EXPLORING ENGLISH EDUCATION STUDENTS' PERCEPTION OF EFFECTIVE EFL TEACHER

A PAPER

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VALIDATION SHEET

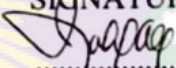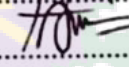Title : EXPLORING ENGLISH EDUCATION STUDENTS' PERCEPTION OF EFFECTIVE EFL TEACHER

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ABSTRACT

Maura Kian Safira. 1601055076. *Exploring English Education Students' Perception of Effective EFL Teacher.* A paper, Jakarta: Study Programme of English Education, the Faculty of Teacher Training and Education, University of Muhammadiyah Prof. DR. Hamka.

The objective of the study is to explore English education students' perceptions of effective EFL teacher. This research is designed as qualitative research and quantitative research because the writer only using a using statistical calculation. The participants of this study are Study Programme of English education students of the University of Muhammadiyah Prof. DR. Hamka from the 2nd semester until the 8th semester. The data of this research was collected through the google form questionnaire. The questionnaire is based on four categories; pedagogic competence, personality competence, social competence, and professional competence.

Based on the findings of the study, the students of the 4th semester have the highest ability to be a potential effective English language teacher rather than the other students. However, all of the student class semesters have confidence that the social competence aspect is very important to become an effective English language teacher.

Through this study, the writer hopes English teachers consider the viewpoints of students to reflect through their classroom behavior and learn to resolve the potential problems that may arise in the future. The students have to be motivated to learn English more.

Keyword: students' perception in EFL

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English teacher is required to have competence in line with the teaching and learning process that may lead to improve the education quality. What it means by "competence" is a person knows or can do, commonly related to his or her set of knowledge, skills, and experience (Velde, 2001; Katani, 2010). Of course, the competences that English teachers needed are not just having the knowledge or skill of the subject they teach, but also how they communicate good English with students in the class. As it is stated by Borg (2006), the competencies that teachers should require are dominantly in the aspect of understanding of the subject itself and the communication strategies to be applied. Therefore, English teachers must have at least two competencies above, so that they can provide suitable learning for their students.

Nevertheless, those two competencies are not enough for the teacher. Teachers also need a strong role in attracting students' interest in learning. Richards and Renandya (2011, p. 385) stress an English teacher has a strong role in educational change and school development. English teachers not only the knowledge of the subject matter, but they also have to develop their pedagogic competence as well. They interpret and change the curriculum to make learning more interesting to students. Additionally, Donaldson et al. (2013) say the role of teacher and trainers are significant in the process of shaping the purpose of the education system.

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According to the European Profiling Grid (EPG), there are also some important competencies to be achieved by effective teachers. Teachers required to have a detailed knowledge of different language learning theories and methods. While observing more experiences, teachers can understand why they have chosen the techniques and materials they are using. Secondly, teachers must have native speaker competence in the target language. Thirdly, teachers must understand the relationship between language and culture are important factors in language teaching and learning process. Moreover, teachers need to have a lot of teaching experiences, have a lesson and course planning, interaction management, and monitoring.

In Indonesia, English teachers must have some competencies to improve education quality. According to the government's law (*Undang-Undang Nomor 14 Tahun 2005*), "*Kompetensi guru sebagaimana dimaksud dalam Pasal 8 meliputi kompetensi pedagogik, kompetensi kepribadian, kompetensi sosial, dan kompetensi profesional yang diperoleh melalui pendidikan profesi*". It means teachers' competencies referred to subsection 8 include pedagogical competencies, personality competencies, social competencies, and professional competencies obtained through professional education. Pedagogical competence of understanding students, lesson planning, evaluating learning outcomes, and developing students' potentials. Personality competence to reflect the good personality, stable, mature, and good role model for students. Social competence to communicate and socialize effectively with students, education personnel, parents of students, and the environment. Professional competence to master the learning material, including mastery of subject

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curriculum materials in schools, as well as mastery of the structure and methodology of the material.

