NGT

by Geminastiti Sakkir

KARAKTERISTIK GURU BAHASA INGGRIS SEBAGAI BAHASA ASING (*EFL*) YANG BAIK: PERSPEKTIF MAHASISWA *EFL* INDONESIA

Geminastiti Sakkir[1], Syarifuddin Dollah[2], Jamaluddin Ahmad[3]

[1,2] Universitas Negeri Makassar, Indonesia

[3]Universitas Muhammadiyah Sidenreng Rappang, Indonesia

hj.geminastitisakkir@yahoo.com

Abstrak

Penelitian ini bertujuan untuk memastikan persepsi mahasiswa tentang karakteristik guru *EFL* yang efektif. Penelitian ini bersifat kualitatif dan kuantitatif Subjek pada penelitian ini sebanyak 24 mahasiswa dengan jumlah 4 laki-laki dan sebanyak 20 mahasiswa perempuan Jurusan Pendidikan Bahasa Inggris semester empat ditanyai tentang persepsi mereka tentang karakteristik guru *EFL* yang baik. Teknik analisis data menggunakan model Miles dan Huberman dengan tahapan reduksi data, visualisasi data, hingga penarikan kesimpulan/verifikasi. Instrumen penelitian dibagi menjadi empat bagian yang membahas mengenai kompetensi pribadi, sosial, profesional, dan pedagogis. Hasil penelitian menunjukkan bahwa guru *EFL* yang baik harus ramah, memiliki pengucapan yang akurat, dan memiliki keterampilan manajemen kelas yang praktis. Selain itu, dari hasil penelitian mahasiswa menunjukkan bahwa mereka mengharapkan guru *EFL* untuk antusias dengan kemajuan teknologi, sementara materi visual membantu relaksasi mereka selama perkuliahan. Berdasarkan hasil penelitian diatas, maka dapat disimpulkan bahwa keseluruhan hasil penelitian menunjukkan persepsi mahasiswa mungkin berbeda ketika mempertimbangkan karakteristik guru EFL yang baik secara umum. Sifat kritis baik pedagogis dan karakteristik pribadi dan kompetensi sosial yang berkontribusi menjadi guru yang efektif dan profesional, siapa pun yang bercita-cita menjadi guru EFL yang efektif harus menyadari sepenuhnya terkait peran kepribadian.

Kata kunci: guru yang baik, EFL, guru bahasa Inggris, karakteristik guru, perspektif mahasiswa

CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES

Abstract

This study aims to ascertain student perceptions of the characteristics of effective EFL teachers. This research is qualitative and quantitative. The subjects in this study were 24 students with 4 male and 20 female students of the fourth semester of English Education Department who were asked about their perceptions of the characteristics of a good EFL teacher. The data analysis technique uses the Miles and Huberman model with stages of data reduction, data visualization, to drawing conclusions/verification. The research instrument is divided into four sections that discuss personal, social, professional, and pedagogical competencies. The results showed that a good EFL teacher should be friendly, have accurate pronunciation, and have practical classroom management skills. In addition, the results of student research indicate that they expect EFL teachers to be enthusiastic about technological advances, while visual materials help them relax during lectures. Based on the results of the research above, it can be concluded that the overall results of the study indicate that student perceptions may differ when considering the characteristics of good EFL teachers in general. The critical nature of both pedagogical and personal characteristics and social competencies that contribute to being an effective and professional teacher, anyone who aspires to be an effective EFL teacher must be fully aware of the role of personality.

***Keywords**: good teacher, EFL, English teacher, teacher characteristics, students' perspective*

INTRODUCTION

Language learning is gaining popularity daily as globalization spreads. As developing countries such as Iran transition from traditional to modern educational methods, they find themselves caught between these two poles. On the one hand, the Iranian government, including the education ministry, consistently advocates for conservative policies. On the other hand, with the advent of mass media, satellite, and the internet, the Iranian public was exposed to new and modern modes of thought and education. This inconsistency evident in both the English curriculum developed by the ministry of education and the English courses offered by private language schools outside of school hours. Nowadays, the majority of language learners seek quality language instruction from private institutions due to dissatisfaction with their schools' grammar-translation style classes. With such a high volume of students referring to private language schools, the number of language schools in the last decade has exploded in all major country cities. The country currently has over 5000 private language institutes, a figure that is rapidly increasing [1]. Through the use of cutting-edge methods and the most qualified faculty, private language schools in Iran provide a superior education. One of the relevant examples in Iran's research according to Mosahab in Jonathan although admission to private schools requires a lot of money, parents prefer to send their children there to see the dissatisfaction with the quality of public schools [2].

