

**A SURVEY STUDY ON EFL PRE-SERVICE TEACHERS' PERCEPTION
ON THE CHARACTERISTICS OF A SUCCESSFUL EFL TEACHER**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the Bachelor of Education
Degree in English Language Education**



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YOGYAKARTA**

2021

APPROVAL SHEET

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A SURVEY STUDY ON EFL TEACHERS' PERCEPTION ON THE CHARACTERISTICS OF A SUCCESSFUL EFL TEACHER

Defended before the Board of Examiners on 1st of July 2021 and Declared Acceptable

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that this thesis was originally written by me. This thesis does not contain others work except those cited in quotations and references, as a scientific paper should be.

Yogyakarta, 30th April 2021

The writer,



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الجمهورية الإسلامية اندونيسية

MOTTO

“You do not just wake up and become the butterfly. Growth is a process.”

-Rupi Kaur (The Sun and Her Flowers)



DEDICATION

I proudly dedicate this thesis to my beloved mother and father, my younger brother, my great lecturers, and my great college friends who are in the same struggle but chose to always be there for me. They are good people around who always support me so that I can complete this thesis as best as possible, even though there are many ups and downs in the work of this thesis that I did at home due to the COVID-19 pandemic.

Yogyakarta, 30th April 2021

The writer,



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الجامعة الإسلامية
الاندونيسية

ACKNOWLEDGEMENT



Assalamualaikum warrahmatullahi wabarakatuh,

Alhamdulillahirobbil ‘alamin. All the praises belong to Allah SWT, the Most Merciful for all the blessings and graces, including health, strength, and patience given to me in completing this thesis as a fulfillment to obtain a Bachelor Degree in English Language Education.

My sincere gratitude goes to my beloved mother and father, Nurchayati Islamiyah and Suparno, for their trust, love, support, and all the endless prayers. I also thank my brother and my cat, who have always been there for me and became my playmates and entertainment partner during this quarantine.

Furthermore, I would like to give my special thanks to these people:

1. Irma Windy Astuti, S.S., M. Hum., as the Head of English Language Education Department.
2. My amazing thesis supervisor, Mrs. Intan Pradita, SS, M.Hum., who always took her time and guided me with great enthusiasm and patience during the completion of this undergraduate thesis. Thank you very much for always providing me precious advice and constructive feedback so that this thesis can be completed with satisfactory results.
3. All of the lecturers and staff in the English Education Department who have guided me and helped me a lot during the learning process as a

student of English Language Education Department, Islamic University
of Indonesia.



4. My valuable college friends: Amanda, Nindy, Zain, Unsa, Lu'lu, Esty, and other friends and partners whose names cannot be mentioned one by one. Thanks a lot for being a great partner and best friend. I always feel very grateful to have good friends like you guys who became the encouragement and supporting system during my studies. I will never forget the joy and precious moments we had together.
5. My boarding house friends: Maryam, Neta, Ike, Denis, Shafira, Teteh, and Dian. Thank you for accompanying me since the beginning of college life. Thanks to you, I can live independently without feeling hardship and lonely.
6. Last of all, I want to thank my friends in the Agitatif group. Thanks for being my hometown friends that I have had for nearly seven years.

