

AN ANALYSIS OF ENGLISH TEACHER CHARACTER REFLECTED IN TEACHING LEARNING PROCESS: STUDENTS' VIEWS IN IX GRADE AT MTS NURUL YAQIN

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Abstract

This study aimed to know the character of the English teacher in IX grade IX of Mts Nurul Yaqin based on the student's views. The subjects of this study are the students of Nurul Yaqin Junior High School, especially Students in grade IX. The method used in this study is descriptive qualitative and quantitative approaches to uncover the English teacher characteristics reflected in teaching and learning of English. The data collection involved some instruments namely questionnaire by Google Form and Interview using Voice Note feature in WhatsApp. The results of the study indicated that, most students had positive responses to the English teacher characters in IX grade of Mts Nurul Yaqin. It can be seen from the students' views that there is an English teacher in terms of professional competence and personality, among others, mastering the material 81,11% which means excellent, being patient, 79,25% meaning good, creative, 75,27% which means good, empathy 75,92% which means

good. However, in terms of the utilizing of information and communication technology, the student's views are negative because it shows the value in the use of technology and communication in IX grade of an English teacher was 60,83% which means English teacher has fair character.

Keywords: *Teacher Characteristics, Concept of Teacher Character, Student views*

INTRODUCTION

In this modern era, people must master English because English is a universal language. It is used by most countries in the world as the main language. Then, each country has adopted English as a needed subject at school. This is clearly seen in the world of education in Indonesia. English is one of the subjects taught to students from elementary to college level. However, most of them still get difficulties in learning English. In mastering English there are several factors that affect success; one of them is a teacher (Angganita, 2020).

The role of teacher in the world of education is very important (Khaerati, 2016). In line with Mawadda (2019), she stated that the teacher is an important role in the student's academic and the ability of students in the learning process is determined by the quality of teachers. Kwangsawad (2017) states, English teachers are mainly responsible for improving and implementing the process of English teaching and learning because they know their role well. A teacher not only teaches in school, but also educates the students. According to Januari (2015), the teacher is an educator, not only a mediator. The teacher makes the students smart and they have good personalities too. In line with Nontin and Fauziati (2016), students expect an excellent English teacher; they not only imparts knowledge, but also teach English well. Then, teacher needs to create a comfortable situation, make students happy, and decide the material first to ensure that students are prepared for the next level of education. When it comes to learning English in particular, many students said that English is a difficult language to learn. They also say that they are not sure whether they like their English teacher or not. Therefore, to learn English, students need a good English teacher to help them.

The teacher must have good character, because character is a basic element in humans that forms a person's psychological character and makes their accordance with their self and the values that suit them in different conditions. So, when the teacher has good character, students easily accept and imitate what the teacher has taught. Besides that, the teacher also should master teacher competence.

Competence is a human characteristic related to performance effectiveness, this characteristic can be seen as a style of acting, behaving, and thinking.

Furthermore, a good teacher must have the qualities, because teacher quality is a crucial issue in promoting the effective learning, it would be truly beneficial if teacher may apprehend what students understand as the characteristics of effective teachers. According to Sari and Fatimah (2020), a teacher must have an educational knowledge, personal characteristics and teaching style to achieve effective and successful teaching of English as a Foreign Language in English class. In line with National Ministry of Education Regulation, a teacher must have four characteristics of teachers' competencies namely; Pedagogical Competence, Professional, Personality, and Social. These four competencies are very important to become a teacher, especially being a good teacher. While, according to DiNçer, Göksu, Takkaç, & Yazici,(2013), to create an effective English learning, teachers must have an effective character that is balanced both from socio-affective skills, pedagogical knowledge, subject matter knowledge, as well as personality characteristics..

Teacher is one of the keys to success in learning. Learning will not run effectively when teacher cannot teach effectively. Therefore, effective learning is strongly influenced by the character of an effective teacher, especially in learning English. While, an effective teacher should motivate the learners (Zamani & Ahangari, 2016). It means that, teachers must be able to build students' motivation to learn English happily and comfortably in the class.

While, teachers who have good interactions with student can increase student motivation in learning and also prevent students from negative situations such as anxiety and also fear in learning English. In addition to having adequate knowledge, an effective English teacher also should have a good personal character. Good personal character is very influential in the success of learning. As an ordinary person, of course, the teacher's personal character will be carried away when teaching in class and affect the success of learning. In line with (Adisusilo, 2013), personal character is some qualified things. Characters become identities, unique characteristics, unchanging characteristics, and the accidental experience of competition that is constantly changing.

