**THE STUDENTS’ PERCEPTIONS ON EFFECTIVE**

**EFL TEACHERS’ CHARACTERISTICS**

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***Abstract***

*This research aims at finding the perceptions of the students of SMAN 9 Gowa on effective EFL Teachers’ characteristics and criteria of effective EFL teachers’ characteristics which most preferred by the students. The basic method of this research is descriptive qualitative research design in order to get more understanding about phenomena of effective EFL teachers’ characteristic where the research was done in SMA Negeri 9 Gowa.The sample was taken by using purposive sampling techniques where there were 27 students involved from 9 classes and 2 majors. The method of collecting data is done by using interview and recording. The result of this research showed that The result of the research showed that there were several effective EFL teachers’ characteristics. they were socio affective skill which covers the teacher’s ability in motivating students, indiscriminate and teacher who can built up good or warm relationship with students. pedagogical knowledge which icluded teacher who can deliver the material well, discipline, have inovation in teaching and use effective language in teaching. Subject matter knowledge which dealed with the teacher who master the teaching materials and personality characteristics which included humorous, creative, humble, friendly, polite and have high self confidence teachers. The criteria of effective EFL teachers’ characteristics which were most preferred by students dealed with humorous, discipline and have ability in transferring the material well.*

***Keywords:*** *Effective**EFL teacher, Effective**EFL teachers’ characteristics,*

*Students’ Perception*

**INTRODUCTION**

School is a formal institution which is believed as a home for students to shape their behavior and educational success. It is a second home for students to learn many aspects which can determined their success in the future. The success of students’ learning is determined by involvement of some elements such as teacher, students themselves, material, and context of time and place. Tecaher as one of those elements has a great influence in shaping students’ behavior as well as in determining the success of students. Characteristics of teacher has a big role in making the teaching and learning process runs effectively and efficiently.

According to Chen and Lin (2009), there are three characteristics that has a great influence in students’ learning process. They are instructional competence, personality and teacher-student relationship another characteristic that will bolster teachers in the classroom is their personality. According to Hogan in Othman (2009) personality includes of thinking, felling and acting. It is similarly with Pervinet. al (2005) who stated that personality refers to the characteristics of the person that account for consistent pattern of felling, thinking and behaving. Those Characteristics is very important to improve the professionalism of English teachers.

According to Ali Dincer, Ali Gogsu, Ayşegül, Takkac, Mine Yazici (2013) there are four main characteristics of effective English language teacher namely socio-affective, pedagogical knowledge, subject-matter knowledge and personality characteristics. It is also in line to Regulation of Minister of National Education Number 16 in 2007 that a teacher should have some competencies such as Pedagogy competence, Personal Competence, Professional Competence, and Social Competence. Pedagogy Competence refers to the ability of the teachers to manage the learning of students; Personal Competence means the ability of a stable personality, noble, wise, and dignified and become a role model for students. Professional Competence refers to mastering material and social Competence refers to the ability to communicate and interact effectively and efficiently.

Those competencies can be observed by the students in the classroom, in the teaching process where students have more time to interact with the teacher. The students interact with the teacher directly and feel how the teachers’ motivation, how good the teachers in presenting the materials, how the classroom atmosphere built, and so does the weaknesses of the teachers in the classroom.. The students can observe and build their own perceptions based on their experience and their hope of what characteristics of effective EFL teachers they adore. In other words, students as subject of teaching will imitate as well as observe the teacher directly.because one of teacher’s functions in the classroom is as a model. So what the teachers doing in the classroom will be a model for students.

Having good competence the English teachers make teachers become effective in conducting the teaching process and to avoid problem deals with teaching process as well as students’ behavior.

Furthermore, it is realized that some students have problems with their teacher. Although there will never be a perfect relationship between teacher and students, but as a teacher, should build a good relationship with the students or even try to be an effective teacher for them. Despite all, a teacher should avoid some criteria that can categorize him/her to be an ineffective teacher. That is why, it is important to investigate the characteristics of effective EFL teachers to be used as model to follow or to avoid. It is related to Aksoy, et.al (2009) who stated investigated elementary students’ perception and reported that kind, friendly, honest, tolerant, helpful, patient, and seldom shows nervousness and anger as the ideal characteristic of an EFL teacher.