Yogyakarta, 30th April 2021

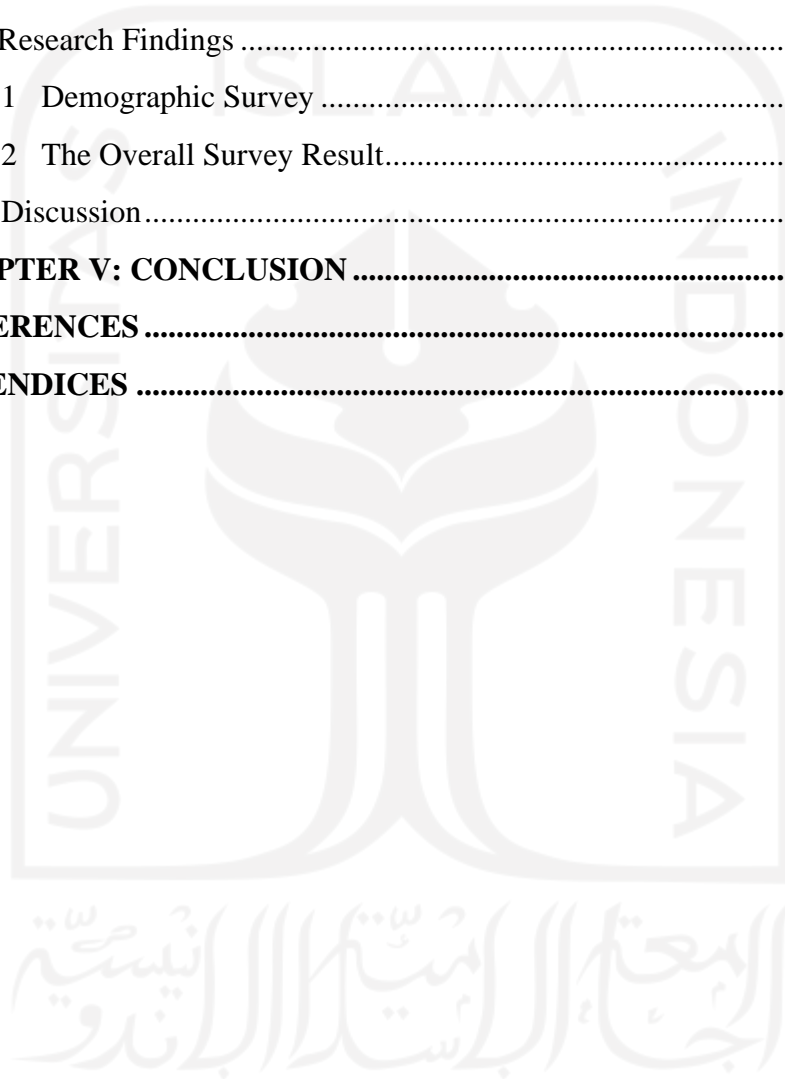


Wahyu Ika Indriyati

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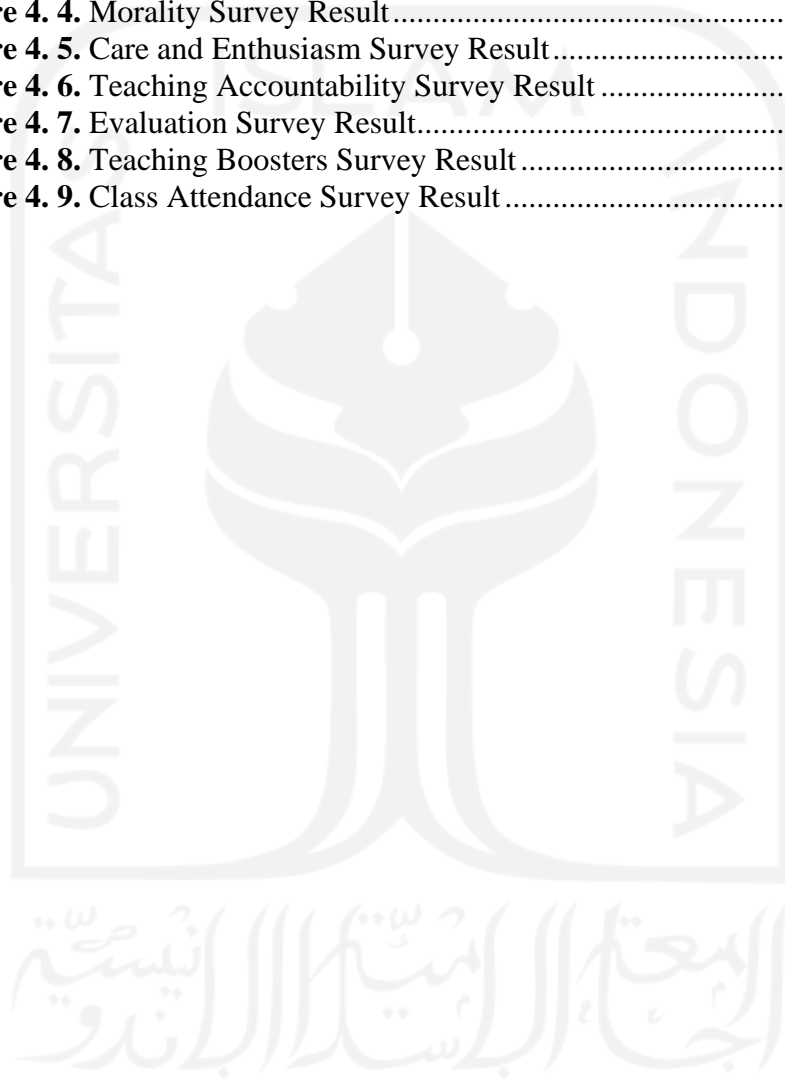
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A SURVEY STUDY ON EFL PRE-SERVICE TEACHERS' PERCEPTION ON THE CHARACTERISTICS OF A SUCCESSFUL EFL TEACHER

ABSTRACT

In EFL context, there were still a limited number of researchers who have studied the pre-service teachers' perception regarding the characteristics of successful EFL teachers. Therefore, to fill this gap, this research was intended to investigate the EFL pre-service teachers' perception on the characteristics of a successful EFL teacher. This study involved 52 pre-service teachers from English Education Department of a university in Yogyakarta, who have participated in a school internship program, in 2020. A Self-report Questionnaire adopted from Moafian, Ostovar, Griffiths, and Hashemi (2018) was used in this study. There were 44 items measuring seven sub- scale on a 5-point Likert scale ranging from strongly disagree to strongly agree. Findings showed that the majority of EFL pre-service teachers tend to consider attention as the most important characteristic in order to become a successful EFL teacher. However, the evaluation aspect became the aspect with the lowest mean. Those two aspects should be in line in its application to become or produce a successful EFL teacher.

Keywords: Effective Teaching, Evaluation, Good Language Teacher Characteristics, Pre-service Teacher Understanding, Teacher Attention, Teacher Enthusiasm.

CHAPTER I

INTRODUCTION

1.1 Background of The Study

The characteristics of effective teacher in EFL context have become an issue that is often discussed in today research. For the past decade, some studies have addressed the characteristics of an effective EFL teacher in the field of language teaching. Afshar & Doosti (2014) found that teacher professional qualities include the knowledge of subject matter, ability to impart knowledge, interpersonal relationships, and qualities related to classroom management. Kulekci (2018), identified several important characteristics of an ideal teacher, including: 1) providing material that is authentic, clear, and easy to understand 2) being ready to teach 3) having the ability to use appropriate learning media. From those current studies, it is concluded that there are several important characteristics that an EFL teacher must have, including: knowledge of the material being taught; clear instruction and explanation; materials, media, and learning activities that are appropriate for students; and a good relationship with students.

Currently, there have been many studies conducted in the field of teaching and in-service teachers' belief regarding the characteristics of effective English teachers. However, there were still a limited number of researchers who have studied the pre-service teacher perception regarding the characteristics of a successful EFL teacher. To fill the gap, this research was

intended to investigate the EFL pre-service teachers' perception on the characteristics of a successful EFL teacher. The author also feels the need to conduct this research which is expected to be a kind of reflection for the EFL pre-service teacher and also considerations for the English education department to produce a successful English teacher.

1.2 Formulation of the Problems

A research question that guided this research is what are the characteristics of successful EFL teachers as perceived by English Language Education students?

1.3 Objectives of the Study

The objective of this study is to identify the EFL pre-service teachers' perception on the characteristics of successful EFL teachers.

1.4 Significances of the Study

The result of this study is expected to give positive contributions for English Education Department students and other researchers.

This research is expected to have a practical contribution for pre-service teachers to describe what it means to be a successful EFL teacher and considerations for the English education department to produce successful English teachers. This research is also expected to motivate future research in order to produce better related research.

CHAPTER II

LITERATURE REVIEW

2.1 Characteristics of Good EFL Teachers

The main characteristics of good EFL teachers have been discussed by a number of professionals who state that teacher qualities play an important role in the language learning process because teachers are key figures. Kocoglu (2011), stated that there is a strong relationship between teacher attitudes and values with the emotional development of students based on the roles played by teachers and their interactions with the students. Moreover, Brown (1978) stated that the definition of good language teacher is related to how the teacher interacts or copes with the students. The characteristics of a good language teachers were making contextual learning materials or activities, showing empathy for students, creating a meaningful learning atmosphere, giving corrective feedback, and boosting students' self-esteem. Brosh (1996) found that having a mastery of language skills, having ability to encourage students, having ability to deliver the material, being fair and wise in treating students, are prior characteristics of good language teachers. To this extent, the author agrees that effective language teachers are defined as role models for students both in terms of attitudes and skills in teaching.

