

**STUDENTS' PERCEPTIONS OF EFFECTIVE  
ENGLISH LANGUAGE TEACHERS  
(A MIXED METHOD STUDY AT SMPN 11 SUNGAI PENUH)**

**A THESIS**



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**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2020/2021**

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**A THESIS**

**Submitted as a Partial Fulfillment of the Requirement for Undergraduated  
Degree at English Education Program in Faculty of Education and Teacher  
State Islamic Institute (IAIN) of Kerinci**

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FACULTY OF EDUCATION AND TEACHER TRAINING  
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ACADEMIC YEAR 2020/2021**

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Sungai Penuh, 2021  
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At

Sungai Penuh	
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NOMOR :	290
TANGGAL :	30/9.2021
PARAF :	

**OFFICIAL NOTE**

*Assalamu 'alaikum Warahmatullahi Wabarakatuh*

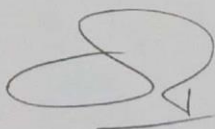
After guiding, analyzing, briefing, and correcting, the writing of **Anisa Afifa Sari Wahyuni's** thesis, (the student's number is 1710203018) entitled: "**Students' Perceptions of Effective English Language Teachers (A Mixed Method Study at SMPN 11 Sungai Penuh)**", we are of opinion that this thesis has met qualification as one of the partial fulfillment for a degree at English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the Faculty for an intermediate administrative process for the final examination.

*Wassalamu 'alaikum Warahmatullahi Wabarakatuh.*

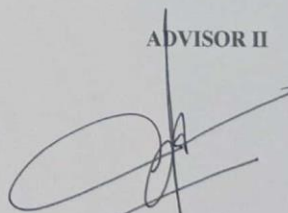
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### CERTIFICATE OF ORIGINALITY

The researcher hereby declares that thesis entitled “**Students’ Perceptions of Effective English Language Teachers ( a Mixed Method Study at Smpn 11 Sungai Penuh)**” is the researcher own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in the thesis. Any contribution made to the research by others, with whom the researcher has worked at State Islamic Institute (IAIN) of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from other in the project’s design and conception or style, presentation and linguistic expressions is acknowledged.

Sungai Penuh, September 2021

The Researcher



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### APPROVAL AND ACCEPTANCE

This thesis has been defended before the board of examination (Munaqasah) on Monday, October, 11, 2021 and was approved as one of the requirements to obtain Undergraduate Degree (S1) in English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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## ABSTRACT

**Anisa Afifa Sari Wahyuni, 2021 : “Students’ Perceptions of Effective English Language Teachers (A Mixed Method Study at SMPN 11 Sungai Penuh)”**

**Advisors**

**: 1. Daflizar, S.Pd, M.A., Ph.D.  
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This study aimed to students' perceptions of effective English teachers at SMPN 11 Sungai Penuh. This study used a mixed methods approach with a triangulation design. The population in this study were the eighth and ninth graders of SMPN 11 Sungai Penuh consisting of 114 students and the sample was taken using a total sampling. This study used questionnaires and interviews as instruments to collect the data.

The results of the questionnaire showed that effective English language teachers are assertive, enthusiastic, friendly, creative, caring, fair, experienced, humorous. Meanwhile, age and gender are considered less important. In terms of profesional qualities, effective English language teachers are those who use pair and group work activities, teach formal and informal English, give regular tests or quizzes in class, are native Indonesian speakers but fluent in English, and get to know Indonesian and foreign cultures. Regarding pedagogical skills, the respondents believed that effective teachers use technology and visual teaching materials, teach grammar effectively, manage classrooms effectively, make learners discover the language, have students check each other's work, and use real-life situations when explaining.

Based on the interviews, the results show that effective teachers are teachers who have extensive knowledge, influence student success, are friendly, kind, intelligent, understanding, caring, make interesting things like quizzes, treat students equally, humorous, professional, fair, kind, and avoid being late for class, scolding students, and being mean.

*Keywords : Students’ perception, Effective English language teacher*

**K E R I N C I**

## ABSTRAK

**Anisa Afifa Sari Wahyuni, 2021 : “Students’ Perceptions of Effective English Language Teachers (A Mixed Method Study at SMPN 11 Sungai Penuh)”**

**Advisors : 1. Daflizar, S.Pd, M.A., P.hD.  
2. Aridem Vintoni, S.Pd, M.Pd**

Penelitian ini mendiskusikan tentang persepsi siswa terhadap guru bahasa Inggris yang efektif pada siswa SMPN 11 Sungai penuh. Penelitian ini menggunakan pendekatan metode campuran dengan desain triangulasi. Populasi pada penelitian ini yaitu siswa kelas delapan dan sembilan SMPN 11 Sungai penuh dan sampel diambil menggunakan teknik total sampling yaitu sebanyak 114 responden. Penelitian ini menggunakan kuesioner dan wawancara sebagai instrumen untuk mengumpulkan data.

Berdasarkan hasil dari kuesioner, hasilnya menunjukkan bahwa guru yang efektif adalah orang yang tegas, antusias, ramah, kreatif, peduli, adil, berpengalaman, humoris dan usia, jenis kelamin dianggap kurang penting. Juga, Menggunakan aktivitas kerja berpasangan dan kelompok, mengajar bahasa Inggris formal dan informal, memberikan tes atau kuis reguler di kelas, menjadi guru penutur asli bahasa Indonesia tetapi fasih berbahasa Inggris, dan mengenal budaya Indonesia dan asing. Juga, menggunakan teknologi dan bahan ajar visual, mengajar tata bahasa secara efektif, mengelola ruang kelas secara efektif, membuat pelajar menemukan bahasa, meminta siswa memeriksa pekerjaan satu sama lain, dan menggunakan situasi kehidupan nyata saat menjelaskan.

Berdasarkan dari wawancara, hasilnya menunjukkan bahwa guru yang efektif adalah guru memiliki pengetahuan yang luas, mempengaruhi keberhasilan siswa, ramah, baik hati, cerdas, pengertian, peduli, membuat hal-hal yang menarik seperti kuis, memperlakukan siswa secara setara, humoris, profesional, adil, baik, dan menghindari terlambat masuk kelas, memarahi siswa, dan bersikap jahil.

*Kata kunci : Persepsi siswa, guru bahasa Inggris yang efektif*

**K E R I N C I**

## DEDICATION AND MOTTO

### DEDICATED

*Bismillahirrahmanirrahim...*

*I dedicated this thesis for:*

*Special thanks to Allah SWT, for health, chance, and strength for me*

*My beloved mother (Heni Liswita) and my beloved Grandparents (Pirwasta and Nurhatmi),*

*For their love, motivation, support and who always encourage me and praying for me in working my thesis, and also praying for my success in the future.*

*My brother (Muhammad Azis Kurniawan) who always motivate me to finish this thesis and (Alm. Muhammad Faiz) who has always been in my heart and my imagination and also the reason for me to always keep spirit*

*My sister (Aurenzea Ramadhani), who always makes me laugh every time.*

*And for all of my big family and people that I love.*

*And all of my friends who have given me suggestions and helping me.*

*Thank you so much for everything that all of my heart...*

*Alhamdulillah...*

### MOTTO

*He taught man what he did not know.*

Q.S Ar-Rahman : 5

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Alhamdulillah, my greatest gratefulness goes to Allah SWT the Almighty, for all the blessing and mercies, this thesis entitled: “**Students’ Perceptions of Effective English Language Teachers ( a Mixed Method Study at Smpn 11 Sungai Penuh**” has been well accomplished. Shalawat and salam to Prophet Muhammad SAW, the last Prophet and the greatest leader for human being. In accomplishing this thesis, the researcher realizes that there were many helps and supports during the process of accomplishing this thesis as one of requirement to gain Sarjana Degree in English Department at IAIN Kerinci. The researcher also would like to appreciate the following person for helping and supporting me to finish this thesis, present thanks to:

1. Dr. Asa’Ari M.Ag as the Rector of IAIN Kerinci
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3. Aridem Vintoni, S.Pd, M.Pd as the Head of English Department
4. Musdizal, M.Pd as the secretary of English Department
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10. And all my beloved family and friends for loving, praying, motivation and support.

As human being, researcher has limitation to make something perfect. Therefore, any development criticism and suggestion will be welcome as the better improvement for the researcher in making such writing at any other time. Hopefully, this thesis will be useful to the English learning process.

Sungai Penuh, September 2021  
The Researcher



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## TABLE OF CONTENTS

	<b>Pages</b>
<b>COVER</b>	
<b>PAGE OF TITLE</b> .....	<b>i</b>
<b>OFFICIAL NOTE</b> .....	<b>ii</b>
<b>CERTIFICATE OF ORIGINALITY</b> .....	<b>iii</b>
<b>APPROVAL AND ACCEPTANCE</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>v</b>
<b>DEDICATION AND MOTTO</b> .....	<b>vii</b>
<b>ACKNOWLEDGMENT</b> .....	<b>viii</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLE</b> .....	<b>xiii</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study.....	1
B. Identification of Problem.....	4
C. Limitation of the Problem.....	4
D. Research Questions.....	4
E. Purpose of the Research.....	4
F. Importance of Research.....	5
G. Definitions of Key Terms.....	5
<b>CHAPTER II REVIEW OF LITERATURE</b>	
A. Review of Related Theories.....	6
1. Perception.....	6
2. Effective Teacher.....	7
3. The Quality of Effective Teachers.....	8
4. Effective Teacher Competence.....	11
5. Things an effective English teacher should avoid.....	12
B. Review Related Findings.....	13
C. Conceptual Framework.....	16

## **CHAPTER III RESEARCH METHODOLOGY**

A. Research Design.....	18
B. Population and Sample.....	19
1. Population.....	19
2. Sample .....	20
C. Data Collection Techniques .....	20
1. Quantitative data .....	20
2. Qualitative data .....	20
D. Research Instruments .....	21
1. Quantitative data .....	21
2. Qualitative data .....	21
E. Data Analysis Techniques.....	22
1. Quantitative data .....	22
a. Percentage .....	22
2. Qualitative data .....	22

## **CHAPTER IV FINDINGS AND DISCUSSION**

A. Finding .....	24
1. Questionnaire Results .....	24
2. Interview Results .....	29
B. Discussion.....	36
1. Questionnaire Results .....	36
2. Interview Results .....	38

## **CHAPTER V CONCLUSIONS AND SUGGESTIONS**

A. Conclusions .....	41
B. Suggestions.....	43

<b>Bibliography .....</b>	<b>44</b>
---------------------------	-----------

<b>Appendices.....</b>	<b>47</b>
------------------------	-----------

## LIST OF TABLES

	Pages
Table 1: Population .....	19
Table 2: Student Questionnaire Results (Personal Qualities Parts) .....	25
Table 3: Student Questionnaire Results (Professional Quality Parts).....	27
Table 4: Questionnaire Results (Pedagogical Skills Parts) .....	28



## LIST OF APPENDICES

	Pages
Appendix 1: Questionnaire for students.....	48
Appendix 2: Interview for student .....	51
Appendix 3: Interview transcripts from the Students .....	52
Appendix 4: SK Pembimbing .....	69
Appendix 5: Surat Izin Penelitian .....	70
Appendix 6: Surat Keterangan Selesai Penelitian.....	71
Appendix 7: Documentation .....	72



## CHAPTER I INTRODUCTION

### **A. Background of the Study**

The teaching-learning process cannot be separated from the teachers and students as the participants of education. The success of the teaching-learning process is support by many aspects, but the most affected aspect is the quality and proficiency of teachers as they hold control towards their students in the classroom. "Good and quality teachers are essential for the efficient functioning of educational systems and for enhancing the quality of learning".<sup>1</sup> In conclusion, in the teaching and learning process, there is a relationship between students and teachers who interact with each other. Teacher quality will affect the improvement of the teaching and learning process.

The teacher is a teacher who has a duty as a facilitator so that students can learn and develop their basic potential and abilities optimally, through school educational institutions, whether established by the government or by the community or private sector. Thus, teachers are not only known formally as educators, teachers, trainers, and mentors but also as social agents hired by society to help facilitate members of society who attend schools or agents. social activities are requested by the community to assist community members who will be and are currently attending school.<sup>2</sup> It's mean that the teacher plays an

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<sup>1</sup> Putri Rahima Sari and Sitti Fatimah, "Teachers' Perceptions of the Effective EFL Teachers at Junior and Senior High Schools in Padang". *Journal of English Language Teaching*. Vol. 9, No. 3, September 2020.

<sup>2</sup>Cooper. James M, (General Editor), *Classroom Teaching Skills*, (Lexington: D.C. Heath and Company.

important role in developing learning with the ability of the teacher. Teachers also play a role in society to improve students to be better.

Effective teachers are the ability according to predetermine competency standards and have success in improving student learning outcomes. The characteristics of an effective teacher can be seen from their performance, not only from the expected student learning outcomes but by the optimal learning process.<sup>3</sup> In conclusion, This research discusses the effective English teachers who will be perceived by students in the process of learning English at school. Effective English teachers will have a lot of motivation for their students and positively provide learning. Determining an effective teacher is not easy because students' opinions will differ. Therefore, students' perceptions of an effective English teacher can be obtained by students in class.

Six things make a teacher effective, namely, teacher knowledge, professional attitude, performance in class, ability to build relationships, ability to motivate, and personality. In addition, pedagogical knowledge and didactic training are needed. In being an effective teacher there are several things that teachers need to avoid, namely, exams that are too simple, exams that are not returned immediately, assignments that take too long, core concepts that are not emphasized points, the language used by the teacher is not appropriate. Too high and not difficult for students to understand, the teacher speaks too fast, the

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<sup>3</sup>Drs. Suparlan, M.Ed, *Menjadi Guru Efektif*, (Yogyakarta : HIKAYAT Publishing,2005) h.88.



teacher's appearance is messy, the teacher has a distracting nature.<sup>4</sup> In conclusion, being an effective teacher can apply good learning methods and avoid bad things.

The qualities that distinguish effective teachers from others are the ability of teachers to share student information in such a way that students can understand and relate to this information. An effective teacher is related to qualities such as effective communication, a comfortable learning atmosphere, attention to student learning, student motivation.<sup>5</sup> It's mean that This research is to maintain continuity in achieving quality teaching and a learning atmosphere, therefore it is necessary to maintain an effective teacher workforce to create positive learning spaces that are conducive to learning. Among the many factors that help to create this positive atmosphere, the quality of teachers is one of the most important. This research can provide benefits to provide an overview of the teacher that students like. when the teacher is liked by students, the learning will be effective, the learning objectives will be maximally achieved.

According to Cruickshank, it is difficult to define the suitable characteristics of the most effective teachers. Until the end of the twenty century, many scholars argued that effective teachers could not be explained. Then, researchers in the new era describe effective teachers as people who support

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<sup>4</sup>Anna Armeini Rangkuti And Hilmi Abdul Azis, "Gambaran Karakteristik Kepribadian Dan Nilai Guru Efektif Yang Disukai Berdasarkan Perspektif Siswa Sekolah Negeri Di Jakarta Timur". Jurnal Penelitian dan Pengukuran Psikologi. Vol. 3, No. 2, Oktober 2014, p. 75.

<sup>5</sup>Arda Arikan, Duygu Taşer, and H.Sezgi Saraç-Süzer, "The Effective English Language Teacher from the Perspectives of Turkish Preparatory School Students". Education and Science. Vol. 33, No. 150, 2008,p. 43.

students more than other teachers. Thus, it is believed that student satisfaction and learning increase.<sup>6</sup>

Several studies have been done on the issue of effective English language teachers in a different context, however, limited research has been conducted in the Indonesian context. Understanding Indonesian students' perceptions of effective English language teachers will add to the literature on this topic.

