

## **STUDENTS AND TEACHERS' PERCEPTION ON EFFECTIVE CHARACTERISTICS OF ENGLISH TEACHER IN SMP AL-FALAH DELTASARI - SIDOARJO**

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### **Abstrak**

Karakteristik guru menjadi salah satu faktor yang mempengaruhi proses belajar mengajar, guru memegang peran penting di dalam kelas. Guru memiliki tugas untuk mendesain semua aktivitas di dalam kelas yang sesuai tujuan pembelajaran dalam kurikulum. Guru juga mempunyai peran penting untuk memotivasi siswa agar menguasai pelajaran. Oleh karena itu, penting untuk mempertimbangkan karakter guru bahasa inggris yang efektif sebagai penunjang untuk proses belajar siswa. Penelitian ini bertujuan untuk (1) mengetahui persepsi siswa tentang karakter guru bahasa inggris yang efektif di SMP Al-Falah Deltasari, (2) mengetahui persepsi guru tentang karakter guru bahasa inggris yang efektif di SMP Al-Falah Deltasari, (3) membandingkan persepsi siswa dan guru tentang karakter guru bahasa inggris yang efektif di SMP Al-Falah Deltasari. Deskriptif kuantitatif berdasarkan penelitian survey digunakan dalam penelitian ini. Penelitian ini dilakukan di SMP Al-Falah Deltasari Sidoarjo. Melibatkan lima puluh siswa dan empat guru bahasa inggris sebagai sampel penelitian. Kuisisioner digunakan untuk pengumpulan data sebagai instrumen penelitian. Hasil analisis data menunjukkan bahwa sis lebih menekankan pada kualitas kompetensi guru sebagai efektif karakteristik untuk dimiliki seorang guru bahasa inggris. Akan tetapi, memiliki kepribadian yang bagus juga dipertimbangkan oleh siswa untuk dimiliki seorang guru bahasa inggris yang efektif. Sedangkan para guru mengatakan baik kepribadian yang bagus dan kompetensi yang bagus harus dimiliki oleh seorang guru bahasa inggris yang efektif. Nilai dari chi-square menunjukkan  $\chi^2 = 4.1843$ , yang lebih besar dari  $\alpha = .05$ . Oleh karena itu, dapat disimpulkan bahwa tidak ada perbedaan yang signifikan antara persepsi siswa dan persepsi guru tentang guru bahasa inggris yang efektif di SMP Al-Falah Deltasari Sidoarjo.

Kata kunci: persepsi, efektif karakteristik.

### **Abstract**

Teacher characteristics become one of factors affecting teaching and learning processes, teacher plays an important role in the classroom. Teacher has a duty to design all activities in the classroom that meet the objectives of curriculum. He also has a big role in motivating students to acquire the subject. Thus, it is important to consider the effective characteristics of English teacher as a booster for students' learning processes. The purpose of this research are (1) to find out students' perception on effective characteristics of English teacher in SMP Al- Falah Deltasari, (2) to find out teachers' perception on effective characteristics of English teacher in SMP Al- Falah Deltasari, and (3) to compare students' and teachers' perception on effective characteristics of English teacher in SMP Al- Falah Deltasari. Descriptive quantitative design based on survey research was used in this research. The location of this research is in SMP Al-Falah Deltasari Sidoarjo. It involves fifty students and four teachers as the sample. Questionnaire was administered as the instrument in collecting the data. The result of the data analysis found that the students more emphasize to the quality of competence as the effective characteristic to be had by an English teacher. However, having good personal also considered by the students to be had by an effective English teacher. Whereas, teacher said both good personal and good competence must be had by an effective English teacher. The chi-square value shows  $\chi^2 = 4.1843$ , it goes above  $\alpha = .05$ . Thus, there is no significant difference in the students and teachers' perception on effective characteristics of English teacher in SMP Al-Falah Deltasari Sidoarjo.

Keywords: perception, effective characteristic.

## INTRODUCTION

The teacher characteristics has very big role in influencing teaching and learning processes and make it becomes effectively. Teacher characteristic is typical feature or quality that has by a teacher as an educator. Characteristics can be synthesized into three categories. They are instructional competence, personality and teacher-student relationship (Chen & Lin, 2009).

