**Students’ Expectations from English Language Teachers at SMAN 8 Pinrang**

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**ABSTRACT**

The present study is an investigation of students’ expectations from English teachers perceived from effective English teacher characteristics of SMAN 8 Pinrang. There were 25 students involved as the participants of the study which were selected purposively. The study intended to answer the main research questions related to the students’ expectations from English teachers extended four sub-research questions about the students’ expectations from the characteristics of effective English teachers in relation to 1) pedagogical competence, 2) personal competence, 3) social competence and 4) professional competence.

 The research data were collected by using subjects’ self-report and interview. Then, the data were analyzed qualitatively. The procedure of analyzing the data involved data reduction, data display, and drawing conclusion or verification. The result shows that students’ expectations from English teachers : 1) Pedagogical competence: understanding the students, using information and communication technology, facilitating the students in learning, supporting the students in learning, mastering teaching and learning strategy, 2) Personal competence: Being patient, discipline, kind, role model, friendly, humorous, wise, responsible, firm, low profile, teaching with honesty and sincerely, not to get angry easily, not to make students feel tense, not to be very relax, not to be very diligent, not to be very fierce, 3) Social competence: close to students, treat students fairly 4) Professional competence: mastering the subject taught, love to teach, teaching four skills, not depend on the text book,5) Physical appearance: being handsome and beautiful, neat and clean.

The study concludes that students’ expectations from the teachers were found on four competencies.

**Key Word:** Expectation, Students’ Expectation, Effective EL Teacher

**INTRODUCTION**

In Indonesia, the teacher-quality improvement has become the center of attention of the government to produce quality teachers for the achievement of national education goals. Then, it is certainly related to the important role of teachers in education. The role of teachers is not only transferring knowledge, but also providing character education.

Since the teachers hold the important role in the classroom and influence the students’ achievement, they are responsible to be the effective one. They need to find out whether they are good teacher or not, not only by meeting the requirements of government and giving attention to their administrative completeness as being a teacher, but also they have to pay attention to what students expect. Even, they have to be ideal teachers for their students in order that they can carry out their role successfully. Teachers must be able to give an effective teaching for their students; and are also required to master the material, apply a good strategy, and guide the students, so that the students can be success in every aspect of their life. This applies to all teachers including English teacher.

Teachers are not the only important elements in learning process but also students. A good relationship between them will create successful learning. Therefore, students have to know their roles well such as how to be a good learner and what they really need and expect from their teachers. By knowing those kinds of roles, the students will be easier to determine the characteristics of effective teacher.

Furthermore, based on my review of related literature, it is concluded that there is adequate information about what is perceived as characteristics of effective English Language Teachers. Relating to the need of students’ expectations, it was crucial to know the characteristics of effective English teacher as perceived by the students. Therefore to know what the students’ expectations, the researcher formulated the main research question as follows:

What are the students’ expectations from EL teachers at SMAN 8 Pinrang?

To answer the main research question above the researcher formulated some sub research questions as follows:

1. What do the students expect from the teacher in relation to pedagogical competence?
2. What do the students expect from the teacher in relation to personal competence?
3. What do the students expect from the teacher in relation to social competence?
4. What do the students expect from the teacher in relation to professional competence?

**LITERATURE REVIEW**

**Previous Related Studies**

Previous research about Sitti Hajar Rahman (2015) in her research *“Students’ Attitudes and Expectations toward English Teachers Role in the Classroom at SMA Negeri 1 Sungguminasa”* found that there are some student expectations toward English teachers’ roles in the classroom. The English teacher is expected to act fairer in playing the role such as; facilitator in the classroom, to have a pleasant personality, such as; humorous and patience in playing the roles, and to be patient in correcting their mistakes because of differences of students’ abilities in understanding material. A better improvement of learning process is usually associated with high quality systems provided in the field of education. However, in the research findings explained earlier, it only illustrates three students’ expectations that should be fulfilled by the teachers. It is considered that there must be other requirements applied can be done by the teachers to develop students’ ability within the subject.

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Furthermore, Asma (2016), in her research conducted *“Students’ perception and expectation toward teacher talk in EFL classroom at SMAN 1 MAJENE”* found some students’ expectation toward teachers. Based on the data found, the English teacher should be more effective in teaching by increasing her teaching method, more creative to produce her talk in more variation, more interactive with students, more creative in keeping interesting classroom atmosphere, and be a professional teacher. Compared with the previous research, it directly focuses on advancement of teacher talk which students expected their teachers to be professional and to make the learning process more effective. Nevertheless, the standards of professional teachers were clarified apparently inadequately in research findings.