### **B. Identification of Problem**

Based on the background above, this research is not yet known about students' perceptions of effective English language teachers.

### **C. Limitation of the Problem**

Based on the identification of the problems described above, the problems to be discussed are about how effective English language teachers.

### **D. Research Question**

Based on the limitation of the problem above the formulation of this research question is what is the student's perception of an effective English language teacher in the learning process at SMP Negeri 11 Sungai Penuh?

### **E. Purpose of the Research**

Based on the formulation of the problem above, the objectives of this study is to find out students' perceptions of effective English language teachers in the learning process at SMP Negeri 11 Sungai Penuh.

### **F. Importance of Research**

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<sup>6</sup>Cruickshank, D. R. (1990). *Research that informs teachers and teacher educators*. Bloomington, Phi Delta Kappa. Retrieved from the ERIC database. (ED325476).

The results of this study are expected to provide benefits:

1. The results of this study can be used by English teachers in teaching, motivating teachers to increase their teaching.
2. The results of this study can also be used as reference material for other subjects.

### **G. Definitions of Key Terms**

1. In philosophy, psychology, and cognitive science, perception is a process of achieving awareness or understanding of sensory information. The word "perception" comes from the Latin words *perceptio*, *percipio*, and means "receiving, accumulating, taking possession, and fearing with the mind or the senses."<sup>7</sup>
2. Effective teachers must have the appropriate knowledge and abilities to achieve goals. According to Darling-Hammond the effectiveness of teachers in teaching determines students learning.<sup>8</sup>

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<sup>7</sup>OU Qiong, *A journal A Brief Introduction to Perception*, (2017), p.18.

<sup>8</sup>Anna Armeini Rangkuti And Hilmi Abdul Azis, *Op.Cit.*,75.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. Perception

Perception is the ability of five senses in translating stimulus or process to translate stimulus that enters the senses man. There is a human perception difference in point of view since that perceives something as good or positive perceptions well as negative perceptions that will influence human actions visible or real. Perception is experiences of objects, events, or relationships obtained by summarizing the information and interpret messages. Perception is something indicating the activity of feeling, interpreting, and understanding objects, both physical and social.<sup>9</sup> In conclusion, perception is a human response to an object that is seen.

The process of forming the perception of occurrence perception is something that happens in the following stages:

- a. The first stage, is the stage known as the process of physical nature or process, is the process of capturing stimulus by the senses of man.
- b. The second stage, is the stage known as the process physiological, is a process continuation of the stimulus received by receptors (sensory organs) through sensory nerves.

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<sup>9</sup>Hadi Suprpto Arifin dkk, *A journal Faktor-Faktor Yang Mempengaruhi Persepsi Mahasiswa Untirta terhadap keberadaan Perda Syariah di Kota Serang*, (2017), p. 90.

- c. The third stage, is the stage known as the process psychological, is a process emergence of individual consciousness about the stimulus received receptors.
- d. The fourth stage is the result obtained from the process of perception that is in the form of responses and behavior.

In conclusion, there are four stages of perception, namely the process that is captured by the senses, the process that is received by the senses, the process of arising individual awareness of what is received, and the result is a response.

## 2. Effective Teacher

An effective teacher is one of the deepest situations that control the quality of the language learning process. Research has emerged that there is strong communication between the two effective teaching practices of teachers and students 'overall success, motivation, and personal beliefs in their teachers' effectiveness.<sup>10</sup> In addition, effective teachers are teachers who can apply the quality of the learning process by always providing the best for students.

Effective teachers have a certain set of characteristics or traits. To describe professional teachers, professional teachers are required to have the following five competencies:

- a. Teachers commit to students and the learning process. This means that the teacher's highest commitment is to the interests of students.

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<sup>10</sup>Arda arikan, A journal *Effective English Language Teacher From The Perspectives Of Prospective And In-Service Teachers In Turkey*,(2010), p. 210.

- b. The teacher masters in-depth the material or subject matter he teaches and how to teach it to students. For teachers, these are two things that cannot be separated.
- c. Teachers are responsible for monitoring student learning outcomes through various evaluation techniques, from observing student behavior to learning outcomes tests.
- d. Teachers can think systematically about what they are doing, and learn from their experiences.

In conclusion, effective teachers are professional teachers who are committed to students, teachers who master teaching materials, teachers who are responsible for monitoring student learning outcomes, and teachers who can think systematically.

### 3. The Quality of Effective Teacher

There are some general qualities of effective teachers as follows:<sup>11</sup>

- a. Strong knowledge of disciplinary content
- b. Pedagogical skills such as environment, and discipline
- c. Including personal knowledge, the ability to build strong relationships with students, care for the individual student and a strict moral code
- d. Inherent knowledge of the context in which they teach.

Then, why is it important to have an effective teaching force? As really, that teacher leads to:<sup>12</sup>

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<sup>11</sup>Arda arikan, op. Cit 43.

- a. Remain in their post for a longer time
- b. Spend more time teaching and curricular planning
- c. Be passionate about teaching
- d. Be sensitive to the needs of their students
- e. Tolerant of student mistakes and mistakes
- f. Work with problem students for a longer time
- g. Participate and build on the learning experience of their students.

The qualities of an effective English teacher are discussed in three categories below: teacher knowledge, professional qualities, and personal qualities.

a. Teacher knowledge

According to Larsen-Freeman, states that language teachers must have knowledge of their subject matter, their students, and themselves to be aware of what is happening in class and how to handle actions in a different way.<sup>13</sup> In conclusion, language teachers must first understand the material they will teach their students and be able to understand how their students are.

According to Cruickshank, focusing on the teacher's knowledge of the subject, teaching knowledge, and knowledge of students in the classroom. Besides, he discussed teacher knowledge problems by focusing on different components such as knowing, what

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<sup>12</sup>Arda arikan, op. Cit 43.

<sup>13</sup>Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.) New York: Oxford University Press.

makes a school effective, what makes educational programs and practices effective, the area of teacher preparation, and knowing what makes a language effective teacher.<sup>14</sup> It's mean that the teacher focuses on students' knowledge in the classroom.

#### b. Personal Qualities of an Effective English Teacher

According to Gower and Walters, a teacher does not need to be extroverted to become an effective English teacher. He compares different personal attributes of the language teacher and he believes that being low in the classroom is not an undesirable characteristic of a good teacher. just as good being cute and lively, being humble in class can be identified as good quality when triggered by other important qualities.<sup>15</sup> In addition, in addition to the qualities listed above, an effective English teacher must be humorous and able to provide the best for students.

#### c. Professional Qualities of Effective English Teachers

According to Hunt, the quality of effective teachers by focusing on professional qualities, and he believes that an effective teacher must have a set of characteristics, competencies, and behaviors to enable students to achieve the desired result. That may include reaching specific and broader student learning goals, able to solve problems, think critically, and work closely with colleagues and

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<sup>14</sup>Cruickshank, D. R. (1990). Research that informs teachers and teacher educators. Bloomington, Phi Delta Kappa. Retrieved from the ERIC database. (ED325476)

<sup>15</sup>Gower, R., & Walters, S. (1983). Teaching practice handbook: A reference book for EFL teachers in training. London: Heinemann.



students.<sup>16</sup> In conclusion, the professional quality of teachers who have the characteristics, competencies, and behaviors that enable students to achieve the desired results

#### 4. Effective Teacher Competence

Effective teachers have a certain set of characteristics or traits, namely they are required to have the following five competencies:<sup>17</sup>

- a. The teacher is committed to students and the learning process. This means that the highest commitment of the teacher is the interest of the students.
- b. The teacher deeply masters the learning material they teach and how to teach it to students. For teachers, these are two things that cannot be separated.
- c. Teachers are responsible for monitoring student learning outcomes through various technical evaluations, from observations in student behavior to learning outcomes tests.
- d. Teachers can think systematically about what they are doing, and learn from their experiences.

If the teacher has these five competencies, then a teacher can be called an educator who has carried out their duties professionally, especially about their status as functional staff.

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<sup>16</sup>Hunt, B.C. (2009). Teacher effectiveness: A review of the international literature and its relevance for improving education in Latin America (Working Paper No. 43). Washington, DC: Partnership for Educational Revitalization in the Americas.

<sup>17</sup>Drs. Suparlan, M.Ed, op. cit 110.

In his writing entitled "The Teacher as a Decision Maker", Cooper quotes the opinion of B.O. Smith has suggested that a trained teacher must be provided with four areas of competence for him to become an effective teacher. The four competency areas are as follows:<sup>18</sup>

- a. Mastering theoretical knowledge about learning and human behavior
- b. Shows attitudes that support the learning process and genuine human relations
- c. Mastering knowledge in the subjects being taught, and
- d. Have technical skills about learning that make it easier for students to learn.

In conclusion, the competence of teachers to become effective teachers is mastering knowledge, showing good attitudes, mastering the material to be taught, and having skills.

#### **5. Things an effective English teacher should avoid**

According to Ralph (1964) in becoming an effective teacher, there are several things that teachers need to avoid, namely:<sup>19</sup>

1. Too simple a test.
2. Exams that are not immediately returned.
3. Tasks take too much time.
4. The core concept is not the point to be emphasized.
5. The language used by the teacher is too high and not difficult for students to understand.

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<sup>18</sup>Cooper, James M, op. cit 112

<sup>19</sup>Anna Armeini Rangkuti And Hilmi Abdul Azis, Op.Cit.,75.

6. The teacher speaks too fast.
7. The teacher's appearance is messy.
8. The teacher has a disturbing attitude.

In conclusion, effective teachers should avoid such simple exams, exams that are not returned immediately, assignments that take up a lot of time, core concepts that are not following the material, the language used by the teacher is difficult for students to understand, the teacher speaks quickly, the appearance is messy, the teacher has disturbing attitude.

## **B. Review Related Findings**

In this section, several studies have been done on the issue of an effective language teachers.

First, research conducted by Arda arikan, Duygu taşer, and H. Sezgi saraç-süzer in 2008. The title is The Effective English Language Teacher from the Perspectives of Turkish Preparatory School Students. The participants are 100 foreign language learners studying English at Hacettepe University preparatory schools and Middle East Technical University. Data collection was carried out using a questionnaire. The results of this study were, Statistical results for Teacher Personal Quality Eighty-two percent of students think that being 'friendly is a must. The result of Professional Quality Students believes that effective teachers are people who incorporate educational games into their language teaching. Same, teachers who teach formal and informal English are considered more efficient by participating students. Pedagogical Skills In terms of pedagogical skills, teaching grammar effectively, using real-life situations to explain language items, have

correct English pronunciation, and make students feel relaxed in the classroom was found to be the best quality and effective teacher should have.<sup>20</sup>

Second, research was conducted by Anna Armeini Rangkuti and Hilmi Abdul Aziz in 2014. The title is Descriptions of Personality Characteristics and Preferred-Value of Effective Teachers Based on the Perspectives of Public School Students in East Jakarta. The number of respondents used in this study was 165 respondents. Data collection was carried out using a questionnaire. The results of this study were the top 5 rankings of the personality characteristics of effective teachers were noble (151 respondents), patient (125 respondents), respectful (124 respondents), encouragement to develop (122 respondents), and pleasant (116 respondents). According to the perspective of elementary school students, those who like teachers with noble moral characteristics are students of a total of 74 high school students.<sup>21</sup>

Third, research was conducted by Selden Yağcıoğlu in 2016. The title is Students' and Teachers' Perceptions of an Effective English Language Teacher. The participants of this study were the undergraduate students, the instructors, and the alumni of the ELT Department at Eastern Mediterranean University. The total number of participants is 112 people. The study was designed as a qualitative and quantitative case study (mixed method). The results of the study also revealed that

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<sup>20</sup>Arda Arikan, Duygu Taşer, And H.Sezgi Saraç-Süzer, “*The Effective English Language Teacher from the Perspectives of Turkish Preparatory School Students*”. Education and Science. Vol. 33, No. 150, 2008.

<sup>21</sup>Anna Armeini Rangkuti And Hilmi Abdul Azis, “*Gambaran Karakteristik Kepribadian Dan Nilai Guru Efektif Yang Disukai Berdasarkan Perspektif Siswa Sekolah Negeri Di Jakarta Timur*”. Jurnal Penelitian dan Pengukuran Psikologi. Vol. 3, No. 2, Oktober 2014,

the perceptions of each group of participants were different from each other. More specifically, according to students and alumni, to become an effective English teacher, have professional qualities, pedagogical skills, and classroom behavior are more important than desired personal qualities. On the other hand, the instructor attaches importance to the combination of professional qualities, pedagogical skills, classroom behavior, and personal qualities. On the other hand, the instructor attaches importance to the combination of professional qualities, pedagogical skills, classroom behavior and personal qualities.<sup>22</sup>

Fourth, research was conducted by Putri Rahima Sari and Sitti Fatimah in 2020. The title is Teachers' Perceptions of the Effective EFL Teachers at Junior and Senior High Schools in Padang. The population involved was all the English teachers who teach at Senior and Junior High Schools in Padang. The researcher used simple random sampling, so the researcher invited 26 English teachers who teach at SMPN-SMAN in Kota Padang. There were 15 Senior High School teachers and 11 Junior High School teachers, consist of 21 female and 5 male teachers in total. The researcher employed a descriptive research design with the qualitative method based on survey research. Finding of Close-Ended Questions As can be seen in table 7, the top three characteristics of EFL effective EFL teachers perceived by the teachers to be the most important were prepared English lessons well, manage class time well, and provide activities that arouse students' interest in learning English (M= 4.88, 4.88, 4.81). Finding of Open-Ended Question This result is consistent with the result of the close-ended question

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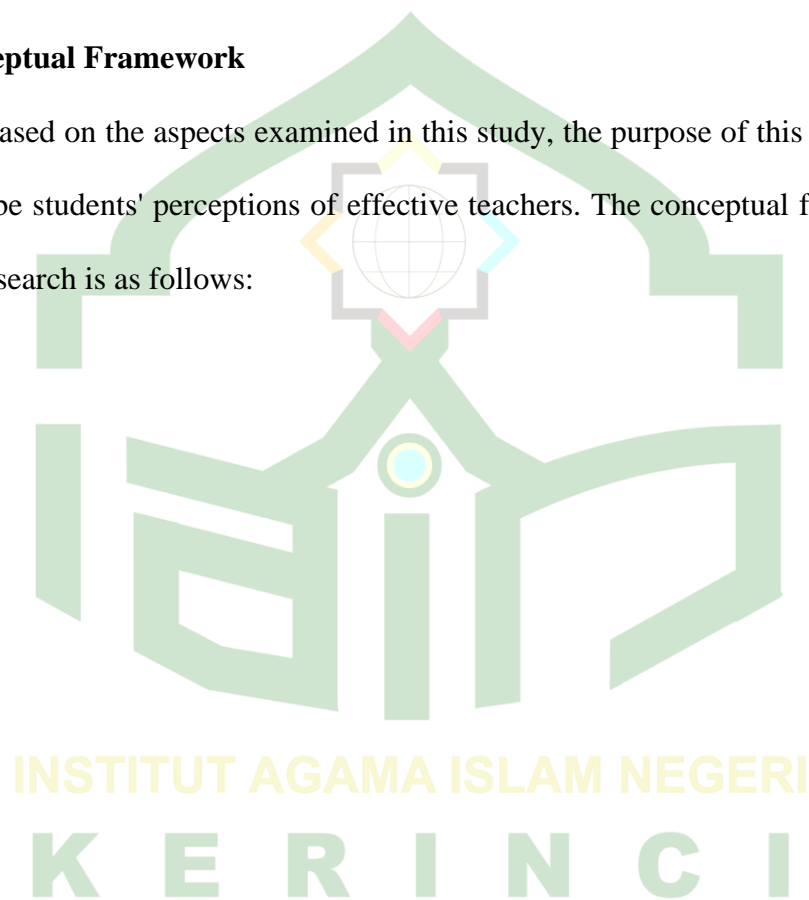
<sup>22</sup>Selden Yağcıoğlu, Skripsi: "Students' and Teachers' Perceptions of an Effective English Language Teacher"( Gazimağusa, North Cyprus: 2016).

which the highest and the most important features fall into pedagogical competency.<sup>23</sup>

From those previous studies, this research is different. Although several studies have been conducted in the Indonesian context, the studies only used questionnaires as the instrument. Meanwhile, this study used a mixed-method approach.

