



Luh Mera Warsini<sup>1</sup>  
 Luh Putu Artini<sup>2</sup>  
 Ni Luh Gede Eka  
 Wahyuni<sup>3</sup>

## EXPLORING STUDENTS' PERSPECTIVES ON GOOD AND EFFECTIVE ENGLISH TEACHER BASED ON GENDER DIFFERENCES

### Abstrak

Penelitian ini mengeksplorasi persepsi siswa laki-laki dan perempuan mengenai guru bahasa Inggris yang baik dan efektif. Penelitian ini melibatkan siswa kelas 8 di SMP Negeri 4 Seririt, dengan 73 tanggapan valid dari 43 siswa laki-laki dan 30 siswa perempuan. Metode pengumpulan data terdiri dari self-rank questionnaire, open-ended questionnaire, dan focus group discussion. Temuan menunjukkan bahwa siswa laki-laki dan perempuan memiliki persepsi yang berbeda terhadap guru bahasa Inggris yang baik dan efektif. Siswa laki-laki memprioritaskan guru yang peduli pada semua siswa, sementara siswa perempuan menekankan pentingnya guru yang memahami kelebihan dan kekurangan setiap siswa. Baik siswa laki-laki maupun perempuan setuju akan pentingnya seorang guru yang memberikan kegiatan yang membangkitkan minat siswa untuk belajar bahasa Inggris. Studi ini menyimpulkan bahwa guru bahasa Inggris yang efektif harus memiliki kompetensi pedagogik, profesionalisme, dan kemampuan untuk mendukung siswa dalam mencapai tujuan pembelajaran mereka. Temuan ini memberikan wawasan bagi para guru untuk memahami persepsi siswa dalam lingkungan belajar.

**Kata Kunci:** Bahasa Inggris sebagai Bahasa Asing, Guru Bahasa Inggris yang Baik, Guru Bahasa Inggris yang Efektif, Persepsi.

### Abstract

This study explores the perceptions of male and female students regarding good and effective English teachers. The research involved the 8th grade students at SMP Negeri 4 Seririt, with 73 valid responses from 43 male students and 30 female students. The data collection methods included self-ranked questionnaires, open questionnaires, and focus group discussions. The findings revealed that male and female students have different perceptions of what makes a good and effective English teacher. Male students prioritized a teacher who cares about all students, while female students emphasized the importance of a teacher who understands the strengths and weaknesses of each student. Both male and female students agreed on the significance of a teacher who provides activities that arouse students' interest in learning English. The study concluded that an effective English teacher should possess pedagogic competence, professionalism, and the ability to support students in achieving their learning goals. The findings provide valuable insights for educators to understand and cater to the diverse perceptions of students in the learning environment.

**Keywords:** English as a Foreign Language, Good teacher, Effective teacher, Perceptions.

### PENDAHULUAN

Becoming a teacher requires specific competencies, two of which are to do with applying various pedagogy skills and working with different characteristic of students. To be a professional teacher, she/he has to meet the criteria of good and effective teacher. A good teacher refers to teachers' personality which leads to positive and enjoyable learning environment so that students' feel motivated and retain well-acquired information (Skinner & Belmont, 1993). Being effective is related to the way teachers utilize their knowledge as well as

<sup>1</sup> Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Pendidikan Ganesha  
 email: mera@undiksha.ac.id , putu.artini@undiksha.ac.id , ekawahyuni@undiksha.ac.id

understanding how to apply the teaching strategies and methods effectively to achieve the desired learning outcomes (Alton-Lee, 2003; Moreno Rubio, 2009). Therefore, being a good teacher mostly depends on students' personal point of view, while being effective can be assessed through the achievement of the learning objectives that have been determined.

Since the quality of education depends on the teachers', their self-improvement should be offset with the accomplishment of good and effective teachers' criteria. In line with this, Brown (2004) stated that good and effective teachers own some characteristics such as technical knowledge, pedagogy skills, interpersonal skills, and personal qualities. Professional teacher should be able to guide students in learning the aspect of language use, using teaching skill and activities to enable students to learn the knowledge and skill related to different subject areas, and should be able to understand what they feel, what motivates them, and how they interact to others (Gardner, 2001; Stronge et al., 2011).