It is acknowledged that numerous impediments exist in the world of education. Numerous reasons exist for these impediments, which affect both the learning and teaching processes. For instance, students may find the lesson too difficult to complete successfully, the lesson materials may be of poor quality, or students may be unaware of the reasons for studying English. This is because there is no interest or interest in students. According to Santosa without this interest, students tend to be less than optimal and lazy to do or complete the work sincerely, where students work to fulfill their responsibilities not because of their wishes so that reason becomes an obstacle [3].

Unavoidably, the process of teaching a language consists of several components, with 'teachers' serving as a critical component. To accomplish their educational goals, teachers must address a variety of classroom issues and devise workable solutions. It may be a necessary characteristic of an effective educator. However, there should be some additional characteristics that define an effective teacher. Additionally, being aware of Turkish EFL learners' expectations regarding the characteristics of an effective EFL teacher may help create more effective EFL teaching environments.

Given the critical role of teaching quality in promoting effective learning. It would be extremely beneficial for teachers to know precisely what their students consider to be effective teacher characteristics. Being aware of these perceptions enables teachers to better understand their students' expectations and to develop their skills accordingly [4]. Reference [5] the existing body of literature contains data on Turkish preparatory school students' perceptions of higher education. However, there is an unavoidable need to investigate younger secondary and high school students.

However, the very definition of a good language teacher is debatable. The purpose of this article is to examine what language learners believe constitutes a successful and effective language teacher. The following research statements are addressed in this study:

1. Characteristics of a good EFL teacher according to students.
2. The most important characteristics in identifying a good EFL teacher.

A. Teaching English as a Foreign Language (TEFL)

The English language as a foreign language Instruction may occur in any country, whether or not it is English-speaking. EFL students study English for a variety of reasons, including exam preparation, career advancement, and education advancement. In the majority of everyday conversation, commerce, business, law, and politics. Nonetheless, the majority of English language students study this in countries where English is not widely spoken. English is spoken as a second language in Malaysia, India, Mexico, and Singapore. countries, particularly in public schools, English as a Foreign Language is a required subject. English is a required subject in senior and junior high schools throughout Indonesia. English is not a required subject at the elementary and kindergarten levels; it can be taught to students as the local content subject (*Muatan Lokal*). Both teaching and learning are inextricably linked; neither can be defined in isolation. Ref. [6] defines learning as having the following components:

1. Learning is an acquisition or acquiring process.
2. Learning is the process of acquiring and retaining knowledge and abilities.
3. Retention encompasses data storage, individual memory, and the organization of cognitive

processes.

4. Learning entails paying active, conscious attention to and acting on external or internal events.

While learning is not relatively permanent.

6. Learning entails some form of practice, perhaps reinforced practice.

7. Learning is a necessary component of behavior modification.

8. Additionally, [4] defines teaching as guiding and facilitating learning, facilitating the ability of the learner to learn, and establishing the learning environment.

B. Context for English Learning

Individuals or students acquire English in a variety of situations. Some students study English in a structured fashion, while others study it more casually. Additionally, it is accessible to students from English-speaking countries such as Australia, the United States of America, Canada, and the United Kingdom. As a result, students may gain extensive exposure to the language, as English is used in virtually every aspect of society, including education, English is the primary language of instruction in some schools (or specific levels within some schools). In certain countries, such as Nigeria, members of various ethnic groups may communicate in English. English is a foreign language in some countries, such as Indonesia, Vietnam, and China, and thus English learning is frequently considered in an EFL (English as a Foreign Language) context. It is not used as a lingua franca or a mode of communication in a variety of formal situations, including educational activities, government functions, and the legal system. In the study of English language learning, ESL and EFL are considered comparable in terms of contexts due to their degree of similarity. English has been made a compulsory subject in Indonesia's junior and senior high schools. For Indonesians to learn English, it is critical for a variety of reasons, including education and economic development. Despite having spent approximately six years learning the language, the majority of Indonesian students continue to struggle.