Teacher's competence is generally gauged on the basis of various pedagogical criteria such as lesson planning, classroom management techniques etc (Malik, Mansoor, & Jumani, 2010). Lesson planning and classroom management techniques can be considered as make course more interesting and this needs good intelligence. Teacher should be has these kind of characteristic to make students engage and has high motivation to learn in their classroom subject.

Besides, another characteristic that will bolster teachers in the classroom is their personality. Based on Hogan in Othman (2009) a person personality is relatively stable of behavior, it an enduring style of thinking, feeling and acting. Similarly, Pervin et. al (2005) defined that personality refers to the characteristics of the person that account for consistent pattern of feeling, thinking and behaving. Some studies were conducted to investigate the ideal characteristic of a teacher. Aksoy in Chen & Lin (2009) investigated elementary students' perception and reported that kind, friendly, honest, tolerant, helpful, patient, and seldom shows nervousness and anger as the ideal characteristic of an EFL teacher.

Since teacher characteristics become one of factors affecting teaching and learning processes, teacher plays an important role in the classroom. Teacher has a duty to design all activities in the classroom that meet the objectives of curriculum. He also has a big role in motivating students to acquire the subject, in this case is English language. Thus, it is important to consider the ideal characteristics of English teacher as a booster for students' learning processes.

Related to this issue, studies have conducted to uncover the effective characteristics of English teacher as a real action in increasing educational quality based on vary educational participants. Research done by Liando (2010) involved some participants from Manado State University found that the best teachers should show personal attributes such as being nice, friendly, patience and fair as well as academic elements like making the course more interesting and challenging students academically. It shows teachers' personality also consider

as an effective characteristics besides teachers' academic competence.

Another, Shishavan & Sadeghi (2009) in their research conducted in Iran and involved some participants such as English language teachers, learners of English at university and language institutes indicated that teachers perceived the features like mastery of the target language, good knowledge of pedagogy and the use of particular techniques and methods as well as a good personality to make an ELT, whereas, learners gave more weight to characteristics relating to a teacher's personality and the way he behaves toward his students. From the study above, there is different perception between students and teachers about effective English teacher. The characteristics of teacher will also influence the effectiveness of an English teacher in creating a good atmosphere in teaching and learning processes.

Teacher characteristics such as teacher's competence and personality or teacher-student relationship will consider as one of the aspects that researcher observe in this study. In addition the researcher also involves teacher immediacy behavior as another teacher's aspects which influence the teaching and learning process in the classroom and automatically influence student achievement.

Teacher immediacy behavior consider as a factor in influencing the teaching and learning environment which will also influence students' learning. Immediacy was defined by Albert Mehrabian in Velez (2008) as communication behaviors that enhance closeness to and nonverbal behavior interaction with another. Ripple (1965) defined teacher immediacy behavior as verbalizing, doing, and feeling the entire range of cognitive, psychomotor, and affective activities engaged in. According to Mahmud & Yaacob (2007) teacher's immediacy means teacher's verbal and non-verbal behaviors which occur during student-teacher interaction.

Teacher verbal immediacy refers directly to stylistic verbal expressions used by teachers to develop within students a degree of like or dislike towards the teacher (Velez, 2008). Rubin in Velez (2008) gives specific example include syntactic expressions present or past tense verbs, probability (will vs. may), ownership statements (my/our class), and inclusive references (we vs. I). According to Fang & Aust (2008) teacher verbal immediacy refers to teachers' verbal communication behaviors that reduce psychological distance in the interaction between teacher and student (e.g., using humor, personal example, "our" instead of "my").

Gorham in Saechou (2005) also indicated that using humor or personal examples, getting feedback or

even calling students by name demonstrates verbal immediacy behavior. Mehrabian in Saechou (2005) characterized verbal immediacy as stylistic differences expression from which like-dislike is inferred.