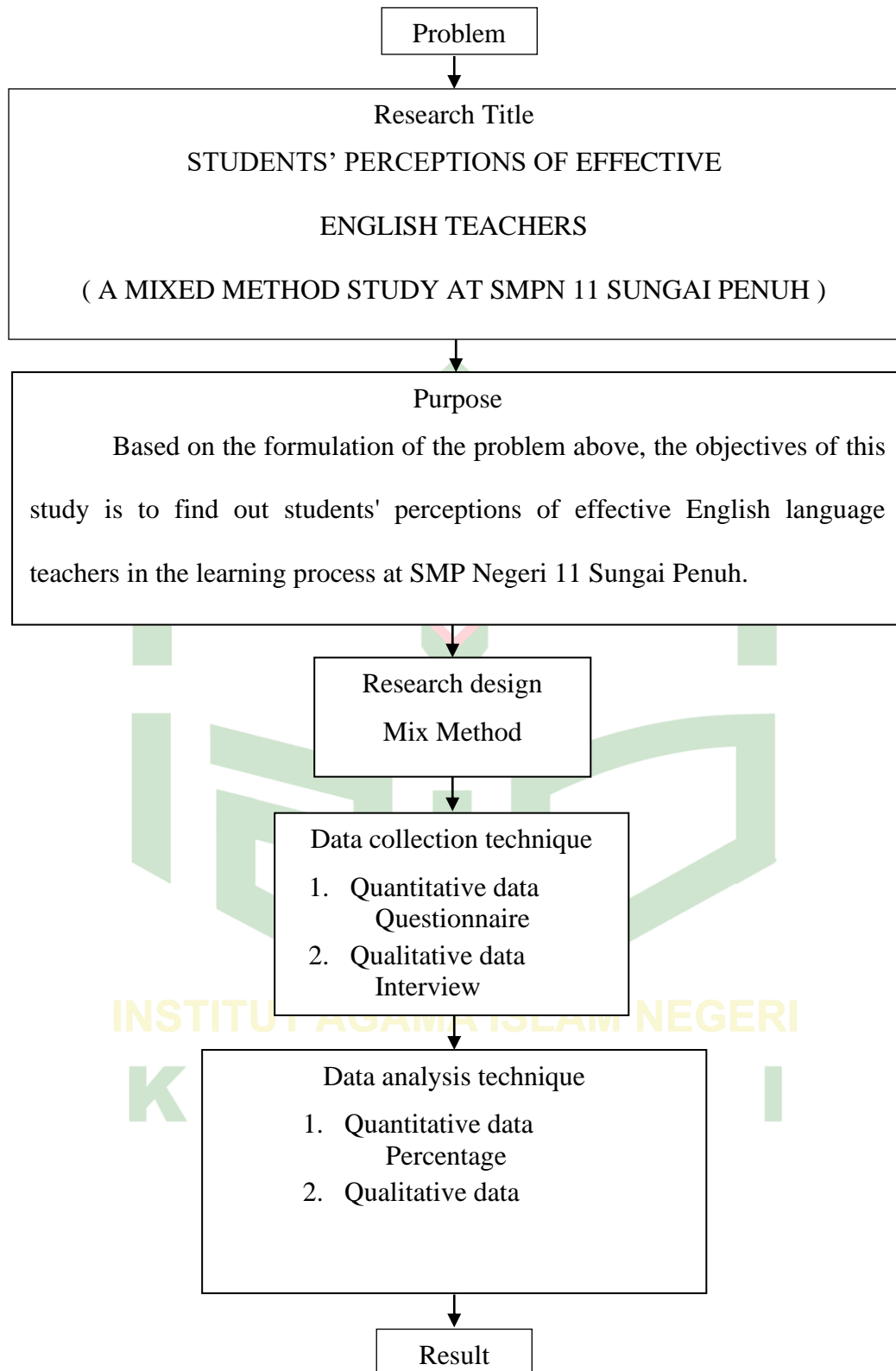
### C. Conceptual Framework

Based on the aspects examined in this study, the purpose of this study was to describe students' perceptions of effective teachers. The conceptual framework of this research is as follows:



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<sup>23</sup>Putri Rahima Sari and Sitti Fatimah, “*Teachers’ Perceptions of the Effective EFL Teachers at Junior and Senior High Schools in Padang*”. *Journal of English Language Teaching*. Vol. 9, No. 3, September 2020.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research employed a mixed-method approach with the triangulation design. According to Creswell and Clark, is a research design with philosophical assumptions as well as an inquiry method. As a methodology, this mixed research involves philosophical assumptions that guide the direction of data collection and analysis and cultivates qualitative and quantitative research approaches across many phases of the research process. As a method, mixed research focuses on collecting, analyzing, and mixing qualitative and quantitative data in a single study or series of studies. The main reason for using a combination of qualitative and quantitative approaches is to provide a better understanding of the research problem than using a single approach.<sup>24</sup>

The most common approach in mixed methods is triangulation design.<sup>25</sup> The purpose of this triangulation design is to get different data, from the same topic to understand the research problem well. The intensity of The use of this triangulation design is to bring together strengths and weaknesses that arise in quantitative methods, for example, the size of the sample, trends, and generalizations with qualitative methods, namely the small size of the sample number of subjects, details, and depth of research.<sup>26</sup>

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<sup>24</sup>John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, USA: Sage Publication, 2007, p. 5.

<sup>25</sup>John W. Creswell dan Vicki L. Plano Clark. 2007. *Designing and Conducting Mixed Methods Research*, California: Sage Publications, Inc. p. 59.

<sup>26</sup>Morse, J.M. 1991. Approaches to qualitative-quantitative methodological triangulation. *Nursing Research*, 40, 120-123.



Based on the description above, it can be concluded that this study aims to describe information from students' perceptions of effective language teachers in SMPN 11 Sungai Penuh.

## B. Population and Sample

### 1. Population

The population is the source of data in a particular study that has a large number and area. If the data is taken from the population, it was required a lot of funds and time so that research it is too expensive. As an alternative, so that the data obtained can represent the existing data in the population, so research is often carried out by selecting respondents or data sources that are not so much of the population but are quite representative. The process is called a sampling technique or sampling technique.<sup>27</sup>

So the population to be studied in this study was all students in SMPN 11 Sungai Penuh totaling 114 people.

Tabel 3.1 population

No	Class	Gender		Total
		Male	Female	
1	VIII <sub>A</sub>	12	5	17
2	VIII <sub>B</sub>	6	6	12
3	VIII <sub>C</sub>	9	6	15
4	VIII <sub>D</sub>	4	6	10
5	IX <sub>A</sub>	8	6	14
6	IX <sub>B</sub>	5	9	14
7	IX <sub>C</sub>	9	7	16
8	IX <sub>D</sub>	7	9	16

<sup>27</sup>Deni darmawan, Op.cit 137-138.

<b>Total</b>	<b>114</b>
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## 2. Sample

The sample is a part of the population. This means that there was not sample if there is no population.<sup>28</sup> Here the researcher chooses the sampling technique for quantitative with a total sampling and qualitative of 10 students at SMPN 11 Sungai Penuh.

### C. Data Collection Techniques

#### 1. Quantitative data

This questionnaire was administered to all students involved in the research. A questionnaire was used to reveal students' responses to effective English teachers at school. There are 30 statements in the questionnaire. The statements used in this questionnaire contained personal qualities, professional qualities, and pedagogical skills. Of 3 things include about the effectiveness of an English language teacher.

#### 2. Qualitative data

Researcher conducted interviews with 10 students at SMPN 11 Sungai Penuh. Interviews were used to reveal student responses to teacher motivation to students in the teaching and learning process. The questions used in this interview are about how students perception an effective English language teacher.

### D. Research instrument

#### 1. Quantitative data

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<sup>28</sup>Deni darmawan, Op.cit 138.

The instrument used by research in this study was a questionnaire. The questionnaire was used to determine students' perceptions about the effectiveness of English language teachers. The questionnaire was made by the researcher in the number 30 of items. Each type of questionnaire contained personal qualities and pedagogical skills. The researcher was adopt the questionnaire from a journal Arda arikan (Appendix 1).

## 2. Qualitative data

In this section, the researcher used interview as a research instrument. The researcher gave semi-structured interviews to the participants. This type of interview has been included in the in-depth interview category which in its implementation is freer when compared to a structured interview. The purpose of this type of interview is to find problems more openly, where the parties invited to interviews were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and record what is stated by the informant.<sup>29</sup>

## E. Data Analysis Techniques

### 1. Quantitative data

#### a. Percentage

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<sup>29</sup>Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&B*, (Bandung: Penerbit Alfabeta, 2013) p. 233.

To find out the percentage of respondent's answer frequency, the percentage can be calculated using the formula:

$$P = \frac{F}{N} 100\%$$

Information :

P = Percentage of answers

F= Frequency of respondents' answers

N= Total frequency<sup>30</sup>

## 2. **Qualitative data**

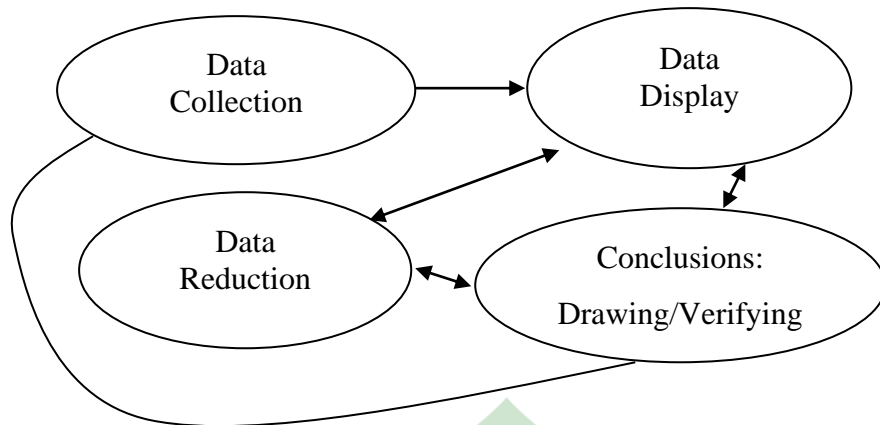
In analyzing qualitative data, researcher used analysis Interactive from Miles and Huberman (1994: 12) which divides analysis activities into several parts, namely: data collection, data reduction, data presentation, and drawing conclusions or data verification. The following shows an image of the "Analysis Interactive" model:<sup>31</sup>

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<sup>30</sup>Riduwan, *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemula*, (Bandung: Alfabeta).

<sup>31</sup> Miles, M. B., & Huberman, M. A. 1994. *Qualitative data analysis: an expanded sourcebook* (2rd ed). London: Sage Publication.



Based on the picture above, in general the data analysis in this study was carried out through the following stages :

1. Record all phenomena found in the field either through observation, interviews and documentation;
2. Reviewing the records of observations, interviews and documentation studies, as well as separating data that are considered important and unimportant, this work is repeated to check for possible misclassifications;
3. Describe the data that has been classified by taking into account the focus and objectives of the research; and
4. Make a final analysis in the form of a research report.

## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

In this study, researchers used a questionnaire and semi-structured interviews as research instruments to investigate students' perceptions of effective English language teachers. The data for each instrument are described separately in different sections of this chapter.

#### 1. Questionnaire Results

In this questionnaire, students are asked to state their opinion about the quality of an effective English language teacher with a questionnaire filled in a google form.

Students' responses to statements 1 to 10, which focused on the personal qualities of effective English teachers, are shown in the table 4.1 below.

Table 4.1: Student Questionnaire Results (Personal Qualities Parts)

Personal Qualities	NI	I	VI	IM
1. Friendly	0,9%	35,1%	50%	25,4%
2. Creative	4,4%	44,7%	50%	12,3%
3. Caring	0%	36,8%	41,2%	32,5%
4. Strict	18,4%	57%	20,2%	12,3%
5. Fair	2,6%	33,3%	48,2%	29,8%
6. Enthusiastic	7,9%	56,1%	28,1%	16,7%
7. Young	54,4%	30,7%	10,5%	10,5%

8. Experienced	7,9%	40,4%	42,1%	15,8%
9. Humorous	24,6%	44,7%	25,4%	7,9%
10. Gender	49,1%	25,4%	19,3%	13,2%

**NI:** Not Important, **I:** Important, **VI:** Very Important, **IM:** It is a Must

As can be seen in table 4.1, students' responses regarding the personal qualities of effective English language teachers clustered in the 'Important' and 'Very Important' categories of the scale. In the 'Important' category, the highest level of importance was given to item 4 (*strict*), selected by 57% of the respondents. This item is followed by item 6 (*enthusiastic*), which was chosen by 56.1% of the respondents. In the 'Very Important' category, being *friendly* and *creative* were two personal qualities that received the highest ranking (50%), followed by being *fair*, which was chosen by 48.2% of the respondents, and being humorous, which was chosen by 47% of the respondents. In addition, being an *experienced* teacher (item 8) and *caring* (item 3) are two other personalities considered very important, which was chosen by 42.1% and 41.2% of the respondents respectively.

On the other hand, although most personal qualities as listed in the questionnaire are considered important or very important, two qualities were considered relatively unimportant. As can be seen in the table, 54.4% of the respondents considered being *young* as a not important quality. This item is followed by *gender*, which was chosen by 49.1% of the respondents.

Based on the above results regarding students' perceptions of effective English language teachers on the personal qualities, it can be concluded that 8 of

the 10 listed personal qualities were considered important for effective English language teachers to have. They are being strict, enthusiastic, friendly, creative, caring, fair, experienced, and humorous. Meanwhile, the other two qualities, namely age and gender were considered less important.

Table 4.2: Student Questionnaire Results (Professional Quality Parts)

Professional Qualities	NI	I	VI	IM
1. Only native English speakers	33,3%	50%	16,7%	6,1%
2. Native Indonesian speaker but fluent in English	15,8%	57%	24,6%	9,6%
3. Knowing about Indonesian culture and foreign culture	12,3%	53,5%	30,7%	7,9%
4. Giving homework	25,4%	51,8%	14,9%	14,9%
5. Check attendance	5,3%	50%	37,7%	19,3%
6. Give regular tests or quizzes in class	7,9%	65,8%	25,4%	8,8%
7. Likes to play games	53,5%	33,3%	14%	8,8%
8. Have lived in a foreign country	82,5%	11,4%	6,1%	4,4%
9. Teaching formal and informal English	13,2	66,7%	21,1%	7%
10. Using work activities in pairs and groups	14%	68,4%	19,3%	7%

**NI:** Not Important, **I:** Important, **VI:** Very Important, **IM:** It is a Must

As can be seen in table 4.2, students' responses regarding the professional qualities of effective English language teachers clustered in the 'Important' categories of the scale. In the 'Important' category, the highest level of importance was given to item 10 (*using work activities in pairs and groups*), selected by



68.4% of the respondents. This item is followed by item 9 (*teaching formal and informal English*), which was chosen by 66.7% of the respondents. This item is followed by item 6 (*give regular tests or quizzes in class*), which was chosen by 65.8% of the respondents. In addition, being a teacher of *native Indonesian speakers but fluent in English* (item 2) and *knowing about Indonesian culture and foreign culture* (item 3) are two other professional qualities considered important, chosen by 57% and 53.5% of the respective respondents.