Regarding the learning process in English as a Foreign Language, teachers are not only required to possess qualified teaching skills and broad insights to be able to provide a broad understanding to their students but also the compatibility of the learning methods and strategies used with the conditions and situations of students' learning. The success of students in mastering English depends on the teachers' ability to create an effective and conditional learning atmosphere in accordance with the needs of students. Teachers should be able to direct students in the right direction to understand all English learning materials and able to apply them well (Helmi, 2017; Naibaho, 2019). Therefore, become an EFL teacher is a complex job because apart from conveying the learning process, the teachers also responsible for all aspects of students' development which include knowledge, skills, and characters.

A good and effective teachers deal with students' different characteristics and should be able to work effectively with it. It will give an important consideration to the formulation of the learning strategies so it will be appropriate with students' needs. According to Hanifah et al (2020) the students' characteristics can be interpreted as individual aspects that include their interests, learning motivation, learning styles, attitudes, thinking abilities and initial abilities possessed. In addition, the characteristics of different learners can be viewed from various points of view including gender differences which will create a different perception on how they assessed their teacher.

According to Wichadee & Orawiwanakul (2012), students' perceptions of teachers have an impact on their motivation and enthusiasm for learning. Teachers who are considered good or effective will be trusted and have a positive psychological impact and closely related to the achievement of learning outcomes (DePorter & Hernacki, 1992). Meanwhile, when it comes to gender differences, male and female might have slight differences on how consider their teacher as a good teacher or effective teacher. Since the information about students' perceptions of effective English teachers is crucial, this study aims to examine how boys and girls identify the meaning of good and effective teachers. Through this research, students are given the opportunity to express their opinions and express their expectations about an effective teacher so that the information provided will help the teachers to improve the quality of their teaching to meet the needs of their students. To collect relevant data, this research as conducted in SMP Negeri 4 Seririt, one of the junior high schools in Buleleng regency, Bali.

### **Perception Theory**

Perception is a process of how people interpreted and organized their sensory impressions to get the meaning of their environment. It means that perception is formed from individual's sensory impression of the object then organize and interpret to give the meaning of the object. It is the process of taking an information by the five senses before interpreted to a view (Robbins, 2005). Perceptions can be form through the person who experiences something, something that is perceived or experienced, context of the situation, and the process of perception that involves the experiencing of stimuli from the senses and the information of the perception. Perception is influenced by several things, such as personal effect which refers to differences in the perceptual ability of everyone that influences the perception that will be issued, cultural effect refers to a people's place of residence where the culture of the environment will affect the person's perception of seeing something, and physical effect refers to the natural conditions of an environment (Hamzah & Mohamad Nasri, 2020). Perspective is divided into two types, namely positive perspective, and negative perspective. Both are formed by three main

components, which include the process of selecting the information, the process of organizing information, and the process of giving or creating the meaning of the stimuli. The theory stated by Robbins (2005) closely related to the present study, since conducted to investigate students' perceptions about good and effective English teacher based on their gender and involves three factors that influence the perception such as perceiver, object, and the situation.

### **Teaching English as a Foreign Language**

In Indonesian context, the implementation of English teaching and learning is classified into Teaching English as a Foreign Language (TEFL) where English taught as compulsory subject since elementary schools which consist of four basic skills that should be mastered namely listening, speaking, reading, and writing. Nevertheless, English considered as challenging subject since Indonesian are not a native speaker and not use English in their everyday life. Students often feel anxious in speaking classes, and some tend to be silent to avoid mistakes even avoid making mistakes. Therefore, English teachers are not only required to be more creative to deliver learning but also requires dynamic teachers who can always adapt with the changes. In connection with this, Lie (2007) states that English teachers are required to be more responsive to various changes and multicultural experiences. The implementation of the curriculum before the pandemic and during the pandemic was still the same, namely intra-curricular learning which was limited to one subject and always held in the classroom. Conditions changed during the pandemic because learning held virtually, and then during post-covid, students and teachers returned to school but with the adaptations of different learning strategies due to the implementation of the Independent Curriculum.