Related to those issues above, this study aims to figure out the effective characteristics of English teacher especially junior high teachers and give a reflection for English teachers to be better teacher and hopefully will improve students' motivation in learning English. Thus, students' achievement will be increasing when effective characteristics of English teacher really implemented in teaching and learning processes.

**METODE**

This study was conducted in SMP Al-Falah Deltasari Sidoarjo using descriptive quantitative design based on survey research. It involves fifty of seventh and eighth grade students and four English teachers as the sample since they are considered to be able to provide the data.

The questionnaire was used as the instrument in this study. The data were collected through a survey by using questionnaire which modified by the writer from teacher' performance and immediacy behavior by Mehrabian (1972), Christophel (1990), and Liando (2010). The questionnaire included twenty-two items, fourteen items in form of statement which reflect teacher's performance, three items related to non-verbal behavior and five items were about verbal behavior. It was administered the students and teachers in their break time.

A quantitative data analysis by Hall (2010) was used. The data was analyzed using frequencies in descriptive statistics in SPSS 16.0 version in order to find out students and teachers' perception toward ideal characteristic of English teacher and it served in summaries table. In addition, chi-square was executed to find out whether there is any significant different between students and teachers' perception toward effective characteristic of English teacher.

**RESULTS**

**Students' perception on effective characteristics of English teacher**

There are 14 teachers' performance emerged in the questionnaire. From students' perception, 100% participant agreed that ideal English teacher should be able to explain things well and has a good intelligence. More than 90% said that an ideal English teacher should be patient, friendly, nice, enthusiastic, fair, be able to challenge students academically, likes to gives extra help and be able to make the course more interesting. The ideal English teacher should have a sense of humor and should be strict received less than 80%. Whereas, only 32% participant agreed that an ideal English teacher

should often gives reward and 6% agreed to have lots of homework. Details of students and teachers' responses on effective English teacher are depicted in Table 4.1.

**Table 4.1. Frequency Data on Effective English Teacher Performance based on students' perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Patient	49	98.0	98.0	98.0
Friendly	47	94.0	94.0	94.0
Nice	48	96.0	96.0	96.0
Explain thing well	50	100.0	100.0	100.0
Enthusiasm	48	96.0	96.0	96.0
Has a sense of humor	39	78.0	78.0	78.0
Fair	49	98.0	98.0	98.0
Strict	37	74.0	74.0	74.0
Challenge students academically	47	94.0	94.0	94.0
Often give reward	16	32.0	32.0	32.0
Give extra help	46	92.0	92.0	92.0
Make the course more interesting	48	96.0	96.0	96.0
Give lots of homework	3	6.0	6.0	6.0
Good intelligence	50	100.0	100.0	100.0

Related to the teachers' immediacy behavior, students were asked to choose the behavior they are preferred among verbal and non-verbal immediacy behavior. Out of 12 items of teachers' non-verbal behavior, 82% participants said that an effective English teacher should has a very relaxed body position when talking to the class, they should smile at the class as a whole (64%) and 56 % prefer that an effective English teacher better moves around the classroom when teaching than sits on a desk or in a chair (38%), sits behind the desk (22%), or just stands behind podium that received 2% responses. Brief data are shown in Table 4.2.

**Table 4.2. Effective Non-Verbal Behaviors based on Students' perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Sit behind the desk	11	22.0	22.0	22.0
Moves around the classroom	27	54.0	54.0	54.0
Sits on a desk or in a chair	19	38.0	38.0	38.0
Stands behind podium	1	2.0	2.0	2.0
Gestures when talking to the class	23	46.0	46.0	46.0
Has a very tense body position when talking to the class	0	0.0	0.0	0.0
Has a very relaxed body position	41	82.0	82.0	82.0

when talking to the class				
Looks at the class when talking	25	50.0	50.0	50.0
Smiles at the class as a whole	32	64.0	64.0	64.0
Looks at the board or notes	3	6.0	6.0	6.0
Touches students in the class	3	6.0	6.0	6.0
Smiles at individual students in the class	17	34.0	34.0	34.0