Moreover, still related to students’ expectations from teachers, it has also been done from different kinds of studies in USA, UK. In the USA, research entitled “*What are secondary students’ expectations for teachers in virtual school environments*?” established by (Oliver *et al,* 2009) found a number of student expectations for teachers of online courses. Researcher identified that students’ expectations were generally falling into content- and communication-related themes. Most of the expectations may be considered items teachers should strive to include in their online courses universally, including detailed and interactive content, peer-to-peer collaborative activities, and speedy feedback. A few expectations such as the strong student opinions voiced in this study for teachers to teach and for individualized attention should be approached more cautiously, as they may reflect personal preferences more than factors critical to every student’s success. Students may in fact benefit from course experiences that do not always align with preferred teaching strategies, but include a mix of strategies to enhance their flexibility to operate in diverse online settings. Even though the students’ expectations in Oliver’s research were set up for online courses only, the follows up of students’ expectations possibly will be applicable for Indonesian teachers. It is assumed that before the students expect more, the teachers have been on going in providing the students’ needs.

In terms of students’ expectations of EL teachers, it has been suggested that any other expectations should be figured out. The follows up of it will help the teachers provide some movements regarding the development of students’ ability on the subject matter, and this process identifies the professional teacher. Furthermore, teachers also can broaden their horizon by seeing the students’ expectation from other locations as a means of providing better teaching process by combining teaching skill, knowledge and organization which are helpful in acquiring L2.

**Some Pertinent Ideas**

**Expectation**

A simple definition about expectation, according to Merriam-Webster is: (1) a belief that something will happen or is likely to happen (2) a feeling or belief about how successful, good, etc., someone or something will be.

**English Language Teachers (ELTs)**

Korompot (2012, p. 99) claims that EL teachers should be informed and inform themselves of all matters related to ELT. Two areas of importance here are EL curricular matters and ELT methodology. Knowledge of the EL curriculum is essential because curriculum is one of the many pieces of information a teacher needs in planning, executing, and assessing instructional activities. The emphasis here is on the vital importance of having clear goals in teaching. So EL teachers must make themselves familiar with the curricular and methodological matters regarding ELT. English is increasingly the first foreign language studied at school or college. Based on the explanation above, it would be interesting to find out how Indonesian EL teachers define their profession, which has not been covered in the existing literature.

**Effective EL teachers**

Although there were many variables affecting the success of foreign language teaching, the teacher may still be considered as the key element of success in teaching foreign language. The qualities of methods, approaches, materials and syllabuses were often evaluated and criticized. However, relatively little research had been conducted on foreign language teaching competences.

**METHOD**

**Design**

This study formulated qualitative research design. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interests (Gay et al, 2006).

**Population and Sample**

 The populations of this research were the students of twelfth senior high schools in Pinrang Regency. In this research the researcher took 25 students in senior high school as sample.

**Instrument and Procedure of Collecting Data**

 The data were collected through self-report and interview. The researcher came to the school and gave them self-report test and interview to know the students’ expectations.

**Data Analysis**

In analyzing data from classroom observation and interview, the researcher used qualitative data analysis based on Miles and Huberman’s theory (2014) which consist of four stages: Data Collection, data condensation, data display and conclusion drawing/verification.

**FINDING AND DISCUSSION**

**Students’ Expectations toward English Language Teachers**

**a. Pedagogical Competence**

1) Understanding the students

 In this term, the students stated that understanding the students is one of the important aspects that teachers should have to become effective teachers. All of the students that asked do agree that the effective teachers including English teachers should understand their students in order that she or he is able to conduct teaching and learning well and being considered as ideal teacher. This is line with the study conducted by Rahman (2015), who stated that the researcher found that the students want their English teacher capable of correcting their mistakes without hurting their ego or without accusing them of not having knowledge of English and teach them how to use language inside and outside the classroom.

2) Using information and communication technology

 The use of information and technology in learning is also one of the effective English teachers’ characteristics. Therefore, in these terms the students gave their confirmation based on their experience whether the teacher should master and use of the information technology in teaching and learning process. Most of them expected that the teachers need to master and use of information and technology in order the process of teaching and learning could be done effectively.

3) Facilitating the students in learning

 In this matter the students were asked about their expectation to the teacher who conducted activities to develop their potency or not. They were also asked about the activities which are able to actualize their potency. Certainly the potency was relating to the English.

4) Supporting the students in learning

Learning is not possible without motivation. Motivation can be internal and external. A teacher is an external motivation for students. Some students are lazy to study English because they find difficulties in it. It’s the teacher’s role to motivate the students to study hard to achieve their goal.