C. Characteristics of Good Language Learners

Propose the following characteristics of effective language learners in based on their observations [6]: list the following characteristics:

1. Willing and accurate guesser.
2. Is driven by a strong desire to communicate.
3. The area is uninhabited.
4. They are concerned with forms.
5. Practices seek out opportunities for

conversation.

6. Maintains an awareness of one's own and others' speech.
7. Is conscientious of meaning [7,8].

Identifies the following:

1. Individual learning style or positive learning strategy.
2. A proactive attitude toward the learning task.
3. A tolerant and extroverted attitude toward the target language, as well as empathy for its speaker.
4. Technical expertise in dealing with a language.
5. Experimentation and planning strategies for transforming the new language into an ordered system and gradually revising the system.
6. Constantly on the lookout for meaning.
7. Availability for practice.
8. Willingness to communicate honestly in the language.
9. Self-monitoring of language use and critical sensitivity to its use.
10. Increasingly establishing the target language as a distinct reference system and learning to think in it [8].

Brown defines metacognitive strategies as those that involve planning for learning, reflecting on the learning process as it occurs, monitoring one's own production or comprehension, and evaluating learning after an activity is completed [9].

D. Characteristic of Good EFL Teacher

A teacher is critical to the learning process. That is why they have such a profound effect on students. However, when teachers disregard learners' needs, interests, or deficiencies, both teaching and learning become painful, and the school environment becomes intolerable for students. The characteristics of an effective teacher may vary according to the learner. Although there are numerous variables, several are common. For example, explains in one of the related studies that effective teachers tend to:

1. stay in their positions for longer periods of time;
2. devote more time to teaching and curriculum planning;
3. be sensitive to their students' needs;
4. be tolerant of their students' mistakes and errors;
5. work with difficult students for longer periods of time;
6. participate in and contribute to their students' learning experiences [10].

Stern in Ref. [8] said that characteristics reflect the post-method era's perception of a modern EFL teacher. However, this list can be expanded by adding additional elements. Study, for example, may be beneficial in terms of adding new components.

Asserts that an effective teacher should :
1. be able to organize, explain, and clarify instructions;
2. be fluent in the target language;
3. be able to generate and sustain student interest and motivation;
4. be fair to students by demonstrating neither favoritism nor prejudice;
5. be available to students at all times [11].

Apart from these two lists of universally accepted standards, identifies three essential characteristics of an expert educator. Thus, an effective teacher's essential characteristic emphasizes the importance of being moral and informed in addition to being competent. The second criterion indicates that the teacher should constantly seek new ways to improve professionally based on prior experience. Finally, the third criterion is that the teacher must be personally invested in the advancement of his or her profession. As Pettis noted, the profession of teaching requires teachers to integrate life-long learning [12].

Adds some additional characteristics for effective teachers through humanistic perspectives [13]. Creating a friendly classroom environment, planning various types of learning activities, and utilizing educational materials, he believes, are all professional responsibilities of an effective teacher. Additionally, they should be aware of how to plan their lesson and classroom in order to alleviate their students' anxiety and encourage them to speak English. To summarize the information presented above regarding the existing literature block, there are several characteristics of an effective language teacher that converge from various perspectives.

E. Teachers Competences

Teacher competencies include personality, social, pedagogical, and professional abilities. A person's inner character and outward persona, or emotional competence is defined as a teacher's ability to become someone the students can look up to and be a role model for their own character and inner mastery, or emotional mastery is person-centered as the teacher's capability of serving as a role model for others [14]. This competence encompasses teachers being a religious, possessing integrity, being an admirable, demonstrating excellence, and having professionalism, as well as a sense of stability, as having competence, and a strong work ethics, and having self-confidence, and serves as a role model for students and the community.