Hence, it is important to know the students’ perceptions on characteristics of English teacher in the classroom. It is can be used as information to improve the quality of English teaching at school. Furthermore, the students have interaction directly with the teacher in the classroom, their perceptions can be used as a measurement to judge the English teachers are effective or not. In addition, the students interact with the teacher directly and feel how the teachers’ motivation, how good the teacher are in teaching, how the classroom atmosphere built, and do the teachers assess fairly. The students can observe and build their own perceptions based on their experience and their hope of what characteristics of effective English teacher they adore. In other words, students as subject of teaching will imitate as well as observe the teachers directly.

Therefore, the researcher interested to investigate students’ perception on effective EFL teachers’ characteristics and the criteria of effective EFL teachers’ characteristics which was most preferred by the students.

**RESEARCH METHOD**

This research applied descriptive qualitative method in order to get more understanding about students’ perception on effective EFL teachers’ characteristics and the types of effective EFL teachers’ characteristics which mostly preferred by students.

As the participants in this research, the researcher choosed the EFL students of eleventh grade at the second semester that consist of 9 classes which was divided into two majors in SMA Negeri 9 Gowa. 3 students from each classes were chosen purposively. To get the data, the researcher used interview guide. Interview was conducted three times by using audio recorder to collect data about out the perceptions of the students on effective EFL teachers’ characteristics and criteria of effective EFL teachers’ characteristics which was most preferred by the students

 The data analysis consists of three steps of activities: data reduction, data display, and conclusion and verification. Initially, the data were transcribed and selected the most important part which is relevant to the topic. The data interpreted and analyzed in the form of extracts. Then, relevant data were identified and discussed.

**FINDING**

1. ***Students’ Perception on effective EFL teachers’ characteristics***
2. Socio affective skill

Socio affective skill refers to the ability of teacher to build up interpersonal relationship with students. It refers to the ability of teachers and students to communicate and cooperate. Based on the result of interview with student 5, the effective EFL teachers’ characteristics in terms of socio affective skill, can be revealed in the following extract:

**“***Guru yang.....yang efektif karakteristiknya itu yang tegas, yang akrab dengan siswa, kemudian memberikan komitmen yang penting untuk siswa”*

The result of interview above showed that student perceived the effective EFL teachers’ characteristics related to socio affective skill deals with the characteristic of teacher who can built up warm and welcome relationship with students, a teacher who can motivate students as well as drive them as support in learning process. It is also in line with the result of interview with student 10, in the following extract:

*“Yang saya tau, guru yang efektif itu, mungkin guru yang bisa mengajar sesuatu kepada siswa dengan cara pembawaannya yang humoris, mudah dimengerti oleh siswa dan mungkin memberikan motivasi kepada siswa untuk bisa memahami dan bisa belajar lagi”*

Different perception about effective EFL teachers’ characteristic stated by student in the following extract who perceived effective EFL teachers’ characteristics as a teacher who indiscriminate students as the result of interview with students 11 below:

“*Ee….Guru yang efektif itu menurut saya yaitu guru yang baik, mmm….ramah, ee…tidak sering….tidak sering membandingkan siswanya, baik itu dari segi penampilannya ataupun pengetahuannya”*

Based on the result of interview above, student stated that teachers who indiscriminate students in terms of their performance during the teaching and learning process, ability and social background was perceived as effective characteristic of EFL teacher.

Different perception also stated by Student 22 below deals with effective EFL teachers’ characteristics. It can be revealed from the result of interview below:

*pertama, humoris, penguasaan materi, pendekatan, bijaksana, tidak pilih kasih, juga stlyish juga otomatis*

The effective characteristic of EFL teacher based on the student above related to socio affective skill of teachers who appeared from their attitude to students. A teacher who were wise, indiscriminate students and a teacher who had good performance/ the way of dressing were perceived as effective teacher.