The current study sought to explore the characteristics of good EFL teachers in the Omani high school context (Al-Mahrooqi, et al., 2015). The findings indicated that both students and teachers tend to agree on the importance of the characteristics associated with having a high level of English

proficiency and treating students equally and with respect. According to Motallebzadeh, Ahmadi, Hosseinnia (2018), effective teachers have to clearly define the learning objectives and use various of learning resources in order to increase the success rate of students in achieving the specified educational goals. In addition, Hismanoglu (2019) revealed the characteristics that are considered as qualities of an effective EFL teacher from the perspectives of preparatory program Turkish EFL learners, including having interest and enthusiasm in teaching, being responsible and creative, being confident, having loud and clear pronunciation in delivering the material. Based on those current studies, it can be concluded that teachers need several qualities to become a successful EFL teachers in order to achieve the objectives of a learning process, such as mastering the subject matter, being enthusiasm and creative in teaching, having good skills in delivering the material, and having a good relationship with students.

2.2 Studies on Characteristics of Effective Teacher in The Context of Language Teaching

Effective language teacher has broad and diverse definitions that make it difficult to find a definition that is acceptable to all teaching contexts throughout the world. Therefore, most studies focus on the characteristics of effective teachers by working on students from different educational contexts (Dincer, et al., 2013). In the field of English language teaching (ELT), effective English teacher affects the students' language achievement. Therefore, the characteristics of an effective language teacher are often discussed. Brown

(1978), determined the characteristic of a good language teacher into six aspects. The first aspect is dealing with field independence. Teachers have to acknowledge and deal with changes in educational settings by staying up to date in selecting material or activities that are appropriate for the student level and context. The second aspect is empathy. Teachers can establish good and effective communication with students by giving them the opportunity to express their ideas. The third aspect is the meaningful context. Teachers have to make the learning process become meaningful for students by adjusting the activities or exercises provided to suit the interests or needs of students. The fourth aspect is feedback. Feedback from teachers is needed to encourage students in learning English. The fifth aspect is socio cultural alienation. Teachers have to understand and value each student's character and attitude because they come from different cultural and backgrounds. The last aspect is self-esteem which involves the five previous aspects. This aspect means that the teacher needs to show that the presence of every student in the class is important. Dincer, et al. (2013), viewed effective English teachers in the field of language teaching through the viewpoints of four major characteristics including socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities. The first is socio-affective skills. This skill can include enthusiasm in teaching English, build a good relationship with students, pay attention to students' needs in learning English, and motivate students by creating learning environments that enhance students' willingness to learn English. The second is pedagogical knowledge. The effective English

teacher should provide corrective feedback to students, deliver material and give instructions that are easily understood by students, use appropriate technology and learning media, have good classroom management and strategies. The third is subject-matter knowledge. The effective English teacher should speak English as much as possible in teaching, provide contextual learning materials or activities, have sufficient vocabulary and good English pronunciation to be able to convey the material well, and understand the level of students' abilities. The last is personality characteristics. The effective language teachers should have a good and appropriate sense of humor, be enthusiastic and creative in teaching, have positive attitudes such as tolerant, patient, kind, reasonable, open-minded to new ideas, flexible, optimistic, and other personal characteristics.

Mohammaditabar, et. al (2019) investigated the effective and desirable qualities of a good language teacher through the viewpoints of seven major characteristics including teaching boosters, accountability, attention, morality, care and enthusiasm, evaluation, and attendance. The first is teaching boosters. In teaching boosters, an effective teacher should have a comprehensive knowledge of the English language (grammar, lexicon, culture), have self-confidence, and be able to transfer the knowledge to students. The second is teaching accountability. This aspect highlighted that an effective EFL teacher has to be resourceful, and creative by having up-to-date knowledge of teaching methods. In addition, an effective teacher provides authentic additional materials to make teaching and learning more enjoyable. The third is attention.

An effective teacher has to facilitate class discussion and provides a friendly classroom atmosphere by treating students equally, giving opportunities for students to ask questions, work collaboratively, and practice the language skills. The fourth is morality. This aspect highlighted an effective EFL teachers as teachers who deliver material, create an attractive atmosphere for learning, and use authority in ways that stimulate student involvement in classroom activities. Those can be done by showing great patient, understanding how to cope with different students, and being respectful to students. The fifth is care and enthusiasm. An effective teacher should create a conducive environment to effective teaching and learning by being motivated, confident, and enthusiastic about the subject matter. The sixth is evaluation. An effective teacher should administer continuous assessment, such as mid-term and final examination. The last is attendance. This aspect highlighted that effective teachers need to monitor students' presence in the classroom. To this extent, the author concludes that an effective language teacher should prepare learning materials and well-organized activities, be capable in teaching, and have good behaved as the main considerations for creating a pleasant teaching learning environment.

2.3 Conceptual Framework

Through careful literature review, this study employed seven domains as the framework by Moafian, et. al (2018). The framework is presented in the figure below:

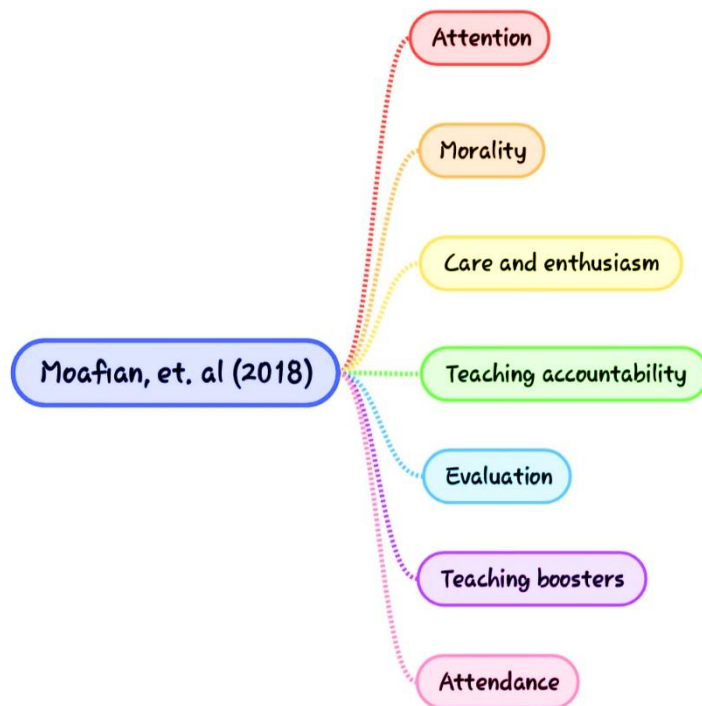


Figure 2.1. Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research design

A survey study was chosen as the design. The data collected through a questionnaire to identify the EFL pre-service teachers' perception of successful EFL teacher. According to Ishtiaq (2019), survey research design provides a quantitative or numeric description of attitudes, opinion, behaviors or characteristics of the population by studying its sample. This includes a questionnaire or structured interview for data collection, with the aim of generalizing from sample to population. Through the design, a large amount of data can be collected in a relatively short period, less expensive than the other data collection techniques, and can be created and distributed easily because the questionnaire is created using Google Forms.