### **Concept of Good English Teacher**

For some people, the qualities of a good teacher are represented in subject mastery, appropriate teaching methods, and different teaching-related skills, while others highlight on teachers personality which relates to the individual traits that teachers bring to the classroom and can be well understood, including their level of patience, and understanding, the warmth they show, their willingness to get to know their students, and so on. Building interpersonal relationships in the classroom can contribute directly to student learning outcomes and achievement. Practically, the characteristic of good teacher personality can be demonstrated through being friendly, giving excellent notes, performing games, having a good sense of humor, and not forcing students who fall behind in class (Borg, 2006; Davis, 2003; Minor et al., 2002; Zhang & Watkins, 2007). The characteristics described by Thompson et al (2004) suggest that teachers should focus on the theme of caring for students to get a positive response from students. However, it should be noted that a good teacher's strategy should align with the learning goals. Teachers should use strategies that are not only attractive but also effective in achieving learning goals. A good teacher must be related to two important components in the teaching and learning process which are the teacher's knowledge of the subject matter and the skills that help teach the subject. A good teacher described as an active teacher who support students to be more confident and wiser as well as train them through engaging experiences which will encourage them to develop. S/he promotes interesting lessons, good time management and leading class to help students acquire new concepts (Brosh, 1996; Clarke & Watts-Taffe, 2014; Sotto, 2011). In addition, a good teacher can encourage the students' positive emotions as well as critical thinking and creativity, be sensitive to students' feelings and maintain respect (Wichadee & Orawiwatnakul, 2012).

### **Concept of Effective English Teacher**

Currently, several attempts have been made to find what are the students believe as the effective English teachers to meet their expectations of the ideal instructor and implement curriculum adjustments based on what they really want from their classes. Realizing its importance for EFL teachers to be the main "source of input" for their students, a fundamental requirement of EFL classrooms for the effective operation of education system and improving the quality of learning is having "effective" teachers (Shishavan & Sadeghi, 2009). An effective teacher is the teachers who can encourage their students to learn and developing the learning excitement while providing them with detailed instructions and assistance in understanding the lesson. In addition, an effective teacher is referred to an active teacher who makes the best use of the class schedule, convey the learning according to the students' needs, oversees the students' programs and development, and provides opportunities for students to add newly

concepts and skills into practice (Brophy & Good, 1970; Minor et al., 2002). English teachers must use strategies and assist students in realizing their potential optimally because it is thought that if they can foster a positive learning environment, students will feel motivated and stronger (Maulana et al., 2017; Sieberer-Nagler, 2015). From various points of view, most of the researcher states that an effective teacher is a teacher who has pedagogic competence and professionalism. An effective teacher supports their students to achieve their goals, and the instructor has an impact on their students. Teachers are the main source for students in their academic pursuits and professional development.

## METHOD

This study is a descriptive qualitative in which the data collection method conducted through self-ranked questionnaire, open questionnaires, and focus group discussions. In self-ranked questionnaires students were ordered to sort the value of good and effective English teacher by giving the rank in each statement according to their level of importance, in the open questionnaire they were instituted to write a brief description regarding the most important values, and in focus group discussion the randomly selected subject were led in a discussion regarding their perspectives about the value of good and effective English teachers.

The subject of this study were 8th grade students at SMP Negeri 4 Seririt and involved three class representative which consist of 90 students. From 84 questionnaire that already filled by students, the final data obtained were 73 valid data which consist of 43 male students and 30 female students.

The data were analyzed through interactive qualitative data analysis by Miles & Huberman (1994) which consist of data collection, data reduction, data display, and conclusion drawing. In data reduction the data were transcribed and attempted to select only the data related to the topic on how students perceived good and effective English teacher, in data display the selected data is display in the form of evidence from the result of the questionnaire and focus group discussion then the result was explained descriptively to make it clear, in the conclusion drawing, the researcher describes the data based on the data obtained and uses conclusion drawing to develop the conclusions of the finding data. The researcher transfers the data display into conclusion drawing by analyzing the findings into discussion and implications. The data from the self-rank questionnaire, open questionnaires, and Focus Group Discussion were triangulated for a more trustworthy result.