On the other hand, although most professional qualities as listed in the questionnaire are considered important, two qualities were considered relatively unimportant. As can be seen in the table, 82.5% of the respondents considered being *have lived in a foreign country* is not important quality. This item is followed by *likes to play games*, which was chosen by 53.5% of the respondents.

Based on the above results regarding students' perceptions of effective English language teachers on professional qualities, it can be concluded that 5 of the 10 listed professional qualities were considered important for effective English language teachers to have. They are being paired and group work activities, teach formal and informal English, give regular tests or quizzes in class, become teachers of native Indonesian speakers but are fluent in English, and know Indonesian and foreign cultures. Meanwhile, the other two qualities, namely having lived in a foreign country and liking to play games were considered less important.

Table 4.3: Student Questionnaire Results (Pedagogical Skills Parts)

Pedagogical Skills	NI	I	VI	IM
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1.	Using technology and visual teaching materials	21,1%	58,8%	21,1%	7,9%
2.	Have students check each other's work	21,9%	55,3%	22,8%	7,9%
3.	Talking instead of listening	36,8%	43%	18,4%	10,5%
4.	Teach grammar effectively	1,8%	57,9%	40,4%	8,8%
5.	Have the correct pronunciation	0,9%	42,1%	48,2%	17,5%
6.	Make students feel relaxed	7%	42,1%	40,4%	14,9%
7.	Manage classrooms effectively	1,8%	57,9%	29,8%	15,8%
8.	Using real-life situations when explaining	14%	51,8%	30,7%	7,9%
9.	Make learners discover the language	9,6%	57%	27,2%	8,8%
10.	Holding ultimate control in the classroom	15,8%	47,4%	28,1%	17,5%

**NI:** Not Important, **I:** Important, **VI:** Very Important, **IM:** It is a Must

As can be seen in table 4.3, Students' responses regarding the pedagogic skills of effective English language teachers clustered in 'Important' categories of the scale. In the 'important' category, the highest level of importance was given to item 1 (*Using technology and visual teaching materials*), selected by 58,8% of the respondents. This item is followed by items 4 and 7 (*Teach grammar effectively* and *Manage classrooms effectively*), which was chosen by 57,9% of the respondents. This item is followed by item 9 (*Make learners discover the language*), which was chosen by 57% of the respondent. Other than that, *have students check each other's work* (item 2) and *Using real-life situations when*

*explaining*(item 8) are two other pedagogic skills that are considered important, chosen by each 55,3% dan 51,8% from respondents.

On the other hand, although most of the pedagogic skills listed in the questionnaire are considered important, these skills can be considered relatively unimportant. As can be seen in the table, the highest level of unimportance is assigned to (item 3) 36,8% of respondents think that *Talking instead of listening* is not important but 43% of students find it important.

Based on the above results regarding students' perceptions of effective English language teachers on the pedagogic skills, it can be concluded that 6 of the 10 listed pedagogic skills are considered important for effective English language teachers to possess. Using technology and visual teaching materials, Teach grammar effectively, Manage classrooms effectively, Make learners discover the language, have students check each other's work, and Using real-life situations when explaining.

## 2. Interview Results

### 1.1 The teacher as a determinant of students' success in English language learning

The first question asked in the interviews was whether the teacher is determinant of students' success in learning English. Based on the results of interviews, almost all students said that the teacher plays an important role in student success. When asked to elaborate their reasons, the students came up with different comments.

For example, S1 said, "*Karena guru selalu memberikan ilmu kepada kami dan mengajarkan kami tentang ilmu pengetahuan dan juga selalu meluangkan waktu untuk mengajarkan kami tentang ilmu yang kami kurang mengerti kak*"(Because the teacher always gives us knowledge and teaches us about knowledge and also always takes the time to teach us knowledge that we don't understand, Sis). In a different vein, S6 said, "*Iya, karena guru tersebut memiliki*

*ilmu pengetahuan yang luas jadi sangat menentukan keberhasilan siswa. Sangat penting karna guru selalu mentransfer ilmunya kepada siswa.*”(Yes, because the teacher has broad knowledge, it really determines the success of students. It is very important because teachers always transfer their knowledge to students).

This was also conveyed by S7, stating, *“Iya, karena guru memiliki ilmu yang luas dibandingkan dengan siswa”*(Yes, because teachers have broad knowledge compared to students’). Continued what S9 said, *“Menurut saya tentu saja iya kak. Karna guru itu kan sebagai guru kak seperti pendidik gitu kan kak jadi nilai kita sama guru kak jadi guru itu tau kita berhasil atau tidak kak”*.(‘I think of course yes. Because the teacher is a teacher, you are like an educator, right, so our grades are the same as the teacher, so the teacher knows whether we are successful or not sis’). Just like what S10 said, *“Tentu saja ia, Karena guru adalah pengajar dan pendidik di sekolah. Mengajar dengan baik, mendidik siswa agar lebih baik”*.(‘Of course he is, because teachers are teachers and educators in schools. Teaching well, educating students to be better’).

Based on the results of interviews with 10 students is known that almost all students say that the teacher is one of the factors that determine student success because the teacher has extensive knowledge, influences student success, teachers are teachers and educators in schools. However, there is only 1 respondent who said ‘No’ because according to him the success of students is determined by the students themselves.

## **2.2.Preferred types of English language teachers**

The students were also asked what types of English language teachers they prefer. To this question, the interviewees gave various answers, as reflected in the following quotations:

*“Kreatif, adil, humoris dan juga baik karena guru memiliki sifat seperti itu akan mudah disukai banyak siswa sehingga tidak menimbulkan keselisihan antara guru dan siswa”*.

(Creative, fair, humorous, and also good because the teacher has such a nature will be easily liked by many students so as not to cause conflict between teachers and students). (S1)

*“Tipe guru yang saya sukai didalam belajar berbicaranya lembut kak.Karna mudah dipahami ketika guru menjelaskan dan supaya mudah mengerti tentang diajarkan guru tersebut”.*

(The type of teacher I like in learning to speak is soft, Sis. Because it's easy to understand when the teacher explains and so it's easy to understand what the teacher teaches). (S2)

*“Peramah, baik, cerdas dan pengertian. Karna pelajaran yang susah kita terima tapi gurunya baik atau peramah maka siswanya tersebut cepat menangkap atau menerima pelajaran tersebut”.*

(Friendly, kind, intelligent, and understanding. Because the lessons are difficult for us to accept but the teacher is good or friendly, the students are quick to catch or accept the lesson). (S3)

*“Baik,ramah. Karna kalau guru nya baik mungkin lebih bisa memahami siswa.Ya kalau siswa salah gurunya paham dan tidak marah-marah”.*

(‘ Fine, friendly. Because if the teacher is good maybe they can understand the students better. Yes, if students make a mistake the teacher understands and doesn't get angry ’). (S6)

*“Yang baik, yang cerdas. Karena guru yang seperti itu akan membuat siswa lebih nyaman. Ya gak membosankan”.*

(The good, the smart. Because such a teacher will make students more comfortable. Yes, it is not boring). (S7)

*“Guru yang peduli. Peduli terhadap siswa.Ya kalau ada siswa yang tidak paham guru mencoba menjelaskan kembali”.*

(‘A caring teacher. Caring for students. Yes, if there are students who do not understand the teacher tries to explain again’). (S10)

Based on the results of interviews with 10 respondents, we can see that there are several types of English language teachers the students preferred. Among the preferred teachers are creative, fair, humorous, good, speak softly, friendly, kind, intelligent, understanding, and caring.

### **2.3.How the English language teacher should teach in order that it is easy for students to understand**

In the teaching and learning process of course there is a role of a teacher and a student. Teachers who teach students and students try to understand. There are several ways so that in the process of learning and teaching students it is

easy to understand the lesson. When the student was how the teacher should teach to make students easy to understand, some different responses were given :

*“Dengan cara menyampaikan penjelasan materi terlebih dahulu, mengajar siswa mengucapkan bahasa Inggris dengan benar setelah siswa mengerti berikan kuis atau pertanyaan lucu atau humor untuk mengetahui siswa sudah mengerti atau tidak penjelasan tentang hal yang dijelaskan atau disampaikan”*.

(‘By delivering an explanation of the material first, teaching students to pronounce English correctly after students understand, give quizzes or funny or humorous questions to find out whether students have understood or not the explanation of what was explained or conveyed’). (S1)

*“Sebaiknya guru bahasa Inggris mengajarkan siswa cara pengetahuannya penyampaian materinya itu tidak harus menggunakan bahasa Inggris, terfokus pada bahasa Inggris. Ya harus ada bahasa Indonesianya juga”*.

(‘English teachers should teach to teach students how to convey their knowledge, they do not have to use English, they focus on English. Yes, there must be the Indonesian language too’). (S6)

*“Membuat hal-hal yang menarik kak. Contohnya, Mengajak siswa kuis agar suasana belajar lebih nyaman dan semangat kak”*.

(‘Make interesting things. For example, asking students to take quizzes so that the learning atmosphere is more comfortable and enthusiastic, Sis’). (S7)

*“Mengajar siswa dengan baik. Ya sebaiknya dalam mengajar guru selalu memberikan contoh materi yang mudah siswa paham”*.

(‘Teach students well. Yes, in teaching the teacher should always provide examples of material that are easy for students to understand’). (S8)

*“Menurut oca itu guru harus membuat pembelajaran yang menarik biar tidak bosan .Seperti membuat kelompok, berdiskusi dan belajar sambil bermain kak”*.

(‘According to OCA, teachers should make learning interesting so they don't get bored. Like creating groups, discussing and learning while playing, sis’). (S9)

Based on the results of the interviews above, there are many differences of opinion between students. It can be concluded that in teaching English teachers to make it easier for students to understand, teachers can apply to convey material first, delivery of material using English is better included with Indonesian, making interesting things like quizzes, and teaching students well.

## 2.4. How teachers should build good relationships with students

The students were also asked how the teacher should build good relationships with students. A variety of responses were expressed by the respondents. For example, S3 said that the teacher should be:

*“Beramah-ramah, bertegur sapa, bersilaturahmi antara siswa dan murid. Guru yang mau berkomunikasi terhadap siswa atau siswi .Ya, yang mau berbicara kepada siswa dan siswi”.*

(‘ Be friendly, greet, stay in touch between students and students. Teachers who want to communicate with students or students. Yes, those who want to talk to students and students ’). (S3)

A similar opinion was expressed by S5, she said :

*“Bagi saya ya gimana cara guru tersebut membuat hubungan yang baik dengan siswa, siswa kalau gurunya baik dia akan juga baik , kalau gurunya ramah dia juga akan ramah gitu. Iya, kayak kalau gurunya baik muridnya juga baik , kalau gurunya menghargai siswanya apalagi muridnya juga menghargai gurunya”.*

(‘ For me, how the teacher makes good relations with students, if the teacher is good, the students will also be good, if the teacher is friendly, the students will also be friendly. Yes, it's like if the teacher is good the students are also good, if the teacher respects the students moreover the students also respect the teacher’). (S5)

According to S6, a teacher should treat the students equally. She committed :

*“Dengan cara suka bercerita dengan siswa, kalau siswanya menyapa di jalan gurunya juga tersenyum gitu dan tidak pilih kasih. Ya kalau minsalnya gurunya tidak boleh hanya terfokus yang pintar aja harus sama rata semua pemikiran guru terhadap siswa”.*

(‘By liking to tell stories with students, if the students say hello on the street, the teacher also smiles and doesn't show favoritism. Yes, for example, the teacher should not only focus on the smart ones, but all the teacher's thoughts on the students must also be equal’). (S6)

*“kalau di kelas Oca itu kan kak ada satu guru itu yang baik kak, karna dia itu bisa menarik perhatian siswanya kak, seperti dia kenal dengan nama siswanya kak, jadi pas di panggil kan kak di panggil namanya langsung jadi itu akan membuat hubungan yang baik kak dari pada hanya memanggil dengan kamu kamu saja gitu kak”.*

(‘In the Oca class, right, Sis, there is one teacher who is good, Sis, because he can attract the attention of the students, Sis, as if he knows the name of the student, Sis, so when you are called, Sis is called his name directly, so it will create a good relationship, Sis instead of just calling with you, you just like that, sis’). (S9)

Based on the results of the interviews above, it can be concluded that there are several ways the teacher could build good relationships with students. Among them are friendly teachers, kind, like to tell stories, and treat the students equally.

### **2.5. Best English language teachers**

The quality of an English teacher is certainly very important for an effective English teacher. The followings are students' opinions on what makes the best English language teachers:

*“Humoris, profesional, adil dan juga baik. Tidak pilih kasih terhadap siswa-siswa yang ada dikelas ataupun disekolah. Memberi tugas dan juga kepada siswa yang satu dan juga ke siswa yang lainnya dan tidak saling bercerita dengan satu siswa saja tetapi dengan siswa lainnya”.*

(‘Humorous, professional, fair and also kind. No favoritism towards students in class or at school. Giving assignments and also to one student and also to other students and not telling each other only with one student but with other students’). (S1)

*“Kreatif. Kalau belajar itu suka meluangkan main game jadi pelajaran tidak terasa membosankan”.*

(‘Creative. If learning is like spending time playing games, so lessons don't feel boring’). (S6)

*“Peduli dan adil. Ya peduli dengan semua siswa dan tidak pernah membandingkan siswa antara satu dengan yang lain”.*

(‘Caring and fair. Yes, he cares about all students and never compares students with one another’). (S7)

Based on the results of the interviews above, it can be concluded that the quality of an effective English teacher that students have ever had is Humorous, professional, fair, and also good.



## 2.6. What an effective English teacher should avoid in the learning process?

In the interviews, the students were asked for their perspectives regarding what English language teachers should avoid creating comfortable and peaceful teaching and learning process. To this question, S2 commented that the teacher should not come late and commit violent acts. She said, *“Mungkin menghindari telat masuk kelas dan menghindari melakukan tindakan kekerasan kak. Seperti memarahi siswanya”* (‘Maybe avoiding being late for class and avoid committing acts of violence, Sis. Like scolding students’). Meanwhile, S3 said that the teacher should control his/her emotion. He expressed, *“Emosi. Marah-marah terhadap siswa tanpa sebab dan tidak bisa menahan amarahnya terhadap siswa dan siswi”* (‘Emotion. Angry at students for no reason and can't keep his temper towards students’). In a similar vein, S5 said:

*“Mungkin, guru harus lebih sabar gitu, kadang kan setiap murid itu kan berbeda, ada yang bisa menghargai guru ada juga yang tidak bisa menghargai guru itu aja. Jangan marah, jangan marah kalau siswa salah gitu, misalnya yang sering terjadi gini kan guru bilang siapa yang gak paham tiba-tiba murid langsung bilang saya bukannya bilang lagi kamu ni lihat yang saya terangkan tidak padahalkan muridnya cuman minta di ulangi karna dia tidak memahami gitu, harusnya guru itu lebih sopan gitu”.*

(‘Maybe, the teacher should be more patient, sometimes every student is different, some can respect the teacher, some can't respect the teacher. Don't be angry, don't be angry if the student is wrong, for example, what often happens is that the teacher says who doesn't understand, suddenly the student says I'm not, then the teacher says again, you see what I explained, not even though the student just asked for it to be repeated because he didn't understand that, the teacher should be more polite like that’).

S10 added that the teacher should not be ignorant. Rather, they should be kind and friendly to the students. She said, *“Jangan cuek dan jangan membentak siswa. Sebaiknya guru Baik hati dan ramah. Contohnya menasehati siswa dengan baik-baik”* (‘Don't be ignorant and don't yell at students. The teacher should be kind and friendly. For example, advising students well’).