3.2 Setting and participants

The research was developed in EFL context. There were 90 numbers of population in this research, those are Department of English Language Education students who have participated in a school internship program, in 2020. The sampling method used was a convenience sampling. Thus, to achieve 90% of confidence level, by referring to Slovin's formula as manifested in Raosoft, there were 52 numbers of participants as the sample in this study. The procedures of participants' recruitment were: 1) ask permission from the participants to fill out the questionnaire 2) explaining the research purpose 3) distribute the questionnaire via WhatsApp and Line.

3.3 Research instruments

There is one instrument in this research. The instrument used in this study is A Self-report Questionnaire adopted from Moafian, Ostovar, Griffiths, and Hashemi (2018), named the characteristics of successful EFL teachers questionnaire. They revalidated the instrument originally constructed by Moafian and Pishghadam (2009). It consists of 45 items measuring seven sub-scale on a 5-point Likert scale ranging from strongly disagree to strongly agree. The reliability of this instrument is $\alpha = 0.90$. Based on the result of the validity test, there was one item invalid, which is item number 42. Therefore, it is deleted and the total item became 44 items. The questionnaire consists of seven constructs: attention (Items 25, 32, 36, 37 and, 39), morality (Items 4, 5, 7, 8, 34, 38, and 43), care and enthusiasm (Items 3, 9, 12, 13, 15, 24, and 44), teaching accountability (Items 2, 10, 11, 23, 33, 35, 40, and 41), evaluation (Items 16, 17, 18, 19, 20, and 26), teaching boosters (Items 1, 6, 14, 21, 22, 27, 28, and 29), and class attendance (Items 30, 31, and 45).

3.4 Data collection

The questionnaire was distributed using Google Form. The link is <https://tinyurl.com/effectiveteachingunderstanding>. The data collection was conducted on December, 15th 2020. The data were collected by delivering messages via WhatsApp and Line. The pre-service teachers were contacted. The purposes of the research and the process of the data collection have been explained. Each of them was persuaded to be included as the participants in this research.

3.5 Data analysis

The statistical analyses by using SPSS Statistics 25 conducted to test the validity and reliability of the questionnaire through item validity test method. From the test, it was proven that the validity score is = 0.61 and the reliability score is = 0.958. The validity test resulted item number 42 is invalid, therefore it is deleted. The reliability test resulted in cronbachs' alpha = 0.958 > 0.279, which means the questionnaire is consistent.

The data were analyzed by using Google Spreadsheet that include these steps below:

1. The data of the online questionnaire in the form of a spreadsheet downloaded.
2. Click copy (ctrl+C) the items and the numbers. Then, paste (ctrl+V) it to the new sheet, started it from the first line of the C column.
3. The formula used is =AVERAGE(C2;C53) under the column of the last part of the number to find the mean of the data. Afterward, blocked the mean result and pulled it into its last right column. Thus, the mean results of each item could be appeared.
4. The formula =STDEV(C2;C53) is also used to find the standard deviation of the data. The step is the same the the previous step that the formula is dependable to where the data column is. The standard deviation of the data range is 0 - 1,4 which means it is balanced and good.
5. A kind of summary created in the form of a chart by copy and paste all of the items in the same sheet. The mean and standard deviation placed

below it to make a diagram of it. Then, the diagram adjusted to make it more understandable by changing the items into symbols, Q1 until Q45. The display of the graphics is also adjusted.

6. The diagrams of the seven domains created on different sheets by copy and paste the item, mean, and standard deviation of the questions for each domain in the new sheet, blocked it and made a diagram. These are the steps on how I analyzed the survey data by using a spreadsheet.

The report of the data findings created by using Microsoft Word that include these steps below:

1. Create the data findings which consist of several points such as demographic survey, the overall survey result, and the seven domains of our questionnaire (attention, morality, care and enthusiasm, teaching accountability, evaluation, teaching boosters, and class attendance).
2. Download the diagrams and inserted the picture on each point of the data findings.
3. Describe each point of the data finding briefly.

3.6 Data indicators

According to CoSEFLT-Q (Moafian & Pishghadam, 2009) the data should be acknowledged as high frequency if the average score was 3.0 or higher; as mid frequent if the average score was 2.0 to 2,9; and as low frequent if the average score was 1,9 and lower.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Research Findings

After doing series of statistical tests, the findings of this research are presented in the table below:

4.1.1 Demographic Survey

Gender
52 responses

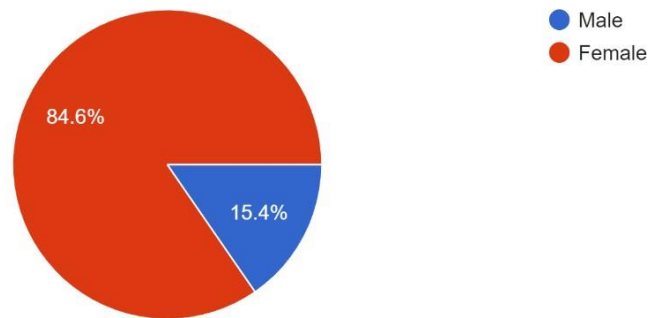


Figure 4. 1. Gender Survey Result

The overall gender survey result based on 52 participants found that 84.6% of the participants were female and only 15.4% were male.