## FINDINGS & DISCUSSIONS

Among 84 questionnaire that already filled by students, the final data obtained were 73 valid data which consist of 43 male students and 30 female students. The result of self-ranked questionnaire revealed that students' gender and age differences influenced on how they perceive about good and effective English teacher. Both male and female students have different perception regarding good and effective English teacher.

Table 1. Male Students' Perception about Good English Teacher

Rank of importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-8-10	
RANK 1 (m=11 or 25.6%)	Cares about all students
RANK 2 (m=8 or 18.6%)	Provide activities that arouse students' interest in learning English
RANK 3 (m=7 or 16.3%)	Create a fun and interesting learning atmosphere
RANK 4 (m=6 or 14%)	Can be a good friend for students

RANK 5 (m=4 or 9.3%)	Understand the strengths and weaknesses of each student
RANK 6 (m=2 or 4.7%)	Provide opportunities for students to explore their own creative thinking
RANK 7 (m=2 or 4.7%)	Respect the ideas of all students without discrimination
RANK 8 (m=2 or 4.7%)	Remember the names of the students in class
RANK 9 (m=1 or 2.3%)	Provide equal opportunities to all students
RANK 10 (m=0 or 0%)	Forming group work between students without discrimination

For this self-rank questionnaire students have to put a number in the left column of the table with the instruction: (Please provide the degree of importance for the following values of a good teacher by writing the number on the left column. 1 is the most important, 10 is the least important). The data reveal that the most important value for a good English teacher is to cares about all students (25.6%). This result supported by the research conducted by Ramberg et al (2019) which revealed that caring teacher is important for student-teacher relationship and has potential impact on students' academic and social outcomes. The importance of caring teacher not only beneficial for the students' school motivation and moral development but also contribute to school effectiveness in which is important to improve the relationship between teachers and students. Through the result of open-ended questionnaire and focus group discussions, students also added that caring teachers make them feel loved so they will feel motivated and create a positive reciprocal relationship between the teacher and students which can contribute to enjoyable learning environment. By showing caring behavior, teacher also considered to reduce misbehavior during the learning process. Students who feel cared for will be more obedient and reluctant to commit misbehavior in the classroom.

Being a good English teacher is not only limited to the personality shown by the teacher but also the possession of classroom management skill to handle the classroom routines. Related to this, male students also consider a teacher who can provide activities that arouse students' interest in learning English as the second most important criteria of good English teacher (18.6%). This result is aligned with the research conducted by Febriyanti (2019) which revealed that a good English teacher must have the ability to make the courses interesting. Students also perceived that a good English teacher should promoting learning through activities and discussion. Furthermore, to gain a detailed description regarding the students' perception about good and effective English teacher, the result of open-ended questionnaire and focus group discussion also included and revealed that a teacher who provide activities that arouse students' interest in learning English will make the students learn optimally, because they not only learn about the lesson but also learn from the activities that have been done. In addition, various activities provided by the teacher will make them feel engaged during the learning process. Since the students' interest is one of the important keys in learning process, arousing students' interest in learning English by providing various activities also important to improve students' motivation during the learning process so they will be more diligent to learn English. Among all the statements, male students viewed forming group work between students without discrimination as the least important characteristic of a good English teacher.

