531	,50173
Socio-Affective Skills	64	3,00	4,00	3,4913	,33527
Valid N (listwise)	64				

Appendix 8**Personality Characteristics as Perceived by Teachers**

	N	Minimum	Maximum	Mean	Std. Deviation
X4.1	64	2,00	4,00	3,7500	,47140
X4.2	64	3,00	4,00	3,7500	,43644
X4.3	64	2,00	4,00	3,3125	,53080
X4.4	64	3,00	4,00	3,6563	,47871
X4.5	64	3,00	4,00	3,6406	,48361
X4.6	64	2,00	4,00	3,5625	,53080
X4.7	64	3,00	4,00	3,5313	,50297
X4.8	64	3,00	4,00	3,3906	,49175
X4.9	64	2,00	4,00	3,5938	,52610
X4.10	64	3,00	4,00	3,5156	,50371
X4.11	64	3,00	4,00	3,4219	,49776
X4.12	64	2,00	4,00	3,1094	,59408
X4.13	64	2,00	4,00	3,4688	,53359
Personality Characteristics	64	2,85	3,92	3,5156	,25111
Valid N (listwise)	64				

Appendix 9**Subject Matter Knowledge as Perceived by Students**

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	165	2,00	4,00	3,5515	,54556
X1.2	165	1,00	4,00	3,2667	,64518
X1.3	165	2,00	4,00	3,5758	,57543
X1.4	165	2,00	4,00	3,4848	,63058
X1.5	165	2,00	4,00	3,5939	,51676
X1.6	165	1,00	4,00	3,5515	,60894
X1.7	165	1,00	4,00	3,5333	,58989
X1.8	165	2,00	4,00	3,5212	,58003
Subject Matter Knowledge	165	16,00	32,00	28,0788	3,76114
Valid N (listwise)	165				

Appendix 10

Pedagogical Knowledge as Perceived by Students

	N	Minimum	Maximum	Mean	Std. Deviation
X2.1	165	2,00	4,00	3,5273	,59020
X2.2	165	1,00	4,00	3,0545	,61738
X2.3	165	1,00	4,00	3,2061	,68518
X2.4	165	1,00	4,00	3,3818	,59952
X2.5	165	1,00	4,00	2,6424	,82604
X2.6	165	1,00	4,00	3,0788	,63426
X2.7	165	1,00	4,00	3,3818	,67601
X2.8	165	1,00	4,00	3,1394	,84027
X2.9	165	1,00	4,00	3,2242	,66582
X2.10	165	1,00	4,00	3,3333	,68372
X2.11	165	2,00	4,00	3,2424	,55383
X2.12	165	1,00	4,00	2,9333	,67294
X2.13	165	1,00	4,00	2,9394	,67803
X2.14	165	2,00	4,00	3,3879	,53634
X2.15	165	1,00	4,00	3,2909	,59488
X2.16	165	1,00	4,00	3,3758	,70149
Pedagogical Knowledge	165	30,00	64,00	51,1394	6,05956
Valid N (listwise)	165				

Appendix 11**Socio-Affective Skills as Perceived by Students**

	N	Minimum	Maximum	Mean	Std. Deviation
X3.1	165	1,00	4,00	3,3939	,63146
X3.2	165	2,00	4,00	3,5273	,55835
X3.3	165	1,00	4,00	3,2545	,72964
X3.4	165	1,00	4,00	3,4909	,62096
X3.5	165	1,00	4,00	3,4970	,63076
X3.6	165	1,00	4,00	3,3091	,64975
X3.7	165	1,00	4,00	3,5879	,60474
X3.8	165	1,00	4,00	3,4788	,70354
X3.9	165	1,00	4,00	3,2667	,64518
Socio-Affective Skills	165	12,00	36,00	30,806 1	4,49104
Valid N (listwise)	165				

Appendix 12**Personality Characteristics as Perceived by Students**

	N	Minimum	Maximum	Mean	Std. Deviation
X4.1	165	2,00	4,00	3,4364	,57690
X4.2	165	2,00	4,00	3,6242	,49819
X4.3	165	1,00	4,00	3,3030	,73604
X4.4	165	2,00	4,00	3,5091	,53668
X4.5	165	2,00	4,00	3,3333	,54475
X4.6	165	1,00	4,00	3,2303	,68631
X4.7	165	1,00	4,00	3,4182	,67239
X4.8	165	2,00	4,00	3,5333	,52421
X4.9	165	1,00	4,00	3,3697	,63653
X4.10	165	2,00	4,00	3,4121	,54087
X4.11	165	1,00	4,00	3,4667	,67655
X4.12	165	1,00	4,00	3,0727	,63978
X4.13	165	1,00	4,00	3,2909	,65349
Personality Characteristics	165	26,00	52,00	44,0000	5,53812
Valid N (listwise)	165				