1. Pedagogical knolwedge

Pedagogical knowldege refers to the teachers’ ability to manage the learning process which includes planning, implementing, evaluating students’ learning outcomes. Below are presented the result of interview deals with pedagogical knowledge as knowledge that must have by effective EFL teachers.

*“Menurut saya, guru yang efektif itu adalah guru yang mampu mentransfer ilmunya kepada siswa dengan....dengan baik. Guru yang, ee.....ketika mengajar menggunakan bahasa yang baik.... bahasa yang dapat dimengerti oleh siswa, guru yang ketika mengajar itu on time dan eee....pelajarannya itu tersusun rapi dari yang mudah hingga yang tersulit.”*

Based on the result of interview with student above, the effective EFL teachers’ characteristics based on the student’ perception was a teacher who had ability to deliver the material well or the one presented the material based on the level of student, used good/ appropriate and effective language in teaching. Further the student stated that effective teacher also well management in teaching and learning process such as time management.

It is also in line with the perception of both students as presented in the following extract:

*“Menurut saya, yang pertama itu baik, yang kedua itu murah senyum, yang ketiga itu memahami siswa, siswapun harus memahami guru, yang ke empat itu, gurunya itu cara menjelasknnya itu mudah dimengerti oleh siswa, tidak bertele- tele cara menjelaskannya dan cara menjelaskannya itu dari penjelasn yang kecil, yang mudah dipahami dulu baru yang tersulit”*

*“Menurut saya yang cara penyampaian materinya itu jelas, bagus dan mudah dipahami kemudian tidak terlalu menekan siswa dalam belajar, ketiga...humoris, eee....stylish”*

Both students above perceived the effective EFL teachers’ characteristics similarly. They stated that the teachers were effective when they have ability in delivering the material, using effective language which is understandable.

Different perception about effective EFL teachers’ characteristics stated by other student. It can be revealed in the following extract:

*“Menurut saya, karakteristik guru yang baik itu adalah dia yang memiliki beberapa inovasi untuk menjelaskan materi dengan cara yang menarik, humoris, bertanggung jawab dan bisa membuat siswanya tergugah untuk lebih menikmati materi yang diberikan oleh guru tersebut”*

The result of interview above showed that effective teachers’ characteristics deal with teacher who had innovation in presenting learning material so that students had strong willingness to learners well as arousing their interest

1. Subject matter knowledge

Subject matter knowledge related to the ability to master the knowledge. In other words, subject matter knowledge is the ability in mastering the materials to be presented. It ivolves how well students mastering the theories as well as the application of the theory in the classroom. To investigate the students’ perception about the effective characteristic of EFL teachers related to subject matter knowledge, below is presented the result of interview with several students as in the following extract:

*“Guru yang memiliki penguasaan materi yang bagus, dapat menyampaikan materi dengan baik dan dapat memiliki pendekatan yang baik terhadap muridnya”*

The result of interview with student above showed that one of effective EFL teachers’ characteristics was the mastery of teaching material. Student perceived that to know whethet the teacher is effective or not can be determined on how well she or he in mastering the teaching material which would be presented in the classroom.

Those statement also in line with the following perception stated by other student based on the result of interview with student 23 below:

*“Yang ramah, yang penguasaan materinya bagus, yang tidak pilih kasih, bijaksana, stylish, pokoknya yang begitu”*

Mastering the teaching material became determinant factor whether the teacher is effective or not. It is said that the more teacher have subject matter knowledge, the more effectively they teach.

1. Personality characteristics

Below are presented the result of interview about the students’ perception about personality characteristic of teacher as an effective characteristic.

*“Baik....baik, suka bercanda, ramah....it’s”*

The result of interview above revealed that personality characteristics of teacher which were perceive as effective characteristics deals with teachers who are humorous and friendly. This psychologycal trait has a great influence the climate in the classroom.

Different statement also stated with the other students’ perception in the following extract:

*“yang pertama itu, mengajar dengan tutur kata yang baik, kreatif, humble atau berbaur dengan siswanya, berpakaian yang rapi, eee....cara mengajarnya tidak berbelit- belit, murah senyum, dan eeee......mungkin itu”*

The student above perceived that effective EFL teachers’ characteristics deal with their creativity in teaching process. In other words, the teacher who has ability to find something new, new methods, techniques, tactics, strategies and the one who was humble and can built warm relationship with students.