Based on the results of the interviews above, it can be concluded that there are several things that effective English teachers should avoid in the teaching and

learning process, including avoiding being late to class, scolding students, and being ignorant.

## **B. Discussion**

### **1. Questionnaire Results**

The results of the questionnaire showed that among the most important personal qualities are strict, enthusiasm, friendly, and creativity. Regarding personal qualities, 8 of the 10 personal qualities listed in the questionnaire were considered important for effective English language teachers to have, which include being strict, enthusiastic, friendly, creative, caring, fair, experienced, and humorous. Some of these personalities were also found in Arikan, Taşer, and Saraç-süzer's (2008) study conducted in the Turkish context<sup>32</sup> and also found in Selden Yağcıoğlu research (2016) the results reveal that the most important personal qualities of an effective person English language teachers are fair, creative, patient, friendly, encouraging, approachable, punctual, confident, active, kind, open-minded, enthusiastic, motivating and up-to-date<sup>33</sup>.

Concerning professional qualities, the implementation of pair and group work activities, teaching formal and informal English, and giving regular tests or quizzes in the classrooms were among the qualities chosen by a considerable number of respondents. The study by Arikan, Taşer, and

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<sup>32</sup>Arda arikan, Op. Cit.

<sup>33</sup>Selden Yağcıoğlu, Op.Cit.

Saraç-süzer<sup>34</sup> also found that teachers who teach formal and informal English are considered more efficient by the participating students.

Regarding pedagogical skills, the respondents of this study rated using technology and visual teaching materials, teaching grammar effectively, and managing classes effectively as important competencies effective teachers should possess.

The advantages of using technology (or visual media) in English teaching have been suggested in the literature. According to Maria, Haris, and Samsi (2014), using technology can clarify the presentation of data and information so that it can facilitate and improve learning processes and outcomes, increase and direct children's attention so that it can lead to learning motivation, provide students with a common experience about events in their environment and learning media can overcome the limitations of senses, space and time<sup>35</sup>.

In the teaching and learning process, including English teaching, classroom management is very important. According to Kadri (2018), classroom management is all efforts directed at creating a teaching and learning atmosphere which is effective and fun and can motivate students to study well according to ability<sup>36</sup>.

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<sup>34</sup>Arda arikan, Op. Cit.

<sup>35</sup>Maria Goretti Sri Wahyuningsih, Haris Mudjiman, Samsi Haryanto, "*Penerapan Media Audio Visual dalam Pembelajaran Bahasa Inggris (Studi Kasus di SMPN 3 Bawen)*" . Jurnal Teknologi Pendidikan dan Pembelajaran. Vol.2, No.1, hal 79 -92, Edisi Maret 2014.

<sup>36</sup>Kadri, "*Pentingnya Pengelolaan Manajrmen Kelas dalam Pembelajaran*" . Volume 9, No. 1, Juni 2018.

## 2. Interview Results

Based on the results of interviews with 10 students it is known that almost all students say that the teacher is one of the factors that determine student success because the teacher has extensive knowledge, influences student success, teachers are teachers and educators in schools. However, there is only 1 respondent who said 'No' because according to him the success of students is determined by the students themselves. According to Suparlan (2005), the status of teachers has implications for the roles and functions that are their responsibility. Teachers have a unified role and function that is inseparable, between the ability to educate, guide, teach, and train. The four abilities are integrative abilities, which cannot be separated from one another.<sup>37</sup>

The results of the interviews also showed that there are several types of preferred English teachers. Among them are friendly, kind, intelligent, understanding, and caring. These results confirm the results of the questionnaire and some of these qualities are also similar to those revealed in Arikan, Taşer, and Saraç-süzzer's study conducted in the Turkish context.<sup>38</sup>

The students in the interviews suggested that there are several ways the teacher could build good relationships with students. Among them are friendly teachers, greeting, kind, like to tell stories, and treat the students equally. According to Wibowo and Farnisa, the relationship

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<sup>37</sup> Drs. Suparlan, M.Ed. Op, Cit.

<sup>38</sup> Arda arikan, Op. Cit.

between teachers and students in the teaching and learning process is an important factor and very influential on the educational process in schools to improve student achievement.<sup>39</sup>

The interviews results revealed that the best quality of an effective English teacher that students have ever had is humorous, professional, fair, and good. Humor can make students happier and more enthusiastic in learning. The fun of learning will provide a greater opportunity to activate the neo-cortex brain process information, the better the learning outcomes that students will achieve.<sup>40</sup> Professional competence is one of the must-have elements by a teacher that is by how to master the material broad learning and depth, which consists of mastery of curriculum materials in subjects at school and some scientific substance overshadow the material, as well as mastery to the structure and methodology science.<sup>41</sup> Moreover, teacher fairness is also linked with students' outcomes. The teacher's fair treatment of students increases student motivation and performance, quality learning outcomes, student-teacher interactions, and student satisfaction and achievement.<sup>42</sup>

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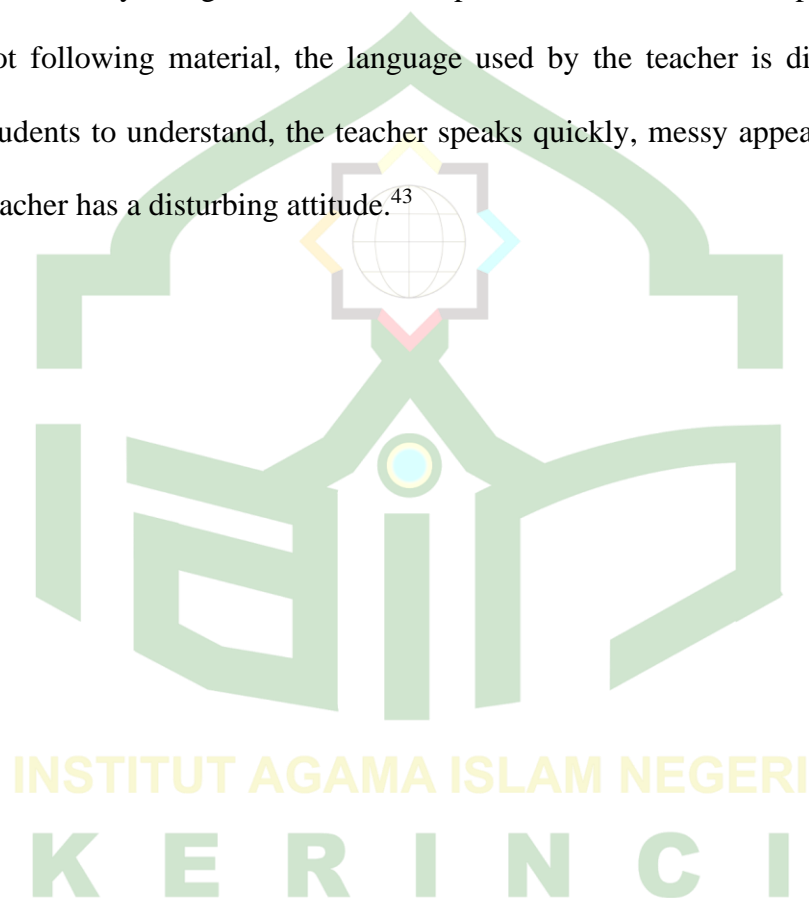
<sup>39</sup> Imam Suwardi Wibowo, Ririn Farnisa, "Hubungan Peran Guru Dalam Proses Pembelajaran Terhadap Prestasi Belajar Siswa". *Jurnal Gentala Pendidikan Dasar* Vol.3 No.2 Desember 2018.

<sup>40</sup> Idi Warsah, Asri Karolina, Yesa Satriya Dwi Hardiyanti, "Sense Of Humor Relevansinya terhadap Teaching Style". *Ar-Risalah: Volume XVIII Nomor 2*, 2020.

<sup>41</sup> Laelasari, "Upaya Menjadi Guru Yang Profesional". *Jurnal Ilmiah Pend. Ekonomi*, Volume 1 Nomor 2, September 2013.

<sup>42</sup> Caglar, C. "The Relationship between the Perceptions of the Fairness of the Learning Environment and the Level of Alienation". *Eurasian Journal of Educational Research*.

The interview participants suggested that there are several things that effective English teachers should avoid in the learning process, including avoiding being late for class, avoiding scolding students, and being emotional. As for what Anna and Hilmi (2014) said, effective teachers should avoid such simple exams, exams that are not returned immediately, assignments that take up a lot of time, core concepts that are not following material, the language used by the teacher is difficult for students to understand, the teacher speaks quickly, messy appearance, the teacher has a disturbing attitude.<sup>43</sup>



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<sup>43</sup>Anna Armeini Rangkuti And Hilmi Abdul Azis, Op.Cit.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the results of the research in Chapter IV, the researcher drew several conclusions, namely:

##### 1. Questionnaire Results

After conducting research and conducting data analysis, there are several conclusions drawn from the research problem. The first is research results on the personal qualities, it can be concluded that 8 of the 10 listed personal qualities were considered important for effective English language teachers to have. They are being strict, enthusiastic, friendly, creative, caring, fair, experienced, and humorous. Meanwhile, the other two qualities, namely age and gender were considered less important.

The second is research results on professional qualities, it can be concluded that 5 of the 10 listed professional qualities were considered important for effective English language teachers to have. They are being paired and group work activities, teach formal and informal English, give regular tests or quizzes in class, become teachers of native Indonesian speakers but are fluent in English, and know Indonesian and foreign cultures. Meanwhile, the other two qualities, namely having lived in a foreign country and liking to play games were considered less important.

The third is research results on the pedagogic skills, it can be concluded that 6 of the 10 listed pedagogic skills are considered important for effective English language teachers to possess. They are using technology and visual teaching materials, teaching grammar effectively, managing classrooms effectively, making learners discover the language, having students check each other's work, and using real life situations when explaining.

## 2. Interview Results

Based on the interviews with 10 students, it can be concluded that:

- 2.1 The teacher is one of the factors that determine student success because the teacher has extensive knowledge, influences student success, teachers are teachers and educators in schools.
- 2.2 There are several types of preferred English teachers. Among them are friendly, kind, intelligent, understanding, and caring.
- 2.3 To make it easier for students to understand, teachers should convey the materials first, use a combination between English and Indonesian in delivering the materials, and making interesting things like quizzes, and teaching students well.
- 2.4 There are several ways how the teacher could build good relationships with students. Among them are friendly teachers, kind, like to tell stories, and treat the students equally.
- 2.5 The quality of an effective English teacher that students have ever had is humorous, professional, fair, and good.



2.6 There are several things that effective English teachers should avoid in the teaching and learning process, including being late to class, scolding students, and being ignorant.

### **B. Suggestions**

Although this research is somewhat limited in terms of scope, it has provided enough evidence for making some suggestions for English language teachers and other researchers.

English language teachers are expected to continually develop their competencies, including personal, pedagogic, professional, and social competencies so that they possess the qualities required for effective English language teachers as revealed in this research.

Future researchers should involve a larger number of students as the participants of the research and also involve teachers so that it can give a better understanding of effective English language teachers.

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## Appendix 1

### Questionnaire for students

#### ANGKET PERSEPSI SISWA TENTANG GURU BAHASA INGGRIS YANG EFEKTIF

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang guru Bahasa Inggris yang Efektif. Bacalah setiap pernyataan dengan cermat. Kemudian, pilihlah salah satu jawaban yang paling sesuai dengan tingkat persetujuan anda. Jawaban anda tidak menuntut jawaban benar atau salah dan tidak berhubungan dengan nilai anda atau hal lain yang akan merugikan anda di sekolah ini. Kejujuran anda dalam menjawab merupakan bantuan yang amat berguna. Karena itu diharapkan anda menjawab semua soal yang tersedia. Atas bantuan dan kerjasamanya, diucapkan terimakasih.

#### Identitas Responden

Nama :  
Kelas :  
Jenis Kelamin :

#### Petunjuk Pengisian

Lingkarkanlah salah satu pilihan jawaban yang paling sesuai dengan tingkat persetujuan anda.

TP = Tidak penting

P = Penting

SP = Sangat penting

SK = Sebuah keharusan

**Menurut anda, seberapa pentingkah faktor-faktor berikut ini:**

**Kualitas pribadi**

1.	Ramah	TP	P	SP	SK
2.	Kreatif	TP	P	SP	SK
3.	Peduli	TP	P	SP	SK
4.	Ketat	TP	P	SP	SK
5.	Adil	TP	P	SP	SK
6.	Antusias	TP	P	SP	SK
7.	Muda	TP	P	SP	SK
8.	Berpengalaman	TP	P	SP	SK
9.	Memiliki selera humor	TP	P	SP	SK
10.	Jenis kelamin	TP	P	SP	SK

### Kualitas profesional

1.	Hanya penutur asli bahasa Inggris	TP	P	SP	SK
2.	Penutur asli bahasa Indonesia namun fasih berbahasa Inggris	TP	P	SP	SK
3.	Mengetahui tentang budaya Indonesia dan budaya asing	TP	P	SP	SK
4.	Memberi pekerjaan rumah	TP	P	SP	SK
5.	Mengecek kehadiran	TP	P	SP	SK
6.	Memberikan tes atau kuis secara teratur didalam kelas	TP	P	SP	SK
7.	Suka bermain <i>games</i>	TP	P	SP	SK
8.	Pernah tinggal di negara asing	TP	P	SP	SK
9.	Mengajar bahasa Inggris formal dan informal	TP	P	SP	SK
10.	Menggunakan aktivitas kerja berpasangan dan kelompok	TP	P	SP	SK

### Keterampilan Pedagogis

1.	Menggunakan teknologi dan bahan ajar visual	TP	P	SP	SK
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2.	Menyuruh siswa saling mengoreksi pekerjaan mereka	TP	P	SP	SK
3.	Berbicara daripada mendengarkan	TP	P	SP	SK
4.	Mengajar tata bahasa secara efektif	TP	P	SP	SK
5.	Memiliki pengucapan yang benar	TP	P	SP	SK
6.	Membuat siswa merasa rileks	TP	P	SP	SK
7.	Mengelola ruang kelas secara efektif	TP	P	SP	SK
8.	Menggunakan situasi kehidupan nyata saat menjelaskan	TP	P	SP	SK
9.	Membuat pelajar menemukan bahasa	TP	P	SP	SK
10.	Memegang kontrol utama didalam kelas	TP	P	SP	SK



## **Appendix 2**

### **Interview for student**

#### **The questions of the interview :**

1. Apakah guru merupakan salah satu faktor yang menentukan keberhasilan siswa dalam belajar bahasa Inggris ?
2. Bagaimana tipe guru yang anda sukai? Kenapa?
3. Menurut anda, bagaimana seharusnya guru bahasa Inggris mengajar agar mudah dimengerti oleh siswa?
4. Menurut anda, bagaimana cara guru membangun hubungan yang baik dengan siswa?
5. Apa kualitas guru bahasa inggris terbaik yang pernah anda miliki?
6. Menurut anda, apa yang sebaiknya guru bahasa inggris yang efektif hindari dalam proses pembelajaran ?



### Appendix 3

#### Interview transcripts from the Students

##### 1. Description of Respondent

**S1** : Student 1

**R** : Researcher

*R Assalamualaikum warahmatullahi wabarakatuh*

*S1 Waalaikumsalam warahmatullahi wabarakatuh*

*R Perkenalkan nama kakak Anisa afifa sari wahyuni dari jurusan tadrīs bahasa Inggris IAIN Kerinci, jadi disini tujuan kakak mau penelitian ke siswa SMP Negeri 11 Kota Sungai penuh. Jadi apakah adek bersedia untuk di wawancara?*

Introducing my name is Anisa afifa sari Wahyuni from the English tadrīs department of IAIN Kerinci, so here my goal is to research students at SMP Negeri 11 Sungai Besar. So are you willing to be interviewed?