Referring to the teacher’s verbal behavior, there are 18 items that students should be considered. Among them all, uses variety of vocal expressions when talking to the class got higher vote (88%). Uses humor in class were voted by 64% students and 58% was given to the ‘Provides feedback on individual work through comments on paper, oral discussions, etc.’ 48% students prefer that an ideal English teacher should criticizes or points out faults in students, actions or comments. Nine items were voted by 30 to 40% students, for example ‘Will have discussions about things unrelated to class with individual students or with the class as a whole’ (30%), ‘Asks how students fell about an assignment, due date or discussion topic’ (30%), ‘Asks questions that solicit viewpoints or opinions’ (34%), ‘Gets into discussion based on something a student brings up even when this doesn’t seem to be part of his/her lecture plan’ (34%), ‘Invites students to telephone or meet with him/her outside of class if they have questions or they want to discuss something’ (34%), ‘Praises students’ work, actions or comments’ (34%), ‘Addresses students by name’ (36%), ‘Ask question or encourages students to talk’ (36%), and ‘Has initiated conversation with student before, after or outside class’ (38%). The lowest vote of 6% was ‘Calls on students to answer questions even if they have not indicated they want to talk. Students’ perception on teachers’ verbal behavior in detail is shown in Table 4.3 below.

**Table 4.3. Effective Verbal Behaviors based on Students’ perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Uses monotone/dull voice.	5	10.0	10.0	10.0
Uses a variety of vocal expressions when talking to the class.	44	88.0	88.0	88.0
Addresses students by name.	18	36.0	36.0	36.0
Ask question or encourages students to talk.	17	34.0	34.0	34.0

Calls on students to answer questions even if they have not indicated they want to talk	3	6.0	6.0	6.0
Asks how students fell about an assignment, due date or discussion topic.	15	30.0	30.0	30.0
Asks questions that have specific, correct answers.	5	10.0	10.0	10.0
Asks questions that solicit viewpoints or opinions.	17	34.0	34.0	34.0
Gets into discussion based on something a student brings up even when this doesn’t seem to be part of his/her lecture plan.	17	34.0	34.0	34.0
Invites students to telephone or meet with him/her outside of class if they have questions or they want to discuss something.	17	34.0	34.0	34.0
Will have discussions about things unrelated to class with individual students or with the class as a whole.	15	30.0	30.0	30.0
Gets into conversations with individual students before or after class.	8	16.0	16.0	16.0
Has initiated conversation with student before, after or outside class.	18	36.0	36.0	36.0
Uses personal examples or talks about experiences she/he has had outside class.	26	52.0	52.0	52.0
Uses humor in class.	32	64.0	64.0	64.0
Praises students’ work, actions or comments.	17	34.0	34.0	34.0
Criticizes or points out faults in students, actions or comments.	23	46.0	46.0	46.0
Provides feedback on individual work through	29	58.0	58.0	58.0

comments on paper, oral discussions, etc.				
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From the brief data, it can be concluded that on students' perception, an effective English teacher should have high competence as the major performance, such as be able to explain things well (100%), has good intelligence (100%) and be able to make the course more interesting (96%). Beside high competence, good personalities such as patient, friendly, nice, fair are also considered by the students to be had by an effective English teacher.

For the students, when teaching in the classroom, an effective English teacher should have a very relaxed body position (86%), smile at the class as a whole (66%) and moves around the classroom (56%). And based on the students' perception, an ideal English teacher better uses a variety of vocal expressions when talking to the class (88%), uses humor in class (68%) and provides feedback on individual work through comments on paper, oral discussions, etc. (56%).

**4.1.2 Teachers' perception on Effective characteristics of English teacher**

Out of 14 characteristics of English teacher listed, 100% teachers agreed that an effective English teacher should have several characteristics such as patient, friendly, nice, explain things well, enthusiastic, has a sense of humor, fair, able to challenge students academically, often give rewards, will give extra help, able to make the course more interesting and has good intelligence. While two others point, "strict" voted 50% teachers and none of them vote "give a lot of homework". More-detailed data is shown on table 4.4.