Concerning language teachers' personalities, Suggests that they must have a sense of humor, be approachable, creative, and highly motivated, have the ability to connect and share, as well as an open and highly cheerful, as well as able to project, have the capability of giving people a feeling of, and must have the flexibility to interact well and be inspiring [15]. All of these experts (who include Brosh, Murphy, and others) state that desirable language teacher characteristics include fairness in teaching, eagerness to learn and interest in the students, patience. In addition Ref. [11] [16] [17] [18]. contend that preferred teachers are enthusiastic and unbiased. This fact (also known as Khaeefaji and Ahido Kafiqioyoun, however) shows that, according to them, there are no good and bad language teachers.

Social competence is defined as the "ability to coordinate adaptive responses flexibly in response to a variety of interpersonal demands and to organize social behavior in a manner that is beneficial to oneself and consistent with social conventions and morals" in a variety of social contexts [19]. Define foundational social competence in four distinct ways. The first step is to develop an effective process that incorporates empathy, relationship appreciation, as well as a feeling of empowerment to expand on the previous, there is a cognitive process involved; it's also being able to think about things from multiple perspectives and making sound moral decisions [20]. Lastly, a positive social skills expansion enables individuals to more effectively engage in interactions, and help them grow together socially. These include the ability to make eye contact, effective questions, and the awareness of their own attitudes and beliefs within different social contexts. To put it in more laypeople's terms, social competence is not about how people perceive feelings or what they do, but rather about wider aspects of their behaviors.

For pedagogical competence, tangible resources such as instruction materials and intangible resources are brought together in order to maximize educational effectiveness [21].

Professional competence is defined as a teacher's capacity to master the disciplinary area's required content and knowledge. Professional competence is a critical competency because it encompasses all other competencies [22]. For instance, teachers must plan and implement effective teaching and assessment activities in order to demonstrate pedagogical competence. Teachers must serve as role models for their students by demonstrating personality competence. Teachers must demonstrate social competence in order to communicate effectively with students, colleagues, and the community. While demonstrating content knowledge competence, teachers must demonstrate a working knowledge of the English language on a

variety of levels. Asserts that subject knowledge does not necessarily imply an understanding of English history, but rather an understanding of what to teach and how to teach it, as well as an understanding of the learners and how to teach them. Understanding who they are and how to motivate them, as well as knowing when and where to teach [23].

Teachers have a wide range of approaches and interests [24]. He says that students should avoid rehashing the same arguments and want to demonstrate something better, like inductive over deductive teaching, phonics teaching versus whole language teaching

Apart from being required to integrate ICT into their teaching and learning in this digital era , teachers must also develop their professionalism through ICT [25]. EFL teacher can utilize social media networks (http://www.facebook.com, https://in.linkedin.com & https://plus.google.com) because they enable teachers to connect with individuals working in fields related to educational practice, with the primary purpose of exchanging ideas.

Teachers also have legitimate opportunities to engage with and learn directly from these individuals via social media networks. Teachers of English as a second language could make use of web conferencing and e-publication [26]. Through the internet, web-conferencing enables teachers to connect and communicate in real time with other EFL teachers located in different locations. It enables EFL teachers to connect with students across regency, national, and international boundaries, as well as across multiple time zones via e-publication. In the context of online publishing, this could mean anything from publishing in a professional journal to creating content for a website. Readers can comment and express their opinions through this space, and the material can be revised and further developed as a result.

METHOD

The participants in this study were 24 students (4 males and 20 females) enrolled in the fourth semester of the English program at Universitas Muhammadiyah Sidenreng Rappang in Indonesia. The instrument was a written test consisting of essay questions covering four distinct aspects of the teacher's personal, social, professional, and pedagogical qualities. The writing test provided clarifications on the items or referred to a criterion for a good EFL teacher. The essay questions were administered to students of Universitas Muhammadiyah Sidenreng Rapping's English Education Department. The information included 1)

student perceptions of the characteristics of a good EFL teacher, and 2) the characteristics expected to be most important in identifying a good EFL teacher.