This is also in line with the perception of other students based on the result of interview below:

*“Menurut saya, karakteristiknya yang paling penting itu harus bertanggung jawab, ee...ramah, sopan, humoris pastinya, kreatif dan juga mampu mengembangkan beberapa hal menjadi hal – hal yang lebih menarik lagi. Dan juga menurut saya, kriteria yang baik itu, harus lebih mampu berbaur terhadap siswa-siswanya. Sehingga kami para siswa juga tidak sungkan untuk bertanya terhadap apa yang kami kurang mengerti.”*

Different student added the personality characteristics of teacher which can be identified as effective characters as in the following extract:

**“***Memiliki rasa percaya diri dan eee….mempercayai….orang lain, eee….memiliki kepekaan atas kebutuhan peserta didik, menghindari perilaku marah yang berlebihan”*

The result of interview above showed that effective characteristic of EFL teacher was a teacher who has high self-confidence. This is very important for teacher as a model in teaching and learning process. High self-confidence enables them to work effectively and efficiently in the class.

1. *Criteria of Effective EFL Teachers’ Characteristics which is Most Preferred by the Students?*
2. Humorous

Based on the result of interview, some students preferred humorous teacher to be involved in teaching and learning process, as stated by the students in the following extract:

 *“Cara....Cara mengajarnya....humoris*”

Based on the result of interview above, humorous teacher is teachers’ characteristic which is preferred by student. Student responded more positively to each other when humor is present. It brings them together and help to cope their stress dealing the material which are presented little bit boring.

This is also in line with the statement of the students in the following extract:

*“Eee.....humoris”*

Both students above had same preference dealing with effective EFL teachers’ characteristics. Using humor in the classroom is one way that can increase students’ willingness in studying as well as increase their participation in the classroom. Those perceptions also in line with the following result of interview:

*“Yang paling saya sukai itu, guru yang humoris”*

 *“Guru yang humoris karena guru yang humoris itu bisa sambil menghibur siswanya agar siswanya tidak bosan dikelas, dan siswanya lebih betah dikelas jika gurunya senang bercanda”*

The result of interview above showed that to avoid boredom, students preferred to learn with humorous teacher. Humorous is a condition in which have no motivation, or less attention the leaning process, that’s way, humorous teacher can be effective to create more enjoyable classroom and process. Indirectly, humorous teacher can built up close relationship with students and help them in studying

1. Good Teaching Strategy

Having good teaching strategy in terms of mastering the teaching material and way of delivering materials became effective EFL teachers’ characteristics which mostly preferred by students. As one of indicators in determining the success and/or fail in teaching and learning process, this ability has great impact on students’ learning especially in improving their knowledge or how well they master the subject being learnt. The result of interview below showed that good teaching strategy became effective characteristic for students.

“*Yang paling saya sukai itu cara mengajarnya yang mudah dimengerti, kayak disiplinnya juga”.*

“*Kalau yang saya inginkan itu tidak terlalu banyak hanya guru yang selalu mempertahankan cara mengajarnya seperti itu dan selalu membuat siswa nyaman dalam proses pembelajaran*”

The extract above revelaed that both students preferred to study with the teachers who have good teaching strategy. They stated that effective characteristic of EFL teacher was those who can deliver the material well, using language which was understandable. Another student also stated that a teacher who had good ability in transferring the knowledge and/or teacher who can create learning environment that make students learned in enjoyable class were identified as effective characteristic.

It is also in line with the following result of interview where both students preferred to study where the teacher has good teaching strategy.