**Table 4.4. Frequency Data on Effective English Teacher Performance based on teachers' perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Patient	4	100.0	100.0	100.0
Friendly	4	100.0	100.0	100.0
Nice	4	100.0	100.0	100.0
Explain thing well	4	100.0	100.0	100.0
Enthusiasm	4	100.0	100.0	100.0
Has a sense of humor	4	100.0	100.0	100.0
Fair	4	100.0	100.0	100.0
Strict	2	50.0	50.0	50.0
Challenge students academically	4	100.0	100.0	100.0
Often give reward	4	100.0	100.0	100.0
Give extra help	4	100.0	100.0	100.0
Make the course more interesting	4	100.0	100.0	100.0
Give lots of	0	0.0	0.0	0.0

homework Good intelligence	4	100.0	100.0	100.0
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Whereas, regarding to the verbal and non-verbal behavior, teachers were asked by the same questions. 100% teacher said an effective English teacher should 'moves around the classroom while teaching', 'gestures when talking to the class', 'looks at the class when talking' and 'smiles at individual students in the class'. 'Has a very relaxed body position when talking to the class' and 'smiles at the class as a whole' were voted by 75% teacher. Touch students in the class was ticked by 50% participants and only 25% of an English teacher voted 'has a very tense body position when talking to the class.' Details data of Ideal Non-Verbal Behaviors based on Teachers' perception is depicted in table 4.5.

**Table 4.5. Effective Non-Verbal Behaviors based on Teachers' perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Sit behind the desk	0	0.0	0.0	0.0
Moves around the classroom	4	100.0	100.0	100.0
Sits on a desk or in a chair	0	0.0	0.0	0.0
Stands behind podium	0	0.0	0.0	0.0
Gestures when talking to the class	4	100.0	100.0	100.0
Has a very tense body position when talking to the class	0	0.0	0.0	0.0
Has a very relaxed body position when talking to the class	3	75.0	75.0	75.0
Looks at the class when talking	4	100.0	100.0	100.0
Smiles at the class as a whole	3	75.0	75.0	75.0
Looks at the board or notes	0	0.0	0.0	0.0
Touches students in the class	2	50.0	50.0	50.0
Smiles at individual students in the class	3	75.0	75.0	75.0

There are several teacher' verbal behaviors voted by English teachers to be highlight. The data found that 100% participants agree that an effective English teacher better 'Uses a variety of vocal expressions when talking to the class, 'asks questions that have specific, correct answers', 'has initiated conversation with student before, after or outside class', 'uses humor in class', 'praises students' work, actions or comments'. 'Addresses students by name', 'ask question or encourages students to talk', 'gets into conversations with individual students before or after class', 'uses personal examples or talks about experiences she/he has had outside class', 'provides feedback on individual work through comments on paper, oral discussions, etc.' were voted by 75% teachers. 50% teacher said 'calls on

students to answer questions even if they have not indicated they want to talk’, ‘asks questions that solicit viewpoints or opinions’, ‘asks questions that solicit viewpoints or opinions’, ‘criticizes or points out faults in students, actions or comments’ become the verbal behaviors that effective English teacher should have’. ‘Asks how students fell about an assignment, due date or discussion topic’ and ‘asks how students fell about an assignment, due date or discussion topic’ received 25% teachers’ vote. The brief data is shown on table 4.6.

**Table 4.6. Effective Verbal Behaviors based on Teachers’ perception**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Uses monotone/dull voice.	0	0.0	0.0	0.0
Uses a variety of vocal expressions when talking to the class.	4	100.0	100.0	100.0
Addresses students by name.	3	75.0	75.0	75.0
Ask question or encourages students to talk.	3	75.0	75.0	75.0
Calls on students to answer questions even if they have not indicated they want to talk	2	50.0	50.0	50.0
Asks how students fell about an assignment, due date or discussion topic.	1	25.0	25.0	25.0
Asks questions that have specific, correct answers.	4	100.0	100.0	100.0
Asks questions that solicit viewpoints or opinions.	2	50.0	50.0	50.0
Gets into discussion based on something a student brings up even when this doesn’t seem to be part of his/her lecture plan.	1	25.0	25.0	25.0
Invites students to telephone or meet with him/her outside of class if they have questions or they want to discuss something.	0	0.0	0.0	0.0
Will have discussions about things unrelated to class with individual students or with the class as a whole.	0	0.0	0.0	0.0
Gets into	3	75.0	75.0	75.0