This research was qualitative and quantitative. This led to distinct analyses Miles and Huberman in Ref. [27] described model of three concurrent data analysis activities: data reduction, data visualization, and conclusion drawing/verification. Here is the data analysis procedure.
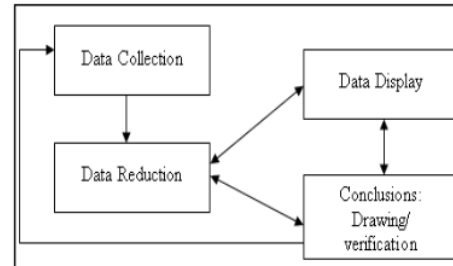

Figure 1. Flow of Qualitative Data Analysis.

Data summarization includes reducing to the most basic categories and determining the gist of the phenomenon. Computation and data reduction should proceed sequentially as the project unfolds. While conducting field research, it is critical to be critical of the type and the quantity of data gathered, as well as the assumptions and conclusions. Consecutive handwritings, which are frequently illegible and blurred with shorthand, are required to be useful a table, chart, or figure organizes and positions the component in an understandable manner.

FINDINGS AND DISCUSSIONS
The data of a good teacher from the students' response are categorized into the following:

A. Personality Competence
1. Good attitude, good characters, always motivating, honest, calm, consistent, disciplined, wise, and responsible;
2. Always smile, good looking, pretty/ handsome, good performance, and healthy;
3. Clever, creative, free, positive thinking, intelligent, professional, and intelligent;
4. Humor, humble, passionate, patient, polite, and respect each other.

B. Social Competence
1. A good teacher is who teaches to pay attention to the students
2. can create a pleasant learning environment, be able to communicate with students and their

parents

3. become a mediator and facilitator of students
4. A good teacher must also be able to understand each student's characteristics because each student's character is different, so that it is easier to provide education to students
5. sees all students the same without discriminating against them

C. Pedagogical Competence

1. gave the example of an easy explanation to understand;
2. understand and align the material;
3. A good teacher should be able to keep abreast of the times because we see that in the current era, many technologies have used so that students can also follow the times in the learning process;
4. a good teacher is to be able to create or compose a unique and not monotonous learning program such as presenting games on the sidelines of learning so that students do not feel bored;
5. Teaching can use modern methods, such as using LCD, many technologies, and e-learning material.

D. Professional Competence

1. A good teacher can provide knowledge to students with positive thoughts, enthusiasm and not dull.
2. Able to create a learning environment that is fun, free, and has management skills in the classroom
3. A good teacher possesses effective classroom management skills and is capable of ensuring appropriate student behavior when students learn and collaborate effectively.
4. A good teacher must be more profound in everything than people in general. Must be more understanding, more knowledgeable, and more perfect than others.

From the data above, the following principles take out from the deep analysis in the form of an essay for considering the characteristics of an effective English language teacher as follow:
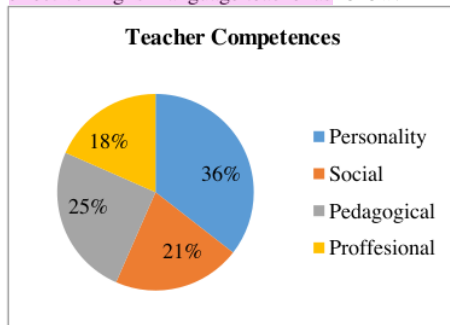
Teacher Competences

Figure 2. Teachers' Competences

As our findings indicated, students had varying perceptions of the characteristics of an effective teacher. Personal characteristics of the teacher were found to be most important for students in terms effective language instruction and also for the moral development of the students. Given that students are to discover their personality or identity, the teacher's should be to serve as an appropriate role model. Argues for the importance of a teacher's personal qualities in his study, stating that an effective teacher combines well-developed teaching abilities with positive character traits [28]. These teachers play a critical role in developing into and remaining friendly pedagogues. As a result, in contrast to strictness, friendliness becomes a necessary characteristic of an effective teacher.

Then, when it comes to the pedagogical component of the inventory, students would rather value their teacher's excellent English pronunciation skills. According to the participants' expectations of an effective teacher, students also anticipate increased exposure to the target language correctly. As a result, EFL teachers should give the example of an easy explanation to understand.