*S1 Bersedia buk.*

*Ready.*

*R Boleh perkenalkan diri terlebih dahulu?*

Can I introduce myself first?

*S1 Oke, perkenalkan nama saya Aidil yudha berlian siswa SMP Negeri 11 kota Sungai penuh kelas IX C lokal 3.*

Okay, my name is Aidil Yudha Berlian, a student of SMP Negeri 11

Sungai Besar, class IX C local 3.

*R* Jadi pertanyaan kakak disini tentang persepsi siswa tentang guru bahasa Inggris yang efektif jadi kakak lanjut ke pertanyaan pertama yaitu apakah guru merupakan salah satu faktor yang menentukan keberhasilan siswa dalam belajar bahasa Inggris?

So your question here is about students' perceptions of effective English teachers, so you go to the first question, which is whether the teacher is one of the factors that determine students' success in learning English?

*SI* Tentu saja iya , karena guru merupakan salah satu faktor penentu keberhasilan pendidikan dan juga berpengaruh terhadap mutu pendidikan terhadap terciptanya proses dan hasil pendidikan berkualitas bagi siswa.

Of course yes, because the teacher is one of the determining factors for the success of education and also affects the quality of education towards the creation of quality education processes and outcomes for students.

*R* Jadi guru sangat berpengaruh terhadap keberhasilan siswa?

**INSTITUT AGAMA ISLAM NEGERI**  
**KERTINCI**  
So the teacher is very influential on student success?

*SI* Iya buk

Yes.

*R* Lanjut ke pertanyaan kedua, bagaimana tipe guru yang anda sukai?

Moving on to the second question, what type of teacher do you like?

*SI Kreatif, adil, humoris dan juga baik karena guru memiliki sifat seperti itu akan mudah disukai banyak siswa sehingga tidak menimbulkan keselisihan antara guru dan siswa.*

Creative, fair, humorous and also good because the teacher has such a nature will be easily liked by many students so as not to cause disagreements between teachers and students.

*R Keselisihan yang bagaimana?*

What discord?

*SI Keselisihan yang tidak dipahami guru antara siswa dan guru.*

Differences that the teacher does not understand between students and teachers.

*R Lanjut ke pertanyaan yang ketiga, menurut Aidil bagaimana seharusnya guru bahasa Inggris mengajar agar mudah mengerti oleh siswa?*

Moving on to the third question, according to Aidil, how should an English teacher teach so that it is easy for students to understand?

*SI Dengan cara menyampaikan penjelasan materi terlebih dahulu, mengajar siswa mengucapkan bahasa Inggris dengan benar setelah siswa mengerti berikan kuis atau pertanyaan lucu atau humor untuk mengetahui siswa sudah mengerti atau tidak penjelasan tentang hal yang dijelaskan atau disampaikan.*

By conveying an explanation of the material first, teaching students to

pronounce English correctly after students understand give quizzes or funny or humorous questions to find out whether students have understood or not the explanation of what was explained or conveyed

*R* *Pertanyaan keempat, menurut Aidil bagaimana cara guru membangun hubungan yang baik dengan siswa?*

Fourth question, according to Aidil, how do teachers build good relationships with students?

*SI* *Sering mengajak siswa untuk bercerita dan saling berbagi pengalaman tentang pelajaran.*

Fourth question, according to Aidil, how do teachers build good relationships with students?

*R* *Kira-kira bercerita yang bagaimana?*

How about telling a story?

*SI* *Bercerita tentang pengalaman yang pernah dilakukan guru atau siswa dalam semasa hidupnya.*

Tells about experiences that have been done by teachers or students in their lifetime.

*R* *Lanjut ke pertanyaan kelima, Apa kualitas guru bahasa Inggris terbaik yang pernah Aidil miliki?*

Moving on to the fifth question, What are the qualities of the best English teacher Aidil has ever had?

*SI Humoris, profesional, adil dan juga baik.*

Humorous, professional, fair and also kind.

*R Adil yang bagaimana?*

How fair?

*SI Tidak pilih kasih terhadap siswa-siswa yang ada dikelas ataupun disekolah.*

No favoritism towards students in class or at school.

*R Sebaiknya guru itu agar tidak terlihat pilih kasih itu guru harus bagaimana kira-kira adil?*

It's better if the teacher doesn't show favoritism, how should the teacher be, about adil?

*SI Memberi tugas dan juga kepada siswa yang satu dan juga ke siswa yang lainnya dan tidak saling bercerita dengan satu siswa saja tetapi dengan siswa lainnya*

Giving assignments and also to one student and also to other students and not telling each other with only one student but with other students.

*R Baiklah lanjut ke pertanyaan terakhir yaitu menurut Aidil apa yang sebaiknya guru bahasa Inggris yang efektif hindari dalam proses pembelajaran?*

Well, moving on to the last question, according to Aidil, what should an

effective English teacher avoid in the learning process?

*S1 Bermain hp disaat KBM dimulai, tidak pilih kasih terhadap siswa, tidak membanding-bandingkan siswa, tidak bermain fisik terhadap siswa.*

Playing cellphones when KBM starts, not favoritism towards students, not comparing students, not playing physically with students.

*R Baiklah itu saja pertanyaan dari kakak, terima kasih atas waktunya, kakak ucapkan Assalamualaikum warahmatullahi wabarakatuh*

Alright, that's all a question from my brother, thank you for your time, brother, say Assalamualaikum warahmatullahi wabarakatuh

*S1 Waalaikumsalam warahmatullahi wabarakatuh*

## **2. Description of Respondent**

**S6 : Student 6**

**R : Researcher**

*R Assalamualaikum warahmatullahi wabarakatuh*

*S6 Waalaikumsalam warahmatullahi wabarakatuh*

*R Perkenalkan nama kakak Anisa afifa sari wahyuni dari IAIN Kerinci jurusan tadaris bahasa Inggris, adapun maksud dan tujuan kakak menelvon yaitu untuk wawancara mengenai penelitian yang dilakukan kepada siswa SMP Negeri 11 kota Sungai penuh, sebelumnya kakak minta adek memperkenalkan diri terlebih dahulu.*

Introducing sister, Anisa afifa sari Wahyuni from IAIN Kerinci majoring in English tadaris, as for the purpose and purpose of calling

you, namely to interview about research conducted on students of SMP Negeri 11 Sungai Penuh, before you ask your sister to introduce yourself first.

*S6 Perkenalkan nama saya Anggun ciasmi, saya kelas VIII SMP .*

Introduce my name is Anggun ciasmi, I'm in class VIII SMP.

*R Jadi, penelitian ini bertujuan untuk mengetahui tanggapan siswa tentang guru bahasa Inggris yang efektif. Lanjut saja ke pertanyaan pertama, apakah guru merupakan salah satu faktor yang menentukan keberhasilan siswa dalam belajar bahasa Inggris?*

So, this study aims to determine students' responses about effective English teachers. Continue to the first question, is the teacher one of the factors that determine the success of students in learning English?

*S6 Iya.*

Yes.

*R Alasannya ?*

The reason?

*S6 Karena guru tersebut memiliki ilmu pengetahuan yang luas jadi sangat menentukan keberhasilan siswa.*

Because the teacher has extensive knowledge, it will determine the success of students.

*R* Jadi, kira-kira bagaimana cara guru itu sangat menentukan keberhasilan siswa dalam belajar.

So, about how the teacher really determines the success of students in learning.

*S6* Sangat penting karna guru selalu menstransfer ilmunya kepada siswa.

It is very important because teachers always transfer their knowledge to students.

*R* Oke, lanjut ke pertanyaan kedua, bagaimana tipe guru yang anggun sukai ?

Okay, moving on to the second question, how do the graceful types of teachers like?

*S6* Baik,ramah.

Fine, friendly.

*R* Kenapa ?

Why?

*S6* Karna kalau guru nya baik mungkin lebih bisa memahami siswa.

Because if the teacher is good, maybe they can understand the students better

*R* Memahami siswa yang bagaimana?



How do you understand students?

S6 *Ya kalau siswa salah gurunya paham dan tidak marah-marah.*

Yes, if students make a mistake, the teacher understands and doesn't get angry.

R *Lanjut ke pertanyaan ketiga, menurut anggung bagaimana seharusnya guru bahasa Inggris mengajar agar mudah mengerti oleh siswa?*

Moving on to the third question, in your opinion, how should an English teacher teach so that it is easy for students to understand?

S6 *Sebaiknya guru bahasa Inggris mengajarkan siswa cara pengetahuannya penyampaian materinya itu tidak harus menggunakan bahasa Inggris, terfokus pada bahasa Inggris.*

It is better if the English teacher teaches students how to convey their knowledge of the material, it does not have to use English, but focuses on English.

R *Jadi kalau tidak terfokus ke bahasa Inggris bagaimana?*

So what if you don't focus on English?

S6 *Ya harus ada bahasa Indonesiannya juga.*

Yes, there must be Indonesian as well.

R *Lanjut ke pertanyaan ke empat, menurut anggung bagaimana cara guru membangun hubungan yang baik dengan siswa?*

Moving on to the fourth question, in your opinion, how do teachers build good relationships with students?

*S6 Dengan cara suka bercerita dengan siswa, kalau siswanya menyapa di jalan gurunya juga tersenyum gitu dan tidak pilih kasih.*

By liking to tell stories with students, if the students say hello on the street, the teacher also smiles and doesn't show favoritism.

*R Tidak pilih kasih yang bagaimana?*

What kind of favoritism?

*S6 Ya kalau misalnya gurunya tidak boleh hanya terfokus yang pintar aja harus sama rata semua pemikiran guru terhadap siswa.*

Yes, for example, the teacher should not only focus on being smart, but all of the teacher's thoughts on the students must be equal.

*R Lanjut ke pertanyaan kelima , apa kualitas guru bahasa Inggris terbaik yang pernah anggun miliki ?*

Moving on to the fifth question, what are the qualities of the best English teacher ever gracefully have?

*S6 Kreatif.*

*Creative.*

*R Kreatif bagaimana ?*

*How creative?*

S6 *Kalau belajar itu suka meluangkan main game jadi pelajaran tidak terasa membosankan.*

If you like to study, you like spending time playing games, so lessons don't feel boring.

R *Lanjut ke pertanyaan ke enam, menurut anggun apa yang sebaiknya guru bahasa Inggris yang efektif hindari dalam proses pembelajaran?*

Moving on to the sixth question, what do you think an effective English teacher should avoid in the learning process?

S6 *Guru yang tidak suka bermain hp dikelas, guru yang memperhatikan siswa dengan baik, guru yang tidak suka marah-marah.*

Teachers who don't like to play cellphones in class, teachers who pay close attention to students, teachers who don't like to be angry.

R *Memperhatikan siswa dengan baik tu gimana ?*  
How do you pay attention to students?

S6 *Ya minsalnya belajar itu gurunya sangat memperhatikan siswa jangan kalau sudah menerangkan atau sudah mencatat gurunya tidak memperhatikan siswa lagi, ibunya main hp gitu atau sudah mencatat langsung keluar.*

Yes, for example, in learning, the teacher really pays attention to the students, if you have explained or have taken notes, the teacher does not pay attention to the students anymore, the mother plays on the cellphone or has taken notes right away

R *Baiklah, itulah pertanyaan dari kakak, terima kasih atas waktunya.*

Alright, that's the question from brother, thanks for your time.

S6 *Ya sama-sama*

Yes you're welcome

R *Assalamualaikum warahmatullahi wabarakatuh*

### 3. Description of Respondent

S10 : Student 10

R : Researcher

R *Assalamualaikum warahmatullahi wabarakatuh*

S10 *Walaikumsalam warahmatullahi wabarakatuh*

R *Perkenalkan nama kakak Anisa afifa sari wahyuni dari IAIN Kerinci jurusan tadaris bahasa Inggris, adapun maksud dan tujuan kakak menelvon yaitu untuk wawancara mengenai penelitian yang dilakukan kepada siswa SMP Negeri 11 kota Sungai penuh, sebelumnya kakak minta adek memperkenalkan diri terlebih dahulu.*

### INSTITUT AGAMA ISLAM NEGERI

Introducing sister, Anisa afifa sari Wahyuni from IAIN Kerinci majoring in English tadaris, as for the purpose and purpose of calling you, namely to interview about research conducted on students of SMP Negeri 11 Sungai Penuh, before you ask your sister to introduce yourself first.

S10 *Perkenalkan nama saya Imam maulana kelas IX C*

Introduce my name is Imam maulana class IX C

*R Jadi, penelitian ini bertujuan untuk mengetahui tanggapan siswa tentang guru bahasa Inggris yang efektif. Lanjut aja ke pertanyaan pertama, apakah guru merupakan salah satu faktor yang menentukan keberhasilan siswa dalam belajar bahasa Inggris?*

So, this study aims to determine students' responses about effective English teachers. Let's continue to the first question, is the teacher one of the factors that determine the success of students in learning English?

*S10 Tentu saja ia.*

Yes, of course.

*R Alasannya ?*

The reason?

*S10 Karena guru adalah pengajar dan pendidik di sekolah.*

Because teachers are teachers and educators in schools.

*R Bagaimana guru mengajar dan mendidik ?*

How do teachers teach and educate?

*S10 Mengajar dengan baik, mendidik siswa agar lebih baik .*

Teaching well, educating students to be better.

*R Lanjut ke pertanyaan kedua, bagaimana tipe guru yang anda sukai?*

Continue to the second question, what type of teacher do you like?

*S10 Guru yang peduli*

Caring teacher

*R Peduli yang bagaimana ?*

How do you care?

*S10 Peduli terhadap siswa.*

Caring for students.

*R Contohnya seperti apa ?*

What is the example like ?

*S10 Ya kalau ada siswa yang tidak paham guru mencoba menjelaskan kembali*

Yes, if there are students who don't understand the teacher tries to explain again

**INSTITUT AGAMA ISLAM NEGERI**

*R Lanjut ke pertanyaan ketiga, menurut anda bagaimana seharusnya guru bahasa Inggris mengajar agar mudah mengerti oleh siswa?*

Moving on to the third question, how do you think English teachers should teach so that students can easily understand them?

*S10 Menjelaskan materi dengan baik dan guru sebaiknya menanyakan siswa paham atau tidak.*

Explain the material well and the teacher should ask students whether they understand or not.

*R* *Sebaiknya guru menjelaskan materi seperti apa ?*

What kind of material should the teacher explain?

*S10* *Menjelaskan dengan pelan-pelan dan sebaiknya beri contoh jika ada*

Explain slowly and preferably give examples if any

*R* *Lanjut ke pertanyaan ke empat, menurut anda bagaimana cara guru membangun hubungan yang baik dengan siswa?*

Moving on to the fourth question, how do you think the teacher builds a good relationship with the students?

*S10* *Menurut saya, selalu tanya jawab dengan siswa*

In my opinion, always ask and answer with students

*R* *Tanya jawab seperti apa ?*

What kind of question and answer?

*S10* *Ya berdiskusi antara guru dan siswa*

Yes discuss between teacher and students

*R* *Jadi berdiskusi bisa membuat hubungan antara guru dan siswa yang baik?*

So discussing can make a good relationship between teacher and student?

*S10 Iya.*

*Yes.*

*R Lanjut ke pertanyaan kelima , apa kualitas guru bahasa Inggris terbaik yang pernah anda miliki ?*

Moving on to the fifth question, what are the qualities of the best English teacher you have ever had?