“*Guru yang memiliki penguasaan yang baik serta yang memiliki penyampaian yang baik*”

 *“Ya…bisa mentransfer ilmunya kepada siswanya dengan baik”*

The extract above revealed that effective EFL teachers’ characteristics was a teacher who knows what to teach and how to teach the students. This ability was mostly preferred by students in learning process. The students preferred the teacher who has this ability to get better understanding of what is being learnt. Having ability to transfer the knowledge will have great impact on students in terms of how the input be understood and ability in mastering the teaching material for students will be useful for students on improvement of students’ knowledge

1. Good Time Management

Teacher as a model in context of all activity which take place in the classroom is demanded to have good time management. It is include how the class is began and ended effectively and efficiently with sufficient time. Several problems may arise due to time management which was not effective. Good time management became of effective EFL teachers’ characteristics as stated in the following result of interview

*“I preferred discipline teacher atau tepat waktu*

Based on the result of interview above, discipline teacher was mostly preferred by the student. In this case, discipline teacher refers to a teacher who began and ended the class on time. Those who know how to spent time in the class effectively. It is also in line with following result of interview:

*“Yang paling saya sukai itu cara mengajarnya yang mudah dimengerti, kayak disiplinnya juga”*

The result of interview above showed that having good time management was the ability that the teacher must have as effective teacher. Both students stated that discipline teacher was mostly preferred by them. This is important for students because it can motivate and/or demotivate in learning. as for example, when the teacher was late, this would be followed by students since the teacher is as model in the classroom. So does when the teacher ended up the class, it would arise some problems like misbehavior.

**DISCUSSION**

1. **The Students’ Perception on Effective EFL Teachers’ Characteristics**

Perceptions of effective characteristic of EFL teacher may be influenced by a variety of factors including culture, gender, subject area, school level, and the curriculum used.

In terms of the Effective EFL Teachers’ Characteristics, this study concern on investigating the students’ perception about Effective EFL Teachers’ characteristics. Through this study, it is identified that there are several effective EFL teachers’ characteristics**.**

1. Socio Affective Skill

The result of interview showed that there are some effective EFL teachers’ characteristics dealing with socio affective skill. They are students who can motivate students in learning, teachers who have good attitude, indiscriminate and have good performance. Having skill in terms of social affective will have a great impact on teaching and learning process as stated by Gedviliene (2012) that in teaching and learning process, social skills have a great impact on students’ development as individuals, as well on teaching/learning process, methods used in the classroom and learning environment in general. Social competence refers to personal characteristics of teacher, interpersonal relations with others and the ability to adapt to the social environment. Social competence is the behavior, which influences positive or negative interaction of a teacher or student, social environment and society.

The finding before showed that students perceived effective characteristic of EFL teacher was teacher who has ability to can motivate and provide environment in which students feel that they were cared as stated by Kostelnik et al.([2002](file:///E%3A%5Ckak%20fahmi%5CFix%20farid%20proposal%5CNew%20folder%5CComponents%20of%20Social%20Competence%20and%20Strategies%20of%20Support%20%20Considering%20What%20to%20Teach%20and%20How%20_%20SpringerLink.htm#CR18)) and Odom et al., ([2002](file:///E%3A%5Ckak%20fahmi%5CFix%20farid%20proposal%5CNew%20folder%5CComponents%20of%20Social%20Competence%20and%20Strategies%20of%20Support%20%20Considering%20What%20to%20Teach%20and%20How%20_%20SpringerLink.htm#CR25)) that this skill also includes how teacher built up positive relationship with student like understanding needs and feelings, solving problems, cooperating and negotiating, expressing emotion, “reading” social situations accurately, adjusting behaviour to meet the demands of different social situations, and initiating and maintaining friendships .

1. Pedagogical

The second effective EFL teachers’ characteristics which were perceived differently by students were pedagogical knowledge. Based on finding, students perceived that effective EFL teachers’ characteristics were characterized by teachers who have ability in delivering material well, well organization in teaching and learning process, have innovation that can be applied in teaching process, using appropriate or effective language and language teacher who were discipline. It is important to create atmosphere that bring positive influence on students learning. As stated by (Cooper, 1986) that Pedagogical knowledge refers to the ability to perform knowledge and skill in teaching and learning, as well as ability to manage the teaching and learning process from the planning to the evaluation stages. Furthermore, Meiers (2007) and Shulman (1987) stated that the quality of teaching is determided by teachers’ pedagogical content knowledge

Borg (20016 ) builds on these categories of teacher characteristics by asserting that most of the characterizations of a effective teacher tend to contain notions related to the areas of knowledge, skills and attitudes towards learners. Within these areas, he offers a number of prevalent characteristics of EFL teachers, such as creating interesting classes, good pronunciation, offering clear explanations, and speaking good English.