The social competence of teachers also gets students' attention; students need teachers that pay attention to the students can create a pleasant learning environment, be able to communicate with students and their parents, become a mediator and facilitator of students. In a similar vein, Ref. [11] [29] [28] emphasize the critical nature of an effective teacher's characteristics. For instance, Shishavan and Sadeghi argue that "having a good character and interacting positively with students is critical for a teacher to be effective". It enables learners to study in a safe environment, which has a beneficial effect on language learning. Additionally to these studies, Ref. [30] 10] emphasize the critical nature of developing positive relationships with students as an essential quality of an effective teacher. Teachers should be cognizant of their behavior with students in this regard, as it contributes significantly to the establishment of a healthy environment for teaching and learning.

Previously, teachers played an active role in language instruction. However, it appears as though this perception is no longer valid. For instance, the current study's findings demonstrate that students expect their teachers to design collaborative activities such as group and pair work. It is a credential that relates to the teacher's professional ability. Teachers should also can provide knowledge to students with positive thoughts, enthusiasm and not dull. Teachers able to create a learning environment that is fun, free, and has management

skills in the classroom. As a result, teachers may benefit from authentic materials in the classroom in order to meet their students' expectations.

Along with the characteristics that their students value most, EFL teachers should become familiar with the characteristics that should be avoided. According to the current study's findings, students do not want their teachers to be strict in the classroom. It is a parallel expectation to humanistic approaches. By avoiding strictness and harshness, teachers can develop better relationships with their students, resulting in their students' increased performance.

Taking into account the aforementioned findings and discussions, it is possible to conclude the following characteristics of [29] effective EFL teacher. Thus, an effective EFL teacher should have excellent/good command of the English language. He should create a friendly classroom environment for his students, demonstrate effective classroom management skills, be enthusiastic and patient, and incorporate technology and visual materials into his pedagogical act.

CONCLUSION

When considering the characteristics of a good EFL teacher in general, students' perceptions may vary; one may list several features of characteristics. When listing the characteristics of an effective EFL teacher, the characteristics can be classified more precisely. The characteristics of an effective teacher will determine the success of the teaching and learning process. From the results of this study it was found that students assessed personality competence (ex: good attitude, good characters, always smile, good looking, clever, creative, humor, humble, passionate, patient, polite, and respect each other) as the most important role compared to pedagogical competence (ex: gave the example of an easy explanation to understand, understand and align the material), then social competence (ex: can create a pleasant learning environment, be able to communicate with students and their parents, become a mediator and facilitator of students) and professional competence (ex: possesses effective classroom management skills and is capable of ensuring appropriate student behavior when students learn and collaborate effectively).

REFERENCES

[1] M. Ala Amjadi, "With the verve of words: Learning foreign languages in Iran," *Tehran Times*, 2012.

[2] G. Jonathan and A. Iriani, "Evaluasi Kualitas Jasa Sekolah Dasar Dengan Model Servqual untuk Menangani Penurunan Jumlah Peserta Didik," *JAMP J. Adm. dan Manaj. Pendidik.*, vol. 4, no. 1, pp. 51–60, 2021.

[3] R. B. Santosa, "Motivasi Dalam Pembelajaran Bahasa Inggris: Studi Kasus Pada Mahasiswa Jurusan Pendidikan Bahasa Inggris IAIN Surakarta," *J. Ilm. Didakt. Media Ilm. Pendidik. dan Pengajaran*, vol. 18, no. 1, pp. 87–102, 2017.

[4] G. Sakkir and S. Dollah, "Measuring students' writing skills using Facebook group application in EFL context," *Int. J. Humanit. Innov.*, vol. 2, no. 3, pp. 69–74, 2019.

[5] A. Arikan, D. Taser, and H. S. Sarac-Suzer, "The effective English language teacher from the perspectives of Turkish preparatory school students.," *Online Submiss.*, vol. 33, no. 150, pp. 42–51, 2008.

[6] A. L. Brown and A. S. Palincsar, "Inducing strategic learning from texts by means of informed, self-control training," *Cent. Study Read. Tech. Report; no. 262*, 1982.