conversations with individual students before or after class.	4	100.0	100.0	100.0
Has initiated conversation with student before, after or outside class.	3	75.0	75.0	75.0
Uses personal examples or talks about experiences she/he has had outside class.	4	100.0	100.0	100.0
Uses humor in class.	4	100.0	100.0	100.0
Praises students’ work, actions or comments.	2	50.0	50.0	50.0
Criticizes or points out faults in students, actions or comments.	3	75.0	75.0	75.0
Provides feedback on individual work through comments on paper, oral discussions, etc.				

Referring to the data above, it can be concluded that based on teachers’ perception, an effective English teacher should have good personal attitude such as patient, friendly, nice, enthusiastic, has a sense of humor, fair, often give rewards and will give extra help. In addition, they also should have good competence such as able to challenge students academically, able to make the course more interesting and has good intelligence. Those are all characteristics that English teacher should be have when they want to admitted as an effective English teacher based on teachers’ perception. Beside characteristics, verbal and non verbal behaviors of an English teacher also determine how an English teacher admitted as an effective. On teachers’ mind an effective English teacher should moves around the classroom while teaching, gestures and looks at the class when talking and smiles at individual students in the class. Teachers also said an ideal English teacher better ‘Uses a variety of vocal expressions when talking to the class, ‘asks questions that have specific, correct answers’, ‘has initiated conversation with student before, after or outside class’, ‘uses humor in class’, and ‘praises students’ work, actions or comments’.

**Students and Teachers’ Perception on Effective Characteristics of English Teacher**

The result from chi-square value was differed into three aspect, performance, non-verbal behavior and verbal behavior. For the performance, it found that *p* value is 4.493. It determined by summing up the difference between the observed (O) and expected (E) score (and squaring it so no negative number arise) then dividing by the expected score after showing all even or

case happened in the contingency table and determine the expected scores by multiplying the total row score by the total column score of any cell and then dividing by the total number of observations (Hall, 2010).

Because the value of performance was goes above  $p = .05$ , it shows that there is no significant difference in the students and teachers' perception on effective performance of an ideal English teacher.

The value of non-verbal behavior was goes smaller than value of performance, it is  $p = 2.155$ . The value of non-verbal behavior was also goes above  $=.05$ , it is an evidence that there is no significant difference in the students and teachers' perception on ideal non-verbal behavior of an effective English teacher.

The last finding is  $p$  value of verbal behavior, it is  $p = 5.905$ . This is the largest one from those other aspects. Similar to the other aspects it can be said that students and teachers have no significant difference perception on effective verbal behavior of an English teacher because  $p = 5.905$  is not less than or equal to  $p = .05$ .

From the result of all chi-square value above, it found that the mean probability of those three aspects above is  $p = 4.1843$ . This is not less than or equal to  $.05$ , so the result is not significant. It can be concluded that there is no significant difference in the students and teachers' perception on effective characteristics of English teacher.

#### **4.2 Discussion**

From the results above, it can be inferred that first, students' perception on effective characteristic of English teacher which received high vote more emphasize to the quality of competence. This is in line with Pozo-Munoz, Reboloso-Pacheco and Fernandez-Ramirez in Chen & Lin's (2009) studied, they investigated that teacher competency was the most important characteristic for an ideal teacher. Witcher in Chen & Lin (2009) also state that instructional competence such as proving student-centered instruction, having adequate knowledge about the subject matter and being professional, was considered as the most important characteristics for effective teacher. English as foreign language is still difficult to learn, so that is why students consider competence of English teacher as the effective characteristic for them. As the essential of a teacher is not make simple thing complicated but makes complicated thing simple.