Table 2. Female Students' Perception About Good English Teacher

Rank of importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-8-10	

RANK 1 (f=7 or 23.3%)	Understand the strengths and weaknesses of each student
RANK 2 (f=6 or 20%)	Provide activities that arouse students' interest in learning English
RANK 3 (f=5 or 16.7%)	Cares about all students
RANK 4 (f=5 or 16.7%)	Create a fun and interesting learning atmosphere
RANK 5 (f=4 or 13.3%)	Can be a good friend for students
RANK 6 (f=2 or 6.7%)	Respect the ideas of all students without discrimination
RANK 7 (f=1 or 3.3%)	Remember the names of the students in class
RANK 8 (f=0 or 0%)	Forming group work between students without discrimination
RANK 9 (f=0 or 0%)	Provide equal opportunities to all students
RANK 10 (f=0 or 0%)	Provide opportunities for students to explore their own creative thinking

The table above shows how female students perceive the characteristic of good English teacher. While male students emphasize on caring teacher, female students prefer a teacher who can understand the strengths and weaknesses of each student (23.3%). This result supported by the research conducted by Quieti & Nanni (2022) which revealed that a good teacher should possessed the knowledge about his/her students including understanding their strengths and weaknesses and have a good relationship with them. Moreover, the result taken from open-ended questionnaire and focus group discussion state that female students expect a teacher who can understand the strengths and weaknesses of each student. By knowing these characteristics, the teacher will know the limitation of the students so s/he will know how to adjust the assignment with the students' level. Female students also added that a teacher who understands their strengths and weaknesses will make them feel understood.

Regarding the other important characteristic of good English teacher, both male and female students agree that provide activities that arouse students' interest in learning English should be retain by the teacher (20%). Female students viewed that a teacher who provide activities that arouse students' interest in learning English can attract the students' attention to learn more about the lesson. They also added that providing various activities can reduce their boredom during the learning process. In contrast, female students assume that forming group work between students without discrimination, provide equal opportunities to all students, and provide opportunities for students to explore their own creative thinking as the least important characteristics among all.

Table 3. Male Students' Perception about an Effective English Teacher

Rank of importance as perceived by the students	Values of an Effective English Teacher
1-2-3-4-5-6-7-8-8-10	
RANK 1 (m=12 or 27.9%)	Use a language level appropriate to students' abilities
RANK 2 (m=9 or 20.9%)	Provide motivation to encourage students' enthusiasm for learning



RANK 3 (m=6 or 14%)	Prepare lessons well and control class time wisely
RANK 4 (m=6 or 14%)	Explain the real that can be obtain from studying a particular topic in learning English
RANK 5 (m=3 or 7%)	Provide activities that can check students' progress
RANK 6 (m=2 or 4.7%)	Provide appropriate material based on the students' needs
RANK 7 (m=2 or 4.7%)	Provide lots of examples and exercises
RANK 8 (m=1 or 2.3%)	Inform the assessment procedures in the classroom
RANK 9 (m=1 or 2.3%)	Teach students according to the lesson plan
RANK 10 (m=1 or 2.3%)	Provide opportunities for students to learn effectively

Regarding the characteristic of an effective English teacher, both male and female students are assigned to sort the value of an effective teacher according to the degree of importance by put a number in the left column of the table, with the similar instruction as the previous self-ended questionnaire for a good English teacher. According to the data presented on the table above, male students perceive the most important characteristic of an effective English teacher was when they could use the English at the language level appropriate to students' abilities (27.9%). This result is in line with the research conducted by Tarajová & Metruk (2020) which revealed that effective teacher should possessed the ability to use various ways, methods, and strategies, which is effectively and flexibly adjusted to the students' needs and level of English. Regarding linguistic characteristic, an effective English teacher must be able to use English effectively when giving lectures to their students and should consider the different levels of students (Waelateh et al., 2019). Through the result of open-ended questionnaire and focus group discussion, male students also added that an effective teacher should use a language level appropriate to students' abilities and consider the students' different language level so that the students will be easier to understand the lesson and reduce their boredom during the learning process.

The second most important value of an effective teacher perceived by male students was provide motivation to encourage students' enthusiasm for learning (20.9%). This result aligned with the research conducted by Dincer et al (2013) which elaborated that an effective teacher should have socio-affective skills, one of which is motivate students by creating autonomy supportive environments within which students can motivate themselves. Furthermore, the result of self-ended questionnaire and focus group discussions revealed that a teacher who provide motivation to encourage students' enthusiasm for learning will make the students engaged in the learning process and encourage them to achieve their learning goals.