1. Subject Matter Knowledge

Effective EFL teachers’ characteristics must have subject matter knowledge that support the teaching and learning process. In the previous finding showed that this knowledge was perceived differently by students. This knowledge refers to the ability of the teacher in providing effective learning activity in the classroom and how well they master the teaching materials. Through the teaching and learning process, the teacher can apply the theories of learning such as method, strategy and technique as well as teaching media into practice. As stated by Toshboeva (2012) that teaching practice is an important phase of teacher education that provides opportunities for teachers to reflect on their developing teaching philosophies and put them into action. Subject matter knowledge refers to the ability of teacher in combining between theory and application which is brought into the classroom to be presented. This ability can be earned from the teachers’ experience during the teaching and learning process to find a best way or to create new teaching and learning theory to be applied. This knowledge must be mastered by teacher to support the teaching and learning process.

1. Personality characteristics

Based on the result of interview before, it was found several characteristics of personality characteristics which were perceived as effective characteristics by students. They are humorous, creative, high self confidence, friendly, polite. It is in line with (Malikow 2005)that traits such as flexibility in terms of the appearance of students, a sense of humour, a sense of fairness, patience, enthusiasm, creativity, care and interest in the students, all contribute to the effectiveness of teachers.

 The attitudes of teachers affect their degree of commitment to their duties, the way they teach and treat their students, as well as how they perceive their professional growth (Chen & Rovegno 2000, DarlingHammond 2000).

It is also in line with Borg (2006) that the characteristics of effective EFL teachers can be complemented by practices such as being friendly, giving excellent notes, conducting games, using humor, and not pushing students who are falling behind the rest of the class.

1. **Criteria of Effective EFL Teachers’ Characteristics which was Most Preferred by the Students**

One of effective characteristics which was preferred by students was humorous teacher. During the process of interview, most of students stated that humorous teacher could bring a positive atmosphere in the classroom during the teaching and learning process. Effective teacher is teacher who can brings and create a free stress and relaxed atmosphere. It is in line with Powers (2005) that a good teacher is one who looks for effective and different methods to generate interest and enthusiasm among the students that he or she teaches. Humor is a major psychological tool that can help students minimized fear and stress, as well as self confidence and independence(Check, 1997). The physiological theorists have found that humor can provide many benefits for the human body‟s health, and the understanding of humor makes use of the entire brain (Whisonant, 1998). Humor is one instructional tool that teacher can use in the classroom to increase their effectiveness. Teaching by humor in the classroom also can built up warm relationship with students

**CONCLUSION AND SUGGESTION**

Based on the findings and discussions in the preceding chapter, the researcher concluded that:

1. Effective EFL teachers’ characteristics based on the students’ perceptions are:

Socio affective skill as effective teachers’ characteristic deals with the characteristic such as the ability to built up warm, welcome relationship with students, motivate students as well as drive them as support in learning process, not comparing one student to another, and characteristics such as wise, indiscriminate students and had good performance/ the way of dressing. Pedagogical Knowldege is the ability to deliver or presenting teaching material well, organize the teaching and learning process appropriately, have innovation that can be applied in teaching process, use appropriate or effective language and language teacher who were discipline. Subject matter Knowledge deals with the ability of the teacher in providing effective learning activity in the classroom, mastering the teaching materials and teaching based on curriculum. The last, Personality Characters refers to the ability to manage some characteristics such as are being patient, being strict and discipline, having a sense of humor, being friendly, being kind, forgiving and advising students.

1. One of effective characteristics which were preferred by students was humorous teacher. Most of students stated that humorous teacher could bring a positive atmosphere in the classroom during the teaching and learning process. Humor in teaching and learning process has been shown to reduce classroom anxiety, create a more positive atmosphere, as well as facilitate the learning process. Student responded more positively to each other when humor is presented. It brings them together and help to cope their stress dealing the material which are presented little bit boring.

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