*S10 Guru yang adil dan baik.*

*Fair and good teacher.*

*R Bagaimana guru yang adil dan baik ?*

*How about a fair and good teacher?*

*S10 Guru tersebut tidak mau pilih kasih dan guru melihat kami satu lokal itu semuanya sama*

The teacher doesn't like favoritism and the teacher sees that we are one local, we are all the same.

*R Lanjut ke pertanyaan ke enam, menurut anda apa yang sebaiknya guru bahasa Inggris yang efektif hindari dalam proses pembelajaran?*

Moving on to the sixth question, what do you think an effective English teacher should avoid in the learning process?

*S10 Jangan cuek dan jangan membentak siswa*



Don't be ignorant and don't yell at students

*R* *Sebaiknya guru bahasa Inggris yang efektif bagaimana ?*

How should an effective English teacher be?

*S10* *Baik hati dan ramah*

Kind and friendly

*R* *Contohnya?*

For example?

*S10* *Menasehati siswa dengan baik-baik*

Advise students carefully

*R* *Itulah pertanyaan dari kakak , terima kasih atas waktunya.*

That's the question from sister, thank you for your time.

*S10* *Oke* **INSTITUT AGAMA ISLAM NEGERI**

*Okay* **K E R I N C I**

## Appendix 4

## SK Pembimbing



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**  
 Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114  
 KodePos . 37112. Website : [www.stainkerinci.ac.id](http://www.stainkerinci.ac.id) - email : [info@stainkerinci.ac.id](mailto:info@stainkerinci.ac.id)

SURAT KEPUTUSAN  
 DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
 INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
 Nomor : 124 Tahun 2020

T E N T A N G  
 PENETAPAN DOSEN PEMBIMBING SKRIPSI  
 MAHASISWA IAIN KERINCI  
 TAHUN 2019/2020

- Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.  
 2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci  
 2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
 3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
 2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/094/2020 Tanggal, 13/07/2020

**MEMUTUSKAN**

- Menetapkan :  
 Pertama : Menunjuk dan menugaskan :  
 1. Nama : **Dr. Daflizar, MA** Sebagai Pembimbing I  
 2. Nama : **Aridem Vintoni, S.Pd, MPd** Sebagai Pembimbing II
- Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :  
 Nama : **Anisa Afifa sari wahyuni**  
 NIM : 1710203018  
 Jurusan : Tadris Bahasa Inggris  
 JudulSkripsi : **The effect of using spying method toward students speaking ability of hortatory exposition text at the eleventh grade of sman 1 kerinci academic year 2020/2021**
- Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH  
 PADA TANGGAL : 16 Juli 2020

a.n. Dekan,  
 Wakil Dekan Bidang Akademik dan  
 Pengembangan Lembaga



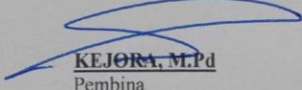


**Des Saaduddin, MPd.I**

- Tembusan :
1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
  2. Ketua Jurusan
  3. Dosen Pembimbing
  4. Pertinggal



## Appendix 5

### Surat Izin Penelitian

	<b>PEMERINTAH KOTA SUNGAI PENUH</b> <b>DINAS PENDIDIKAN</b> <b>SMP NEGERI 11 SUNGAI PENUH</b>	
Jl. Stadion Pancasila Tanah Kampung		Kode Pos 37171
<b>SURAT IZIN PENELITIAN</b> Nomor : 421/ 65 /SMPN-11- SPN/2021		
Membaca	: Surat dari Institut Agama Islam Negeri (IAIN) Kerinci fakultas Tarbiyah dan Ilmu Keguruan Nomor : In.31/D.1/PP.00.9/85/2021	
Mengingat	: 1. Permendagri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah 2. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian 3. Peraturan Walikota Sungai Penuh Nomor 22 Tahun 2010 tentang Struktur Organisasi dan Tata Kerja Inspektorat, Bappeda dan Lembaga Teknis Daerah Kota Sungai Penuh.	
Memberi izin Kepada	: Nama : ANISA AFIFA SARI WAHYUNI NIM : 1710203018 Pekerjaan : Mahasiswa Alamat : Desa Sandaran Galeh. Kec.Kumun Debai. Kota Sungai Penuh	
Untuk	: Melakukan Penelitian dengan judul : "STUDENTS' PERCEPTIONS ON EFFECTIVE ENGLISH TEACHERS (A MIXED METHOD STUDY AT S M PN 11 SUNGAI PENUH). ACADEMIC YEAR 2020/2020"	
Tempat Penelitian	: SMP Negeri 11 Sungai Penuh	
Waktu	: 29 Juli s.d 29 September 2021	
Dengan Ketentuan	: 1. Sebelum melakukan Penelitian Terlebih dahulu Melaporkan Kepada Sdr. Kepala SMP Negeri 11 Sungai Penuh dan Pihak-pihak terkait untuk mendapat petunjuk seperlunya. 2. Wajib menjaga Tata Tertib dan mentaati Ketentuan dan adat istiadat yang berlaku di daerah Penelitian 3. Tidak dibenarkan melakukan Penelitian yang tidak ada kaitannya dengan judul Penelitian dimaksud 4. Tidak menggunakan Surat Izin Penelitian ini untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah 5. Surat Izin Penelitian ini akan dicabut kembali apabila pemegangnya tidak mentaati ketentuan tersebut diatas 6. Hasil Penelitian di serahkan Kepada Walikota Sungai Penuh melalui Kantor Kesbang dan Politik Kota Sungai Penuh 1 (Satu) Exemplar Demikianlah untuk dipergunakan Sebagaimana mestinya.	
	DIKELUARKAN DI : Tanah Kampung PADA TANGGAL : 04 Agustus 2021 Kepala SMP Negeri 11 Sungai Penuh	
	 <b>KEJORA, M.Pd</b> Pembina NIP. 198107202006041010	
<b>Tembusan : Disampaikan Kepada Yth :</b> 1. Bapak Walikota Sungai Penuh 2. Kepala Bappeda Kota Sungai Penuh 3. Bapak Kepala Inspektorat Kota Sungai Penuh 4. Bapak Kepala Dinas Pendidikan Kota Sungai Penuh 5. Sdr. Kepala SMP 11 Sungai Penuh		

## Appendix 6

### Surat Keterangan Selesai Penelitian

	<b>PEMERINTAH KOTA SUNGAI PENUH DINAS PENDIDIKAN SMP NEGERI 11 SUNGAI PENUH</b>	
<i>Jl. Stadion Pancasila Tanah Kampung</i>		<i>Kode Pos 37112</i>

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**SURAT KETERANGAN  
SELESAI MELAKSANAKAN PENELITIAN**  
Nomor : 421/ 71 / SMP 11 SPN/2021


Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Pertama ( SMP ) Negeri 11 Sungai Penuh, menerangkan :

**NAMA** : ANISA AFIFA SARI WAHYUNI  
**NIM** : 1710203018  
**FAKULTAS** : Tarbiyah dan Ilmu Keguruan  
**JURUSAN** : Bahasa Inggris  
**ALAMAT** : Desa Sandaran Galeh. Kec. Kumun Debai Kota Sungai penuh

Yang bersangkutan memang benar dan sudah selesai melaksanakan penelitian. Dengan judul "STUDENTS' PERCEPTIONS ON EFECTIVE ENGLISH TEACHERS (A MIXED METHOD STUDY AT S M PN 11 SUNGAI PENUH). ACADEMIC YEAR 2020/2020" dari tanggal, 29 Juli s/d 29 September 2021

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

DIKELUARKAN DI : Tanah Kampung  
PADA TANGGAL : 08 September 2021  
Kepala SMP Negeri 11 Sungai Penuh

  
**KEJORA.M.Pd**  
Pembina  
NIP. 198107202006041010


## Appendix 7


### Documentation

#### Appendix : Dokumentation

### ANGKET PERSEPSI SISWA TENTANG GURU BAHASA INGGRIS YANG EFEKTIF

Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang guru Bahasa Inggris yang Efektif. Bacalah setiap pernyataan dengan cermat. Kemudian, pilihlah salah satu jawaban yang paling sesuai dengan tingkat persetujuan anda. Jawaban anda tidak menuntun jawaban benar atau salah dan tidak berhubungan dengan nilai anda atau hal lain yang akan merugikan anda di sekolah ini. Kejujuran anda dalam menjawab merupakan bantuan yang amat berguna. Karena itu diharapkan anda menjawab semua soal yang tersedia. Atas bantuan dan kerjasamanya, diucapkan terimakasih.

 [anisaafifa18@gmail.com](mailto:anisaafifa18@gmail.com)  
(tidak dibagikan) [Ganti akun](#)

 \* Wajib

**KELAS \***

Jawaban Anda

---

**NAMA \***

Jawaban Anda

---

**JENIS KELAMIN \***

Jawaban Anda

---

Berikutnya Kosongkan formulir

Menurut anda, seberapa pentingkah faktor-faktor berikut ini bagi seorang guru bahasa Inggris yang efektif ?

Kualitas Pribadi

---

**Ramah \***

Tidak Penting

Penting

Sangat Penting

Sebuah Keharusan

---

**Kreatif \***

Tidak Penting

Penting

Sangat Penting

Sebuah Keharusan

---

**Peduli \***

Tidak Penting

Penting

Sangat Penting

Sebuah Keharusan

*Screenshot : the questionnaire of the study on google form*

**Ketat \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Adil \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Antusias \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Muda \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Berpengalaman \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Memiliki Selera Humor \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

**Jenis Kelamin \***

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Kecharusan

Kualitas Professional

**Hanya penutur asli bahasa Inggris \***

- Tidak Penting
- Penting
- Sangat penting
- Sebuah kecharusan

Penutur asli bahasa Indonesia namun fasih berbahasa Inggris \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Mengetahui tentang budaya Indonesia dan budaya asing \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Memberi pekerjaan rumah \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Mengecek kehadiran \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Memberikan tes atau kuis secara teratur didalam kelas \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Suka bermain games \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Pernah tinggal di negara asing \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Mengajar bahasa Inggris formal dan informal \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Menggunakan aktivitas kerja berpasangan dan kelompok \*

- Tidak Penting
- Penting
- Sangat penting
- Sebuah keharusan

Keterampilan Pedagogis

Menggunakan teknologi dan bahan ajar visual \*

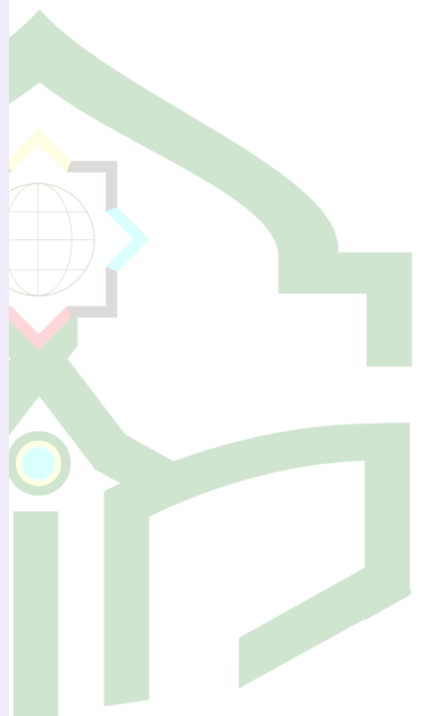
- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan

Menyuruh siswa saling mengoreksi pekerjaan mereka \*

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan

Berbicara dari pada mendengarkan \*

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan



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Mengajar tata bahasa secara efektif \*

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan

Memiliki pengucapan yang benar \*

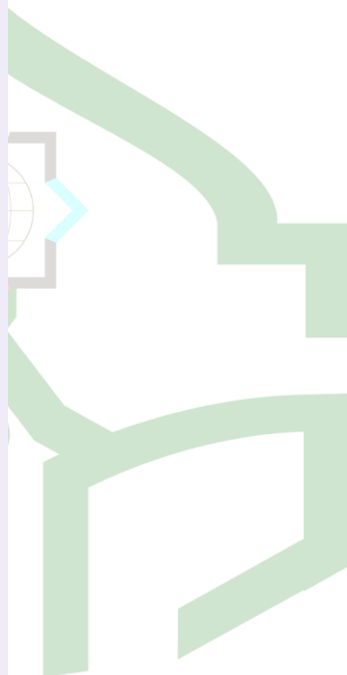
- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan

Membuat siswa merasa rileks \*

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan

Mengelola ruang kelas secara efektif \*

- Tidak Penting
- Penting
- Sangat Penting
- Sebuah Keharusan



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N C I

Menggunakan situasi kehidupan nyata saat menjelaskan \*

Tidak Penting

Penting

Sangat Penting

Sebuah Keharusan

Membuat pelajar menemukan bahasa \*

Tidak Penting

Penting

Sangat Penting

Sebuah Keharusan

Memegang kontrol utama didalam kelas \*

Tidak Penting

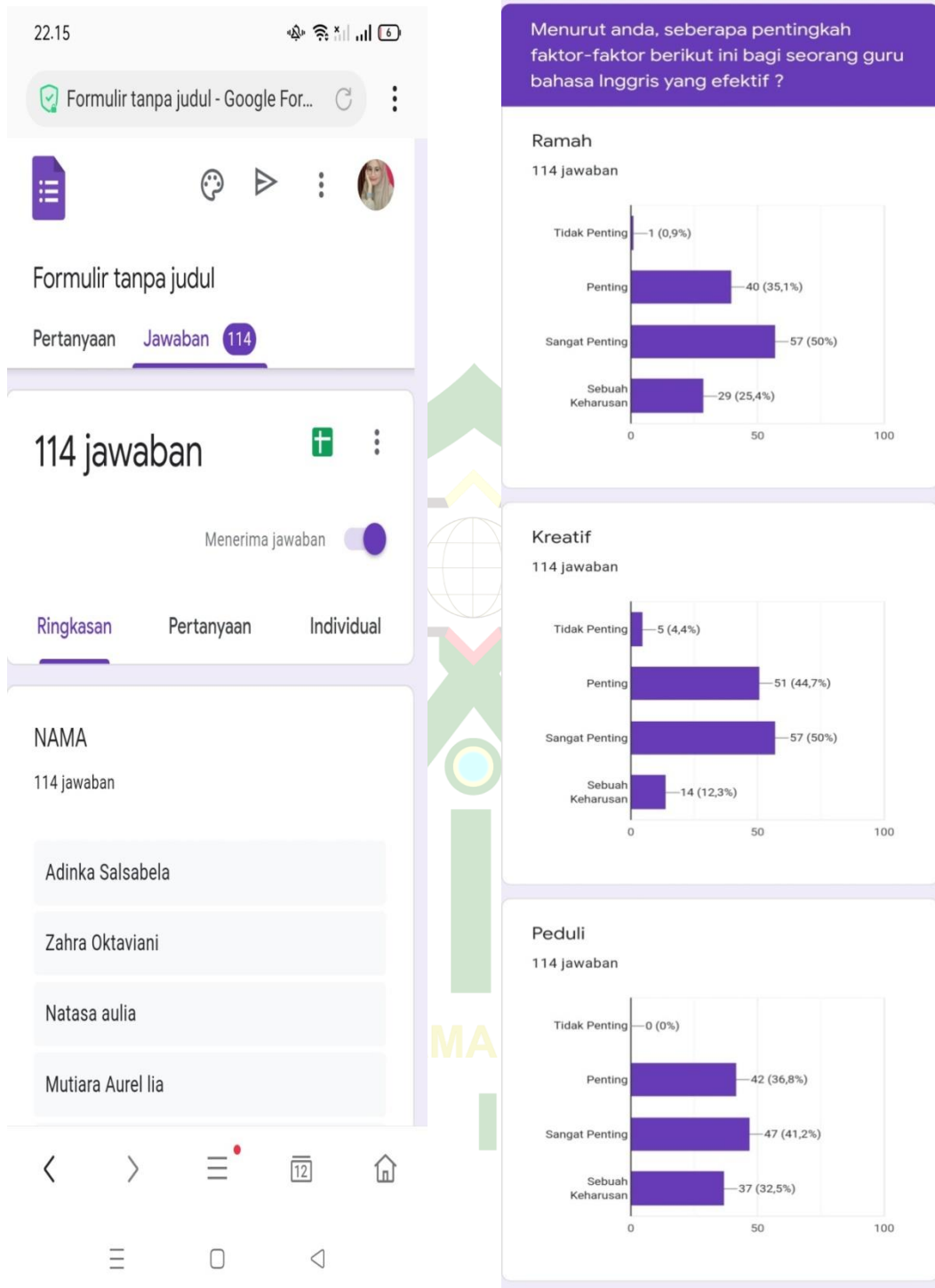
Penting

Sangat Penting

Sebuah Keharusan

[Kembali](#) [Kirim](#) [Kosongkan formulir](#)