Based on the information from a couple of students (FH & IF), the writer found some issues related to the teachers' competences. On the first pedagogical competence, students say "*Guru bahasa Inggris kami cara mengajarnya terlalu cepat, banyak di antara kami yang tidak paham akan tetapi guru membiarkan saja, kami juga takut untuk bertanya. Guru lebih banyak menyuruh kami untuk membaca buku tanpa banyak menjelaskan materi yang ada tersebut, akhirnya kami kesulitan untuk memahami materi yang ada di buku. Sekolah kami punya lab Bahasa akan tetapi guru jarang menggunakan lab sebagai media ajar.*" According to the students' comment the writer concludes that the teacher did not know the teaching strategy in English subject, the teacher did not perform the mission how to transfer the message or lesson, and the teacher did not understand the function of laboratory as learning media. On the second competence, that is personality competence, students say "*Guru memberikan salam, tutur kata yang baik, mengenal nama siswa, selalu memberikan senyum*". The writer concludes that the teacher personality is very good. On the third competence, that is social competence, students say "*Guru mengabsen, mengenal nama kita, sering menyebut nama kami dengan panggilan lengkap, interaksi dengan baik antara siswa, guru, dan orang tua siswa*". The writer concludes that the social competence of the teacher is very good because there is any interaction between students, education personnel, and parents of students. On the fourth competence, that is professional competence, students say "*Guru lebih mengandalkan buku dan kurang memberikan penjelasan,*

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metode yang dipakai tidak sesuai dengan materi yang diajarkan, misalnya materinya speaking tapi siswa disuruh untuk mencatat, sebabnya siswa jadi pasif". According to that information so the writer concludes that the teacher is not professional in the teaching-learning process.

English teachers not just do transfer of knowledge, but transfer of value is also very important. To do the transfer of value, involve these 4 competencies; pedagogical, personality, social and professional. According to Sari (2014), says that almost half of 2.6 million teachers in Indonesia is indecent to teach in school. In addition, Natsir (2007) says that teachers' competence to teach in schools are low, therefore, a lot of teachers are incompetent to teach. Then Sari (2015), argue that a lot of students feel tired when the methods of the learning are intrusive. Furthermore, Ramayulis (2013) says that the performance of a students is tied to the self-motivation from the teachers.

From the statements above, the success of students is the impact of the competencies in which teachers have in the learning-teaching process. However, there had been no research that study students' perspective of effective EFL teacher according to the 4 competencies; pedagogical, personality, social, professional. Hence, the writer is interested in conducting this research entitled: "Exploring English Education Students' Perception of Effective EFL Teacher"

B. **Identification of the Problems**

1. Is there any relevance between the educational degree background with the profession of a teacher?

2. Is there any relevance between the teaching experiences with the capability of teaching English?

3. What are the perspectives of English education students' perceptions of effective EFL teacher?

C. **Limitation of the Problem**

Based on the identification of the problems, this study focuses on the English education student's perception of effective EFL teachers related to the 4 competencies; pedagogic competence, personality competence, social competence, and professional competence.

D. **The Question of the Problem**

Based on the background of the problem, identification of the problems, limitation of the problem, the writer states the question of the problem as follows. What are the English education student perceptions to the effective characteristic of the EFL teacher related to the 4 competencies; pedagogic competence, personality competence, social competence, and professional competence?

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E. The Purpose of the Study

This study aims to investigate and explore students' perceptions of an effective EFL teacher related to the 4 competencies; pedagogic competence, personality competence, social competence, and professional competence. In addition, this study aims as a teacher reflection and a guideline to improve English teaching-learning process.

F. The Significance of the Study

For the students, the writer hopes that students know what are the characteristics of an effective EFL teacher, hence they are motivated to learn English more.

For the teachers, the writer hopes teachers can use this to have feedback from the learners' perception of an effective EFL teacher to be a guideline to improve their teaching-learning process.

For the schools, the writer hopes the schools can refer to this study as a training program and to measure whether the teachers are qualified as an effective EFL teacher.

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