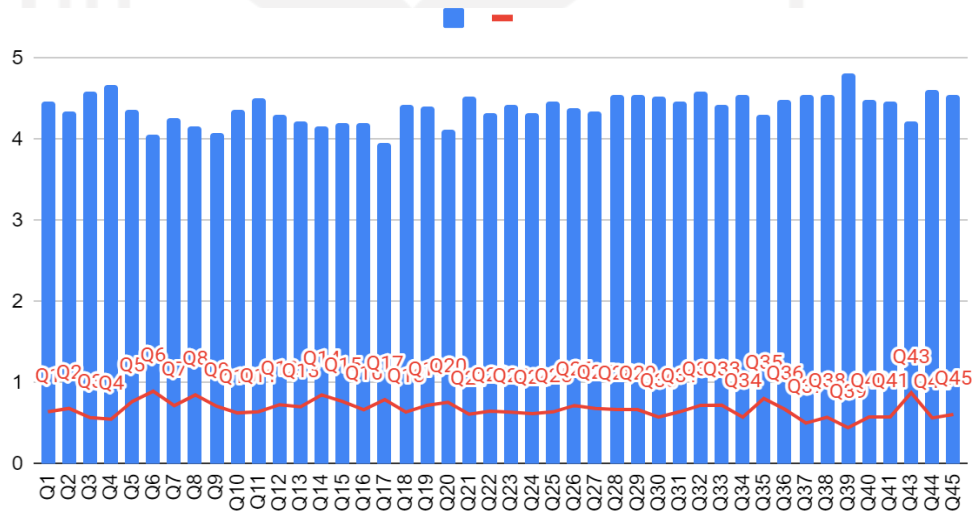
No.	Age	Number of Participants
1	19	1
2	20	8
3	21	28
4	22	10

5	23	3
6	25	1
7		1

Table 4.1. Age Survey Result

The overall age survey based on 52 participants have the age range of 19-25 years old. There were 1 participant aged 19 years old, 8 participants aged 20 years old, 28 participants aged 21 years old, 10 participants aged 22 years old, 3 participants aged 23 years old, 1 participant aged 25 years old, and 1 participant chose not to answer.

4.1.2 The Overall Survey Result



The Overall Survey Result

Figure 4. 2. The Overall Survey Result

There are 44 items in the questionnaire. The graphic of the overall survey result shows that the items in the questionnaire have high mean and relatively small standard deviation. The highest mean is in question 39 (Avoids discriminating against learners), which the mean is 4,8. The least

mean is 3,9 which is question 17 (Uses good learners to help weaker ones). While, the standard deviation ranged from 0,4-0,8. The low score of deviation means the participants filled out this questionnaire in an objective way.

a. Attention

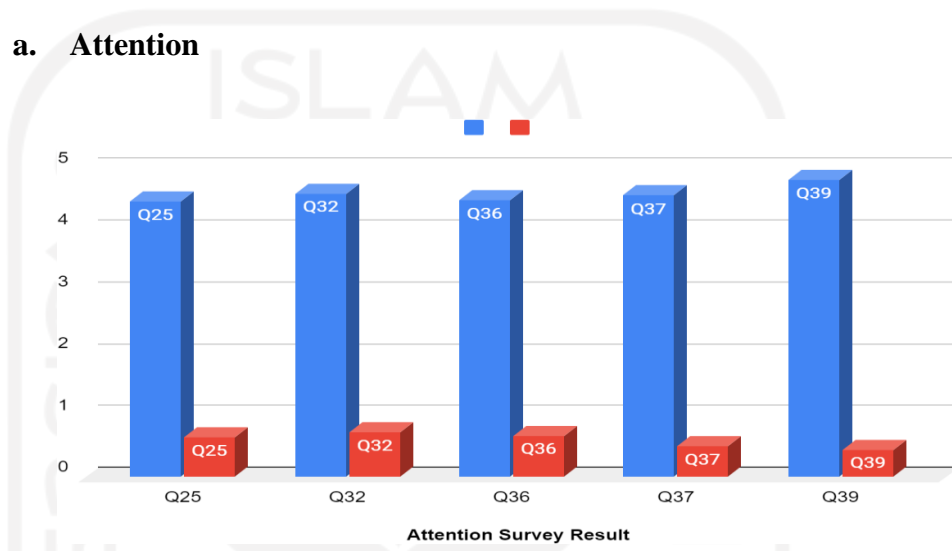


Figure 4. 3. Attention Survey Result

The graphic of the attention domain shows the highest mean in question 39 (Avoids discriminating against learners), which is 4,8. While, the least mean is 4,46 in question 25 (Pays attention to all students).

b. Morality

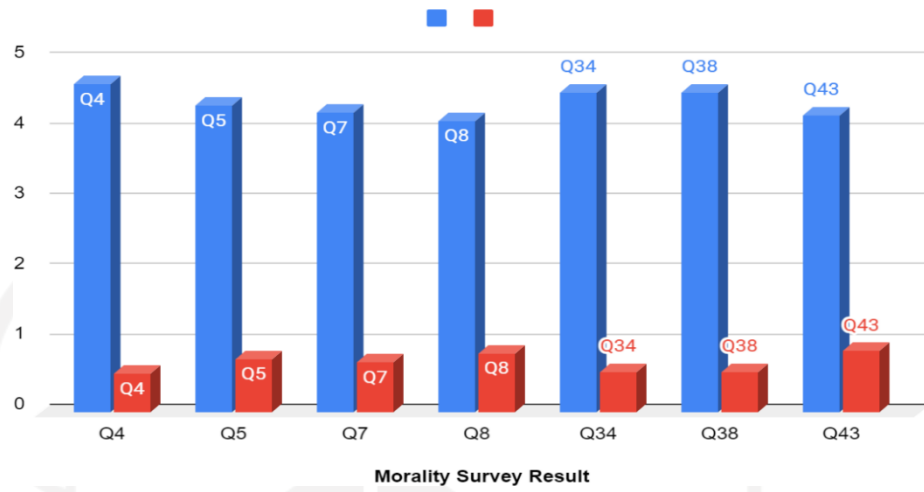


Figure 4. 4. Morality Survey Result

The graphic of morality displays the highest mean is in question 4 (Respects learners as individuals), which is 4,67. The least mean is 4,15 in question number 8 (Is patient).