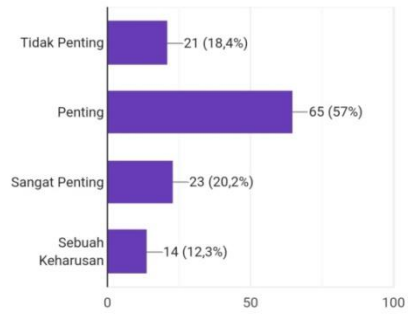




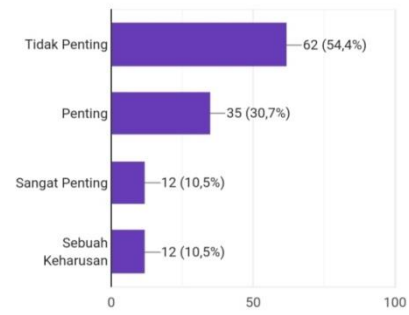
Screenshot : the results of the questionnaire

**Ketat**

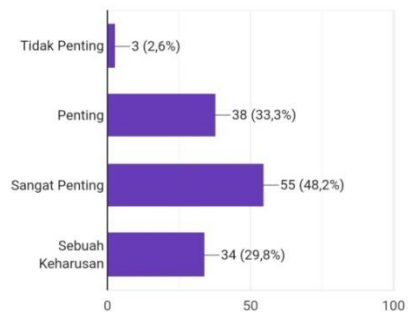
114 jawaban

**Muda**

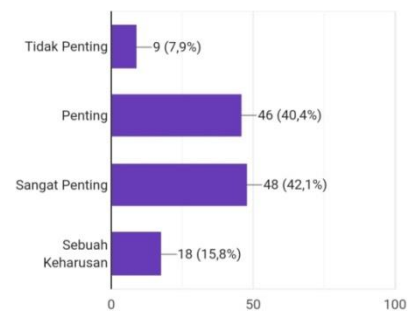
114 jawaban

**Adil**

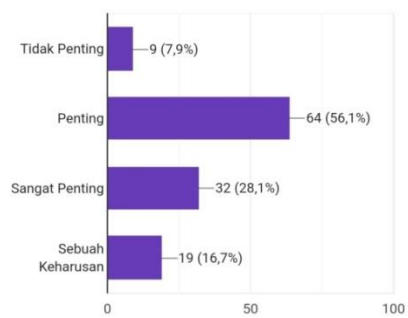
114 jawaban

**Berpengalaman**

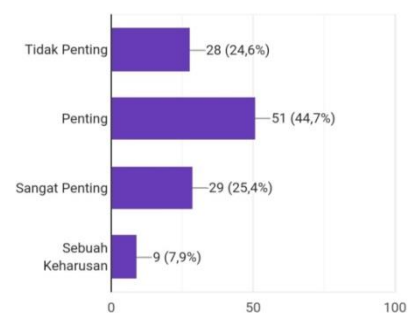
114 jawaban

**Antusias**

114 jawaban

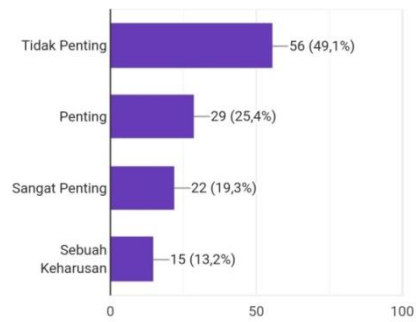
**Memiliki Selera Humor**

114 jawaban



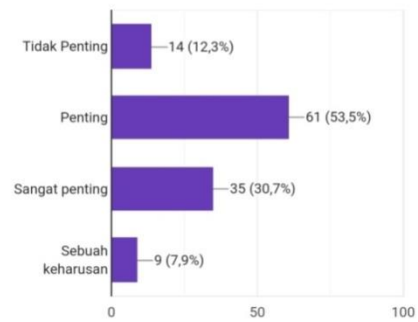
## Jenis Kelamin

114 jawaban



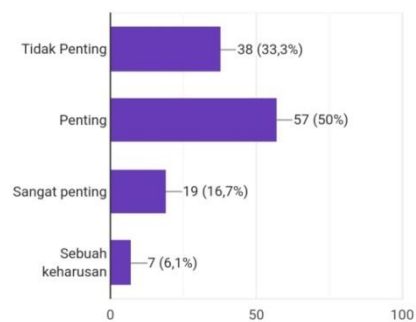
## Mengetahui tentang budaya Indonesia dan budaya asing

114 jawaban



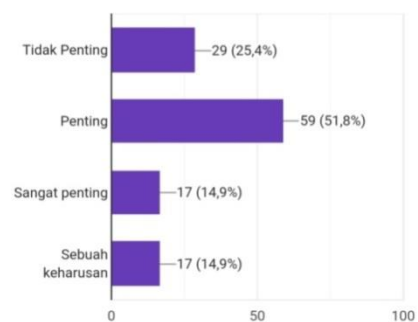
## Hanya penutur asli bahasa Inggris

114 jawaban



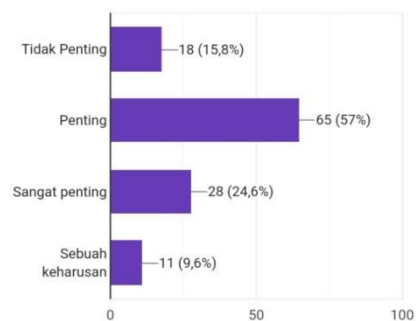
## Memberi pekerjaan rumah

114 jawaban



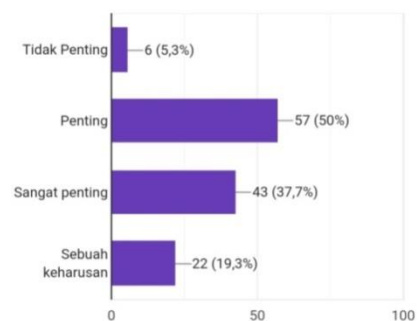
## Penutur asli bahasa Indonesia namun fasih berbahasa Inggris

114 jawaban



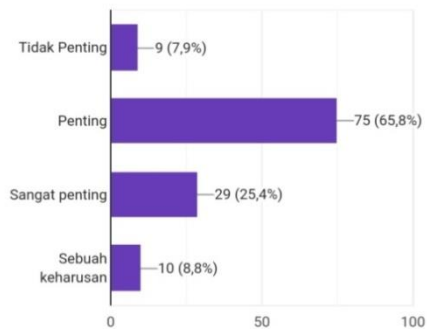
## Mengecek kehadiran

114 jawaban



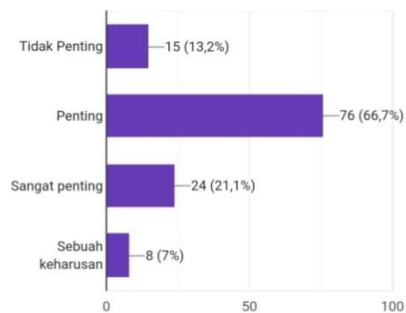
### Memberikan tes atau kuis secara teratur didalam kelas

114 jawaban



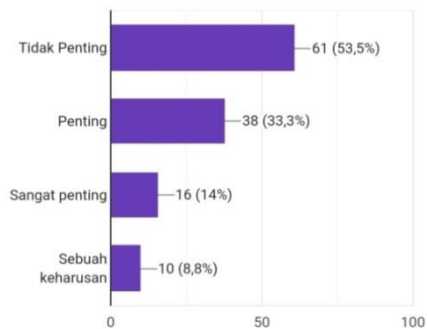
### Mengajar bahasa Inggris formal dan informal

114 jawaban



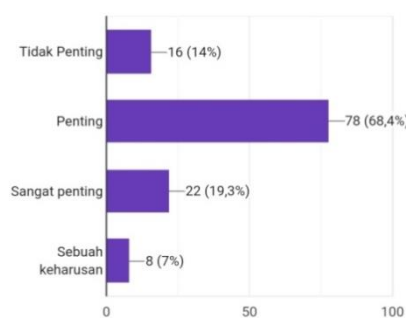
### Suka bermain games

114 jawaban



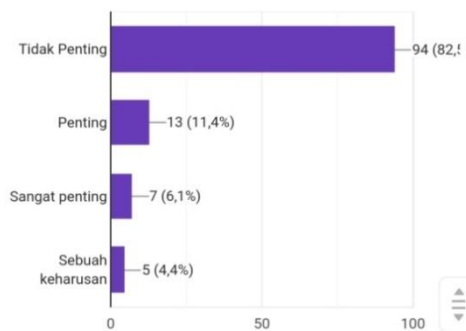
### Menggunakan aktivitas kerja berpasangan dan kelompok

114 jawaban



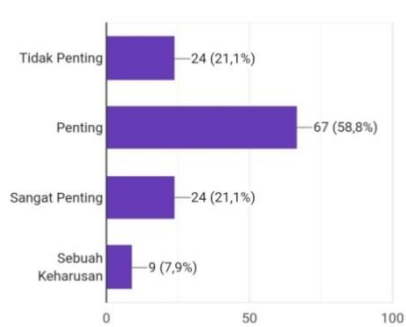
### Pernah tinggal di negara asing

114 jawaban



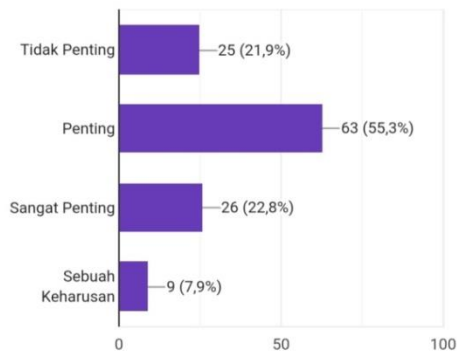
### Menggunakan teknologi dan bahan ajar visual

114 jawaban



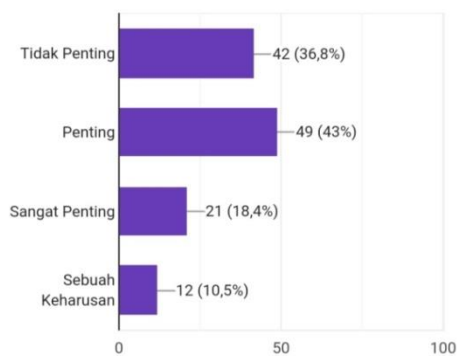
### Menyuruh siswa saling mengoreksi pekerjaan mereka

114 jawaban



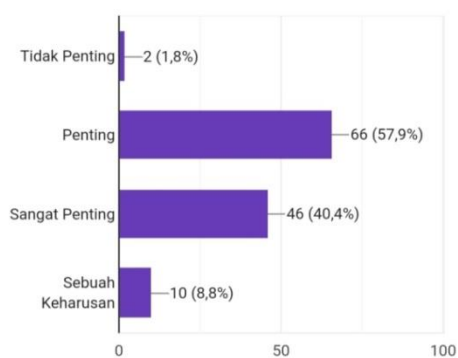
### Berbicara dari pada mendengarkan

114 jawaban



### Mengajar tata bahasa secara efektif

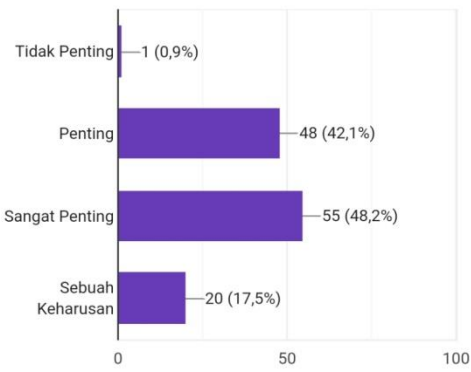
114 jawaban



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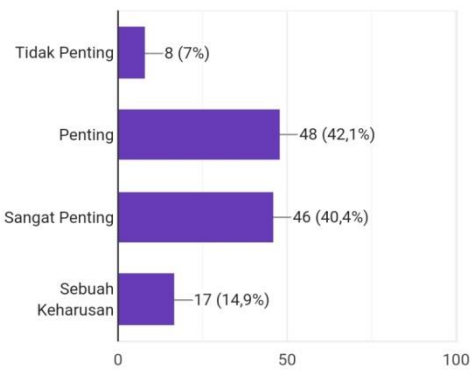
### Memiliki pengucapan yang benar

114 jawaban



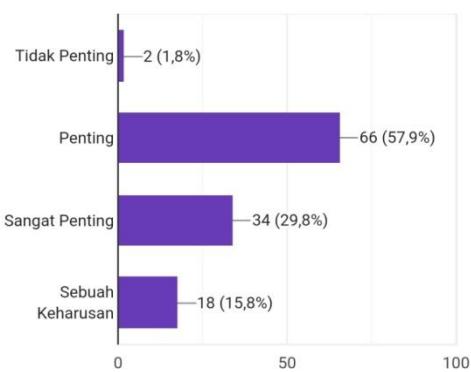
### Membuat siswa merasa rileks

114 jawaban



### Mengelola ruang kelas secara efektif

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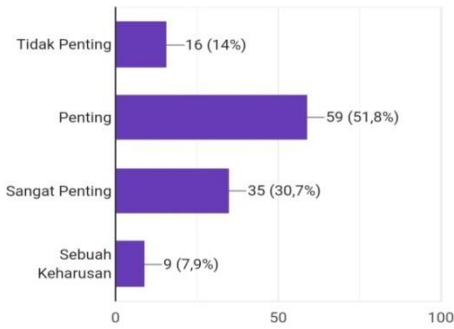


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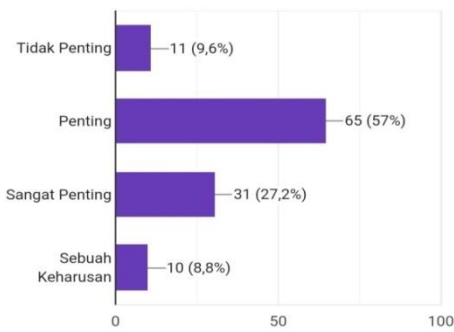
### Menggunakan situasi kehidupan nyata saat menjelaskan

114 jawaban



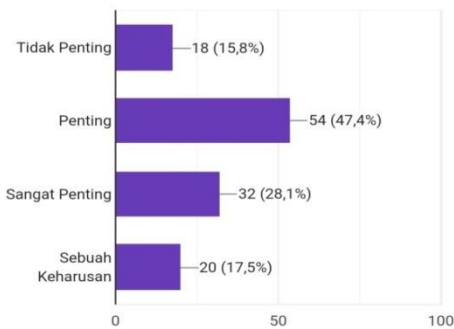
### Membuat pelajar menemukan bahasa

114 jawaban



### Memegang kontrol utama didalam kelas

114 jawaban



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Screenshot : the results of the recording