[7] J. Rubin, "What the" good language learner" can teach us," *TESOL Q.*, pp. 41–51, 1975.

[8] H. H. Stern, "What can we learn from the good language learner?," *Can. Mod. Lang. Rev.*, vol. 31, no. 4, pp. 304–319, 1975.

[9] G. Brown, "Twenty-five years of teaching listening comprehension," in *English Teaching Forum*, 1987, vol. 25, no. 4, pp. 11–15.

[10] H. Cheung, "The measurement of teacher efficacy: Hong Kong primary in-service teachers," *J. Educ. Teach.*, vol. 32, no. 4, pp. 435–451, 2006.

[11] H. Brosh, "Perceived characteristics of the effective language teacher," *Foreign Lang. Ann.*, vol. 29, no. 2, pp. 125–136, 1996.

[12] J. Pettis, "Developing our professional competence: Some reflections," *Methodol. Lang. Teach. An Anthol. Curr. Pract.*, pp. 393–396, 2002.

[13] J. C. Richards, "30 years of TEFL/TESL: A personal reflection," *RELC J.*, vol. 33, no. 2, pp. 1–35, 2002.

[14] K. P. N. RI, "Undang-Undang RI No. 14 Tahun 2005 tentang Guru dan Dosen," 2019.

[15] S. Borg, "The distinctive characteristics of foreign language teachers," *Lang. Teach. Res.*, vol. 10, no. 1, pp. 3–31, 2006.

[16] P. K. Murphy, L. A. M. Delli, and M. N.

Edwards, "The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers," *J. Exp. Educ.*, vol. 72, no. 2, pp. 69–92, 2004.

[17] H. Atmowardoyo, J. Ja'faruddin, and K. Khaerati, "Developing an Assesment Instrument for Indonesian EFL Teachers' Performance Based on The Students' Perceptions," *Int. J. Sci. Res.*, vol. 6, no. 7, pp. 608–614, 2017.

[18] C. O. Okpala and R. Ellis, "The Perceptions of College Students on Teacher Quality: A Focus on Teacher Qualifications.," *Education*, vol. 126, no. 2, 2005.

[19] K. L. Bierman, *Peer rejection: Developmental processes and intervention strategies*. Guilford Press, 2004.

[20] P. C. Broderick and P. Blewitt, *The life span: Human development for helping professionals*. Merrill/Prentice Hall, 2003.

[21] S. Madhavaram and D. A. Laverie, "Developing pedagogical competence: Issues and implications for marketing education," *J. Mark. Educ.*, vol. 32, no. 2, pp. 197–213, 2010.

[22] M. Mulder, "Conceptions of professional competence," in *International handbook of research in professional and practice-based learning*, Springer, 2014, pp. 107–137.

[23] P. W. Andabai, "The impact of teaching practice on trainee teachers in the Nigerian tertiary institutions: The Niger Delta University experience," *Acad. J. Interdiscip. Stud.*, vol. 2, no. 5, p. 109, 2013.

[24] D. Arends and A. Kilcher, *Teaching for student learning: Becoming an accomplished teacher*. Routledge, 2010.

[25] S. Ranson, C. Farrell, N. Peim, and P. Smith, "Does governance matter for school improvement?," *Sch. Eff. Sch. Improv.*, vol. 16, no. 3, pp. 305–325, 2005.

[26] G. Sakkir, *Writing: Beginner*. Deepublish, 2018.

[27] M. B. Miles and A. M. Huberman, *Qualitative data analysis: An expanded sourcebook*. sage, 1994.

[28] S. Thompson, "Defining agood teacher'. Simply! Have you got what it takes?," *Mod. English Teach.*, vol. 17, no. 1, p. 5, 2008.

[29] H. B. Shishavan and K. Sadeghi, "Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English.," *English Lang. Teach.*, vol. 2, no. 4, pp. 130–143, 2009.

[30] J. C. Clark and J. Walsh, "Elements of a model of effective teachers," in *AARE 2002 Conference papers.[Online]: Retrieved on April*, 2002, vol. 4, p. 2007.