5) Mastering teaching and learning strategy

There are four skills in English; listening, speaking, reading, and writing. Those four skills should be mastered in order to be able to communicate well with others who speak English. In learning English the students not only need an explanation from the teacher but also they need practicing.

**b. Personal Competence**

Having a good personality is the students’ expectations. They are being patient, being disciplined, being kind, being model, being friendly, being humorous, being wise, being responsible, being firm, being low profile, teaching with honesty and sincerely, not to get angry easily, not to make students feel tense, not to be very relax, not to be very diligent, and not to be very fierce. This is line with Rahman (2015), who stated that the students want their English teacher to create an informal environment in the class where they can learn with fun in the classroom.

**c. Social Competence**

Having good relation with student means closed with the students will help the teacher become effective in teaching and educating them. This characteristic was expected by the students. A teacher is a parent in the school. Besides teaching, the teacher is expected to educate the students to be an educated person. In conducting their duties, the teacher will relate with the students. It can be stated that the students are the customers of the teacher, the teacher and the students are hoped to have a good relation, even though it is very difficult to have a perfect relation, but at least the teacher tries to have a god relation with the students. How the teacher can manage the students’ conduct, teach them or motivate them if he has a bad relation with his own students.

**d. Professional competence**

 Mastering the subject taught, as the teachers who have professional competence they should master the material and the concept of subject taught. Mastering the subject taught is very important for the teacher. The knowledge of subject taught is one of several factors that can make the teacher feels confident to teach. It’s the teacher’s responsibility to convey the knowledge to the students. To convey the knowledge in front of the students, an English teacher is required to master the subject taught. Mastering the material will make the teacher effectively. This is expected by the students as crucial thing because how could the teacher teach the students if she or he doesn’t master the material. This is accordance with one of the five criteria that were established by Collins in Markley (2011) that to be an effective teacher, he or she has to know the subject matter. How the teacher could convey the knowledge or material. Several competences that should be mastered by the English teacher based on BNSP on Minister Regulation of National Education Number 16 in 2007, are (1) having knowledge about various aspects of English language (linguistics, discourse, sociolinguistics, and strategic). (2) Mastering spoken and written, receptive and productive English language in its all-communicative aspects. By mastering those competences, the English teacher is expected to present the material properly and effectively.

**e. Physical Appearance (additional category)**

Being handsome and beautiful is one of the reason make the student interest to study English. If the teacher is neat and clean, the students also could make them as their model. This is line with Korompot (2012:323) recognized this teachers’ characteristic as presentability, the ability of the teacher to be presentable in front of their students. He emphasized that it was possible to standardize teacher presentability e.g by being well groomed and well dress. However, it impossible to standardized teachers physical attractiveness e.g. being beautiful, handsome or good looking because it is something that not all English teacher are lucky enough to be.

**CONCLUSION AND SUGGESTION**

The students’ expectations from EL teachers are (1) Understanding the students. The expectations are understanding the students’ characters and students’ ability, (2) Using information and communication technology. The expectations are mastering the communication technology and having good facilities, (3) Facilitating the students in learning. The expectations are English camp, repeating the explanation and bring dictionary, (4) Supporting the students in learning. The expectations are giving motivation, encouraging students to be brave to speak and encouraging students’ self-confidence, (5) Mastering teaching and learning strategy. The expectations are explaining clearly, combining English and Indonesia, combining theory and practice, not to give many assignments, appreciating the students, having group discussion and presentation, not to explain the material too fast, teaching grammar, studying while watching, Improving students’ English skill, not to always have group assignments, not to always use English, having louder voice, not to talk too much, giving reward, not to punish the students physically, challenging the students, and giving remedial, (6) Having a good personality, The expectations are being patient, being disciplined, being kind, being model, being friendly, being humorous, being wise, being responsible, being firm, being low profile, teaching with honesty and sincerely, not to get angry easily, not to make students feel tense, not to be very relax, not to be very diligent, and not to be very fierce, (7) Having a good relation with the students. The expectations are closed to students and treat students fairly, (8) Mastering the subject taught, love to teach, teaching four skills and not depend on the text book, (9) Being handsome and beautiful, being neat and clean. By knowing the students’ expectations, the English teachers are expected to follow and pay attention on those expectations that can make them effective in teaching English. It is suggested to the English teachers to know the students’ expectations so that they can fulfill need of students, need of school, and need of government. It is suggested to other researchers to find more students’ expectation in some different schools as the representatives which cover South-Sulawesi.

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