Table 4. Female Students' Perception about an Effective English Teacher

Rank of importance as perceived by the students	Values of an Effective English Teacher
1-2-3-4-5-6-7-8-8-10	
RANK 1 (f=9 or 30%)	Prepare lessons well and control class time wisely
RANK 2 (f=8 or 26.7%)	Provide motivation to encourage students' enthusiasm for learning

RANK 3 (f=5 or 16.7%)	Use a language level appropriate to students' abilities
RANK 4 (f=3 or 10%)	Explain the real that can be obtain from studying a particular topic in learning english
RANK 5 (f=2 or 6.7%)	Teach students according to the lesson plan
RANK 6 (f=2 or 6.7%)	Provide opportunities for students to learn effectively
RANK 7 (f=1 or 3.3%)	Inform the assessment procedures in the classroom
RANK 8 (f=0 or 0%)	Provide appropriate material based on the students' needs
RANK 9 (f=0 or 0%)	Provide lots of examples and exercises
RANK 10 (f=0 or 0%)	Provide activities that can check students' progress

The table above presents how female students viewed the value of an effective English teacher. In contrast to male students, female students emphasized on the teacher who can prepare lesson well and control class time wisely (30%). This result aligned with the research conducted by Duta et al (2015) which revealed that the value of an effective teacher should have personal and professional characteristics, one of which is well prepared. Additionally, the result from the open-ended questionnaire and focus group discussion revealed that a teacher who can prepare lesson well and control class time wisely make the learning process more efficient. A well-prepared teacher will know how to deliver the material appropriately so that the learning process will run smoothly and directed.

For the second most important value of an effective teacher, both male and female agree that provide motivation to encourage students' enthusiasm for learning is also an essential value (26.7%). Through the result of open-ended questionnaire and focus group discussion, they argue that a teacher who provide motivation to encourage students' enthusiasm for learning make the students feel encouraged to learn and change their learning style to improve their learning outcomes. Students feel appreciated when they're motivated and make them feel directed. In contrast female students perceive that provide appropriate material based on the students' needs, provide lots of examples and exercises, and provide activities that can check students' progress as the least important value for being an effective English teacher.

The finding demonstrates a distinct perception between male and female students in perceiving a good and effective English teacher. Regarding the value of a good English teacher, male students emphasized on the teacher's personal qualities and socio affective skills meanwhile female students tend to believe that a good English teacher should possessed pedagogical skills. As for the value of an effective teacher, even though male and female students have a different value of viewing an effective English teacher, both emphasized on the scope of pedagogical knowledge in judging whether or not a teacher is an effective educator.

## CONCLUSION

The complexity of the classroom routine require teacher to have specific competencies to manage the classroom and achieve the learning goals. The teacher requires to be good and effective which can be viewed both from the students' personal point of view and the achievement of the learning objectives. In perceiving good and effective English teacher, male and female students have different perceptions toward their teacher. This perception then impacts their learning motivation to achieve the learning goals. Therefore, it is important to explore the students' perception regarding good and effective English teacher to guide teacher in improving the quality of their teaching to meet student needs. This perception will help teachers to understand what students expect from them and allow them to develop themselves



appropriately. Since the information about students' perceptions of effective English teachers is crucial, this study aims to examine how male, and female identify the meaning of good and effective teachers. Through this research, students are given the opportunity to express their opinions and express their expectations about an effective teacher so that the information provided will help the teachers to improve the quality of their teaching to meet the needs of their students.

Based on the findings, male and female students have different perceptions regarding good and effective English teachers. Male students consider a teacher who cares about all students as the most important characteristic of a good English teacher, followed by a teacher who can provide activities that arouse students' interest in learning English. On the other hand, female students prefer a teacher who can understand the strengths and weaknesses of each student as the most important characteristic of a good English teacher, followed by a teacher who can provide activities that arouse students' interest in learning English. Both male and female students agree that a teacher who provides activities that arouse students' interest in learning English will make the students learn optimally, because they not only learn about the lesson but also learn from the activities that have been done. In addition, various activities provided by the teacher will make them feel engaged during the learning process.

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