NGT

1. Rini Handayani, Geminastiti Sakkir, Rosmini Kasman. "The Influence of Verbal-Linguistic Intelligence on Students Learning Outcomes in English at SMA Negeri 1 Sidrap", EduLine: Journal of Education and Learning Innovation, 2021
   Publication
   2%

2. eprints.unm.ac.id
   Internet Source
   1%

3. egitimvebilim.ted.org.tr
   Internet Source
   1%

4. repository.unikama.ac.id
   Internet Source
   1%

5. istgahniyaz.ir
   Internet Source
   1%

6. www.worldscientificnews.com
   Internet Source
   1%

7. Musa Nushi, Ali Momeni, Maryam Roshanbin. "Characteristics of an Effective University Professor From Students' Perspective: Are the
   <1%

Qualities Changing?", Frontiers in Education, 2022
Publication

8 ejournal.umpri.ac.id
Internet Source
<1%

9 Priye W. Andabai, Bio K. Basuo. "Teacher's Personality and Classroom Management of Tertiary Institutions in Nigeria: The Issues and Perspectives", Journal of Educational and Social Research, 2013
Publication
<1%

10 Habiburrahim Habiburrahim, Saiful Akmal, Ika Kana Trisnawati, Suryanto Suryanto, Maira Mustiranda, Safrul Muluk. "Researching professional English as a foreign language lecturer in the industry 4.0: A curriculum perspective", International Journal of Evaluation and Research in Education (IJERE), 2022
Publication
<1%

11 garuda.kemdikbud.go.id
Internet Source
<1%

12 www.frontiersin.org
Internet Source
<1%

13 eprints.iain-surakarta.ac.id
Internet Source
<1%

14 Michael Grenfell, Vee Harris. "How do pupils learn? (Part 1)", The Language Learning Journal, 1993
Publication

<1 %

15 Ali Hatamvand, Reza Khany, Mahmoud Samaie. "Using PLS path modeling for assessing a language teacher observation scale", International Journal of Applied Linguistics, 2020
Publication

<1 %

16 Nasrullah Djamil. "Developing an Auditing Interactive Electronic Textbook With Google Slide and Quizizz", AL-ISHLAH: Jurnal Pendidikan, 2022
Publication

<1 %

17 ijic.org
Internet Source

<1 %

18 www.canberra.edu.au
Internet Source

<1 %

19 Chii Chang, Satish Narayana Srirama, Sea Ling. "Mobile social network in proximity: taxonomy, approaches and open challenges", International Journal of Pervasive Computing and Communications, 2015
Publication

<1 %

20 eprints.soton.ac.uk
Internet Source

<1 %

21　ojs.uniska-bjm.ac.id
Internet Source
<1%

22　Fadia Nasser-Abu Alhija. "Teaching in higher education: Good teaching through students' lens", Studies in Educational Evaluation, 2017
Publication
<1%

23　Geminastiti Sakkir, Syarifuddin Dollah, Jamaluddin Ahmad. "E-Learning in COVID-19 Situation: Students' Perception", EduLine: Journal of Education and Learning Innovation, 2021
Publication
<1%

24　Mehzudil Tuğba Yıldız Ekin, Ebru Atak Damar. "Voices from the Young Learner Classrooms: If I Were …", Procedia - Social and Behavioral Sciences, 2013
Publication
<1%

25　Serkan Uygun. "How to Become an Effective English Language Teacher", Journal of Educational and Social Research, 2013
Publication
<1%

26　cicasjourney.wordpress.com
Internet Source
<1%

27　media.neliti.com
Internet Source
<1%

28　society.stust.edu.tw
Internet Source
<1%

| 29 | units.imamu.edu.sa
Internet Source | <1% |

| 30 | www.tesl-ej.org
Internet Source | <1% |

| 31 | Zahra Alimorad, Mostafa Tajgozari. "A Comparison of Iranian High School Teachers' and Students' Perceptions of Effective English Teachers", SAGE Open, 2016
Publication | <1% |

| 32 | journals.christuniversity.in
Internet Source | <1% |

Exclude quotes   On   Exclude matches   Off
Exclude bibliography On