c. Care and Enthusiasm

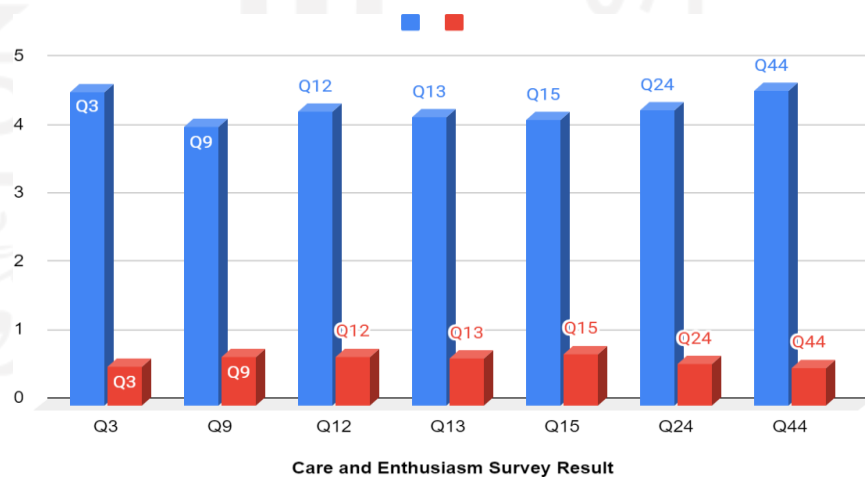


Figure 4. 5. Care and Enthusiasm Survey Result

The graphic of care and enthusiasm domain shows the highest mean is in question number 44 (Creates self-confidence in learners),

which resulted in 4,61. The least mean is 4,07 in question number 9 (Has a sense of humor).

d. Teaching Accountability

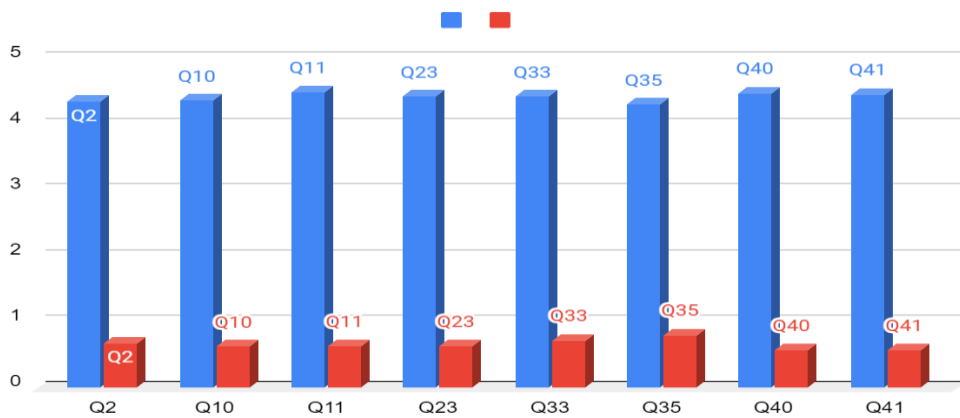


Figure 4. 6. Teaching Accountability Survey Result

The graphic of teaching accountability domain shows the highest mean is in question 11 (Uses extra instructional materials such as tapes, movies, etc), which resulted in 4,5. While, the least mean is in question 35 (Has creativity in teaching), which resulted in 4,3.

e. Evaluation

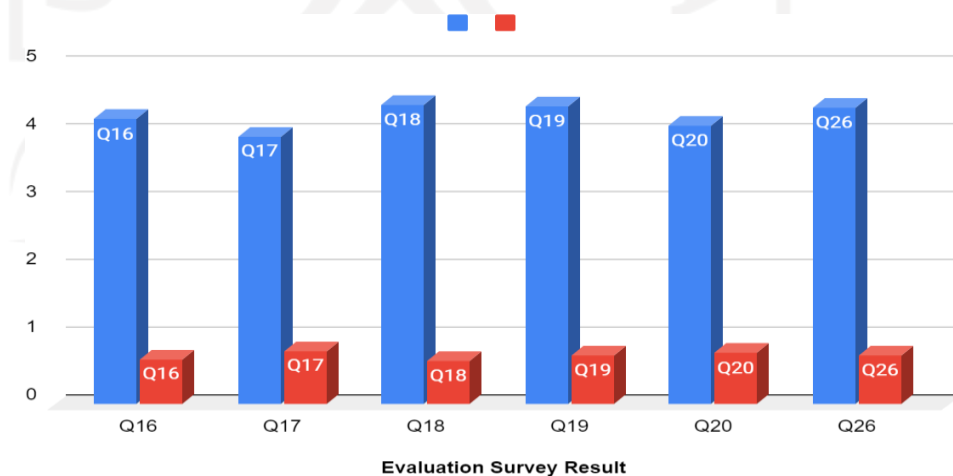


Figure 4. 7. Evaluation Survey Result

The graphic of evaluation domain informs the highest mean is

in question 18 (Gives a sufficient number of assignments), which resulted in 4,42. The least mean is in question 17 (Uses good learners to help weaker ones), which is 3,96.

f. Teaching Boosters

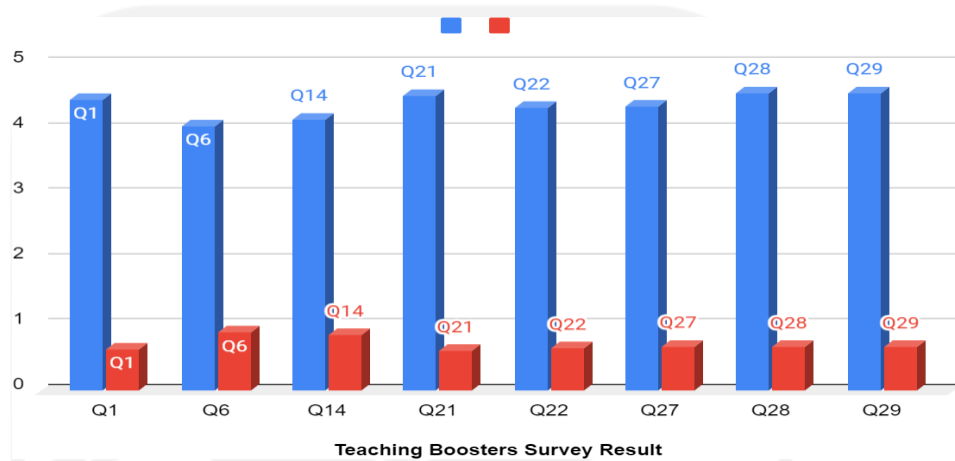


Figure 4. 8. Teaching Boosters Survey Result

Based on the teaching booster graphic, question number 28 (Has a clean and tidy appearance) and 29 (Presents materials at the learners' level of comprehension) have the highest mean, which resulted in 4,55. The least one is question 6 (Has the ability to manage the classroom well), which resulted in 4,05.