The next perception is about non-verbal behavior which effective English teacher should have. Mehrabian (1972) state that actions as distinct from speech includes facial expressions, hand and arm gestures, postures, positions and various movements of

the body or the legs and feet are refers to nonverbal behavior. Students said that an effective English teacher should do non-verbal behavior such have relaxed body position, smile at the class as a whole and moves around the classroom. Student will enjoy to study if they have warm English teacher and will raise their cognitive aspect because of the motivation to study English. Gorham in Pribyl (2004) has shown that nonverbal immediacy has substantial positive relationship with learning. Whereas, Butland & Beebe's research in Velez (2008) state that nonverbal immediacy has been shown to increase student cognitive learning and information recall, affective learning, and student perceptions of teacher effectiveness. Students will learn more if they like the teacher's behaviors.

Another finding, based on students' mind an effective English teacher should have verbal behavior such uses variety of vocal expressions when talking to the class, uses humor in class and provides feedback on individual work through comments on paper, oral discussions etc. Teacher's verbal immediacy refers directly to stylistic verbal expressions used by teachers to develop within students a degree of like or dislike towards the teacher (Velez, 2008). Verbal behavior such as giving feedback and uses humor will affect student behavior in learning. When they got feedback from their teacher, they will be motivated to do better than what they have done. Andersen, Norton, and Nussbaum (1981) argue that instructors who use verbal immediacy are perceived positively, especially in regard to affective learning and behavioral learning.

The next finding is about teachers' perception on effective characteristic of English teacher. Teacher said both good personal and good competence must be had by an ideal English teacher. They believed that having good personal is important as having good competence. According to Garcia (2011) teacher's personality style plays a part in student success. He found that there is a significant relationship between teacher's personality and the students' success rate in his studied. Students always get attracted to teachers with good personality which leads to better communication, understanding and ultimately good results. That is why teacher argue that having good personality also be a crucial thing for being an effective English teacher.

For immediacy behavior, teachers did not have too different perception with students. Move around the classroom, gestures and looks at the class when talking, smiles individual students in the classroom, uses a variety of vocal expressions, uses humor in class and praises students' work, action or comments are considered as ideal immediacy behavior that should be had by an

effective English teachers. Research indicates that students were more likely to comply with the requests of teachers who were more immediate nonverbally than less immediate teachers (Pribyl, 2004). Most of teachers want to have obedient students who listen and give more attention to their subject. Behave appropriately to catch students attention is a good way to increase their motivation to study.

According to Fang & Aust (2008) teacher verbal immediacy refers to teachers' verbal communication behaviors that reduce psychological distance in the interaction between teacher and student. Uses humor in class and praises students' work, action or comments will keep them have interaction in the classroom. Saechou (2005) stated that when instructor apply verbal immediacy, students are more likely to continue interaction with the instructor. An effective English teacher will build closeness with their students keep interaction with them by doing such kind of immediacy behavior both verbal and non-verbal.

The last finding from the result said there is no significant difference in the students and teachers' perception on effective characteristics of English teacher. It proved that both student and teacher have similar perception. It can be said that students want to have an English teacher who has effective characteristics while teachers also want to be an effective English teacher with their characteristics.

## CONCLUSION AND SUGGESTION

### Conclusion

In conclusion, as the result of data collected analysis, it was found that the students more emphasize to the quality of competence as the effective characteristic to be had by an English teacher. However, having good personal also considered by the students to be had by an effective English teacher. Whereas, teacher said both good personal and good competence must be had by an effective English teacher. Thus, there is no significant difference in the students and teachers' perception on effective characteristics of English teacher in SMP Al-Falah Deltasari Sidoarjo. It proved from the value of chi-square calculation that goes above .05 it is  $p= 4.1843$ .

### Suggestion

After conducting this study, observing the object, analyzing the data, and discussing the result, the researcher gives some suggestions to those who might need the result of this research. They are English teachers, especially those who are teaching in Junior

High School, and the other researchers who will conduct some studies in the same field.

The researcher suggests for the teacher to have a good characteristic especially having good competence to comply students need related with providing wide knowledge about English language. Otherwise, English teacher better behave and treat the students well to build positive relationship with them, so effective teaching and learning will be achieved.

For the other researchers, it is recommended to investigate students' perception on effective English teacher deeply through qualitative research to explore more information about effective teachers' characteristic and hopefully it shows a better result.

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