g. Class Attendance

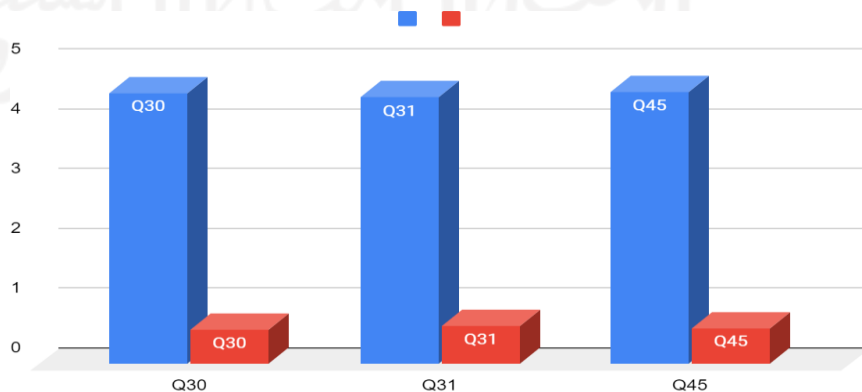


Figure 4. 9. Class Attendance Survey Result

The last domain is class attendance. The graphic shows the highest mean is in question 45 (Emphasizes the presence of students in the classroom), which resulted in 4,55. The least one is in question 31 (Leaves the classroom on time), which is 4,46.

4.2 Discussion

The current study attempted to explore the perception of a successful EFL teacher characteristics as perceived by EFL pre-service teachers. The findings of this study revealed that the domain of attention achieved the highest mean. The domain of care and enthusiasm was the second highest mean and evaluation being the domain with the lowest mean of the seven categories.

Based on the results of descriptive statistics, the first domain is attention. Attention domain includes several qualities such as giving attention to students equally, appreciating every student's opinion, involving all students to be active in the learning process, giving equal opportunities to students to participate in class. It is in line with the results of Mohammaditabar, et. al (2019) observed that teachers consider involving students in the learning process and establishing opportunities for class participation and discussion as the things that good teachers should do.

The second domain is care and enthusiasm. The results of this study have proven that care and enthusiasm has been seen as an essential quality that must be included in effective teaching. Likewise, preparation of teachers in conducting the teaching and learning process in the classroom is part of effective teaching. This is in accordance with Zhang (2009), he stated that

preparedness is an important quality to become an effective language teacher. Regarding enthusiasm, Brosh (1996) also stated that enthusiasm is the most important quality to become an effective English teacher.

The third domain is class attendance. Regarding class attendance, item 30 (Come to the class on time), item 31 (End class on time), and item 45 (Emphasize that the presence of every student in class is important) are considered as several qualities that have to be maintained to achieve an effective teaching and learning process. This is in accordance with the results of Mohammaditabar, et. al (2019), that school teachers tend to be concerned about the attendance of their students in class because of the school administration which has to be fulfilled.

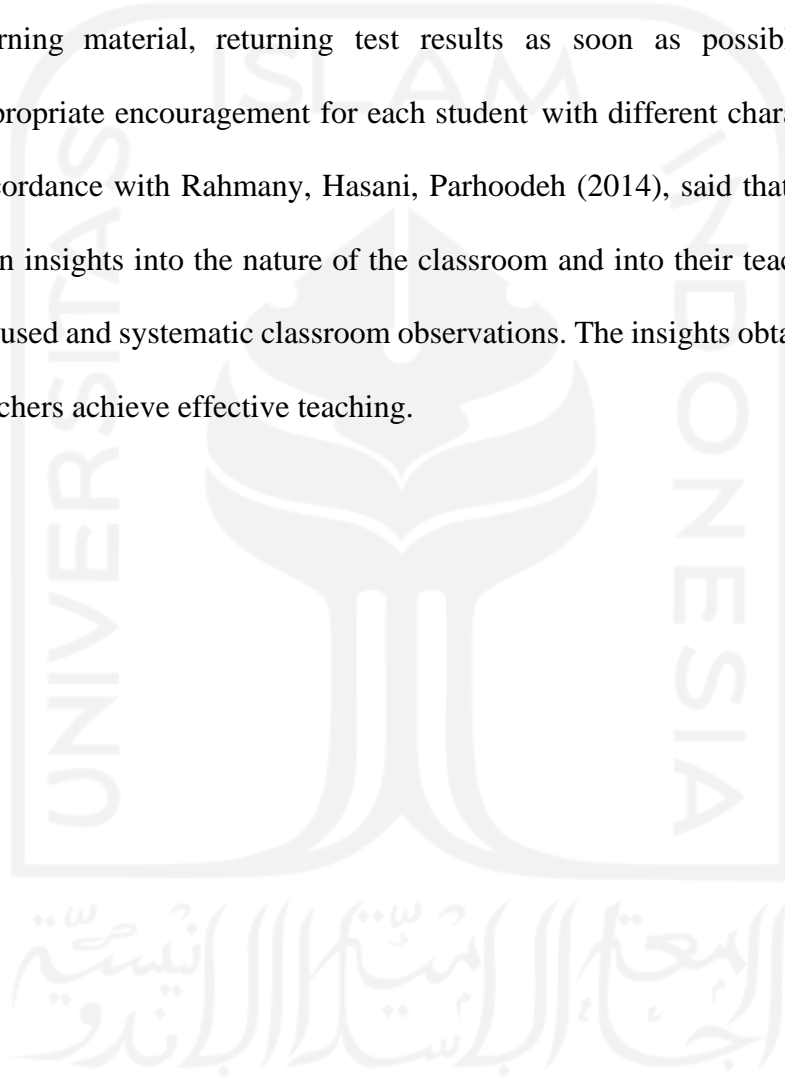
The fourth domain is teaching boosters. This domain includes a number of qualities that teacher should have to achieve effective teaching, such as mastering the subject matter, has the ability to organize the class well, has self-confidence in teaching, is well-prepared for the class, is careful and precise in answering student questions, speaks clearly with the correct pronunciation, has a clean and tidy appearance, and providing learning material that appropriate to the level of the students. This is in line with Witcher, Onwuegbuzie, Minor (2001) in their research that investigated pre-service teachers' perceptions about the characteristics of effective teachers. From the findings, revealed several characteristics that many of the preservice teachers considered important to reflect effective teaching, such as teacher's readiness and subject knowledge, classroom management, and teacher's personal style.

The fifth domain is morality. This domain includes teachers' qualities such as, respect each student's personality, understand the needs of students well, have a good-tempered, be patient in teaching, be fair in grading according to student abilities, provide opportunities for all students to discuss and ask questions, and avoid being too strict on students. These qualities can create a good classroom atmosphere and stimulate students to learn. This is in line with Maulana, Lorenz, Grift (2016), stated that effective teaching behavior is related to a conducive and productive learning process including creating a relaxed learning atmosphere, showing respect for students, encouraging student self-confidence, and building good relationships with students.

The sixth domain is teaching accountability received the second lowest-ranked qualities of effective teaching as perceived by EFL pre-service teachers. This domain includes qualities such as having the latest information related to the material or field being taught, aware of new teaching methods and strategies, using additional learning media, emphasizing the important points of learning materials, having good time management and well-organized learning materials, being creative in teaching, helping students to solve problems in learning, regulating the use of time in class in teaching different language skills according to learning objectives. According to Levitt, Janta, Wegrich (2008), teacher accountability is an important consideration in the implementation and output of professional teachers in order to provide comprehensive services to the public and students. Moreover, Zarei, Bagheri, Sadighi (2019) stated that the quality of effective teachers affects student

achievement.

The last domain is evaluation. This domain includes qualities such as, knowing students' abilities and levels in learning, asking good learners to help weaker ones, giving sufficient assignments and in accordance with the learning material, returning test results as soon as possible, providing appropriate encouragement for each student with different characters. It is in accordance with Rahmany, Hasani, Parhoodeh (2014), said that teachers can gain insights into the nature of the classroom and into their teaching through focused and systematic classroom observations. The insights obtained can help teachers achieve effective teaching.



CHAPTER V

CONCLUSION

After the discussion presented earlier, this study highlighted that the majority of EFL pre-service teachers tend to consider attention as the most important aspect in order to produce effective teaching practices. The attainment of high aspects of attention should be supported by a high evaluation as well. But in fact, prospective teachers seem not really understand the importance of the evaluation. This has implications for the learning system in higher education, especially for prospective teachers. It is better if prospective teachers are taught more about the importance of conducting need analysis to students, which is included in the evaluation aspect. This is necessary for teachers in making a linear and relevant learning plan according to the need analysis. This research has limitations because this research was only conducted in one department of a university, in Yogyakarta. The author hopes that further studies on similar topics can be carried out with a larger number of participants, departments, and universities.

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APPENDICES

Appendix 1. A Self-report Questionnaire adopted from Moafian, Ostovar, Griffiths, and Hashemi (2018)

- (1) Sangat Tidak Setuju (STS)
- (2) Tidak Setuju (TS)
- (3) Netral (N)
- (4) Setuju (S)
- (5) Sangat Setuju (SS)



Items	STS	TS	N	S	SS
<ol style="list-style-type: none"> 1. Menguasai materi pelajaran yang diajarkan. 2. Memiliki informasi terbaru terkait materi atau bidang yang diajarkan. 3. Bersikap ramah terhadap siswa. 4. Menghargai setiap kepribadian siswa. 5. Memahami kebutuhan siswa dengan baik. 6. Memiliki kemampuan dalam mengatur kelas dengan baik. 7. Bersikap tenang dan tidak mudah marah saat mengajar. 8. Memiliki sikap sabar dalam mengajar. 9. Memiliki selera humor yang baik dan pantas. 10. Memperbarui metode dan strategi mengajar yang dapat diterapkan di kelas. 11. Menggunakan media pembelajaran tambahan seperti video YouTube, film, klip video, dan sebagainya. 12. Menikmati saat mengajar di kelas. 13. Memiliki ketertarikan terhadap materi atau mata pelajaran yang diajarkan. 14. Memiliki kepercayaan diri yang baik dalam mengajar. 15. Memiliki kemampuan untuk mendorong kemauan siswa dalam belajar. 16. Mengetahui kemampuan dan level siswa dalam pembelajaran. 					

<p>17. Meminta siswa yang menguasai materi dengan lebih baik untuk membantu siswa lain yang kurang paham mengenai materi pembelajaran.</p> <p>18. Memberikan tugas yang cukup dan sesuai dengan materi pembelajaran.</p> <p>19. Memberikan tes yang sesuai dengan materi pembelajaran dan level siswa.</p> <p>20. Mengembalikan hasil tes sesegera mungkin.</p> <p>21. Mempersiapkan pembelajaran di kelas dengan baik.</p> <p>22. Berhati-hati dan tepat dalam menjawab pertanyaan siswa.</p> <p>23. Menekankan poin-poin penting dari materi pembelajaran.</p> <p>24. Memiliki sikap antusias dan energik dalam mengajar.</p> <p>25. Memberikan perhatian kepada siswa secara merata.</p> <p>26. Memberikan dorongan yang sesuai untuk setiap siswa dengan karakter yang berbeda.</p> <p>27. Berbicara dengan jelas dan pengucapan yang tepat.</p> <p>28. Berpenampilan bersih dan rapi.</p> <p>29. Memberikan materi yang sesuai dengan level siswa.</p> <p>30. Datang ke kelas tepat waktu.</p> <p>31. Mengakhiri kelas tepat waktu.</p> <p>32. Menghargai setiap pendapat siswa.</p> <p>33. Memiliki manajemen waktu yang baik dan materi pembelajaran yang terorganisir dengan baik.</p> <p>34. Adil dalam memberi nilai sesuai dengan kemampuan siswa.</p> <p>35. Adil dalam memberi nilai sesuai dengan kemampuan siswa.</p> <p>36. Adil dalam memberi nilai sesuai dengan kemampuan siswa.</p> <p>37. Memberikan kesempatan yang sama kepada siswa untuk turut berpartisipasi di kelas.</p> <p>38. Memberikan kesempatan kepada</p>					
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<p>semua siswa untuk berdiskusi dan bertanya.</p> <p>39. Tidak membeda-bedakan siswa.</p> <p>40. Membantu siswa untuk menyelesaikan masalah dalam belajar.</p> <p>41. Mengatur penggunaan waktu di kelas dalam mengajarkan keterampilan bahasa yang berbeda sesuai dengan tujuan pembelajaran.</p> <p>42. Tidak menjadikan siswa sebagai bahan candaan.</p> <p>43. Menghindari bersikap terlalu keras terhadap siswa.</p> <p>44. Mendorong siswa untuk percaya diri.</p> <p>45. Menekankan bahwa kehadiran setiap siswa di kelas itu penting.</p>					
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