Personal character can be in the form of creativity, because when the English teacher has high creativity, of course students will be more interested in learning and it will be easier to understand the material. In addition, the personal character of a good teacher also can be interpreted as a good personality, responsible, professional, positive thinking, patient, flexible, funny, caring for students, enthusiastic in teaching, and the ability to work in teams. Malikow in (DiNçer et al., 2013), lists the personality character most frequently cited when studying the personality character that effective

teachers must possess: difficulty and high expectations, a sense of humor, enthusiasm, and creativity. If the English teacher has a good personal character as mentioned above, this can increase students' confidence and motivation in learning English. In this concept, the characteristics of teachers are essential for understanding and reducing the problems and difficulties that affect students' long-term learning process. Because understanding and reducing the problems and difficulties that exist in the character of the teacher is very influential on the success of student learning. As we know, the teacher has a dominant influence on the quality of learning. Student learning outcomes are influenced by teacher factors. The teacher factor contains several things that affect learning, starting from the way of teaching, the attitude and character of the teacher in front of the class, the level of knowledge possessed by the teacher, and how the teacher transfers his knowledge to their students. These things determine the learning outcomes that can be achieved by students in order to generate student motivation in learning, so that students get the maximum value in teaching and learning activities that are followed optimally at school.

From previous experience as an apprenticed teacher at Mts Nurul Yaqin Gili Air, the researcher chose English teacher characteristic because their English teacher only provides material and assignments without explaining them in detail, and their teacher has a different teaching character in each class, so the students don't understand the way their teacher teaches.

In the present study, the researcher want to investigate the English teacher character reflected in learning English teaching at IX grade of Mts Nurul Yaqin in personality and professional competences. However, This research is different from previous studies, which are on the previous study the researchers' only focused on the characteristics in different concepts, namely in pedagogical and social competences. Therefore, I really state my topic is proper to be conducted because this study using aspects that are different from previous studies.

The purposes of this study is to know the teacher characters reflected in English teaching at IX grade of Mts Nurul Yaqin, based on professional competence and personality competences. To accomplish this research, the researcher sets out three questions:

1. How is the teacher characters reflected in teaching and learning of English perceived by the students at grade IX of Mts Nurul Yaqin?
2. How is the teacher professional competence reflected in teaching and learning of English perceived by the students at grade IX of Mts Nurul Yaqin?
3. How is the teacher personality competence reflected in teaching and learning of English perceived by the students at grade IX of Mts Nurul Yaqin?

METHOD

Design

In this research, the researcher used descriptive qualitative and quantitative approaches to uncover the English teacher characteristic reflected in learning English teaching, because it is used to identify, analyze and explore in depth about students' views on the character of English teachers in teaching English. The researcher also applied quantitative to scoring rubric that was used to assess the English teacher' character and the results of this study will be presented and interpreted in the form of sentences and number. The focus of this study was in the professional competence and personality competence of the English teacher at Grade IX of Mts Nurul Yaqin.

Participant

The participants of this research are the students of Nurul Yaqin Junior High School, especially the Student's in grade 9. The researcher will take one class only in the number of 18 students to be investigated, such as: 11 females and 7 males. The researcher chose this subject because grade 9 students are the oldest generation in the school that are more experienced and know anything related to their English teacher during teaching process. Therefore, the researcher chose grade 9 to get data about the character of their English teacher during teaching process in the class.

Instrument

The researcher uses questionnaires and interviews as the instrument. Because this research is about the character of the English teacher in grade 9, so the researcher uses a questionnaire and interview to get the information about the English Teacher's characters reflected in the teaching-learning process.

Data Collecting Technique

In this study, the researcher uses Google form in the questionnaire because Google form is more extensive to distribute questionnaires to the subjects. The questionnaire consisted of 20 items, as closed-ended questionnaire. The analysis data was obtained by Google form of analyzing participants' respondents to know their views of the characteristics their English Teacher in the teaching learning process, Participants were asked to choose one of the Likert Scale options consisting of potential items such as Strongly Agree (5), Agree (4), Partly Agree (3), Disagree (2), and Strongly Disagree (1).by a Likert Scale consisted of potential items such as Strongly Agree (5), Agree (4), Partially Agree (3), Disagree (2), and Strong Disagree (1).

The indicators of the questionnaire consist of some indicators that researcher adapted from the indicators of teacher qualification standards academic qualifications and teacher competencies by National Ministry of Education Regulation:

First is in Professional competence, it included two indicators, namely: Mastering the materials, and Using ICT. Second, Personality Competence, it included of Patience, Creative, and Empathy. Afterwards, the researcher collected 4 of the students based on the effectiveness to be interviewed by using WhatsApp voice note.

Data Analysis Technique

The data from the questionnaire were analyzed by likert scale data in excell to calculate the potential items that students choses. Then, the researcher uses the percentage formula system to find the mean, criterion score, rating scale and interval distance. Beside that, to analyze the interview data, the researcher compiled a summary or transcription of the informants' data, then the data were collected from the recorder and interview, later the researcher analyzed the data using the triangulation method.

RESULTS AND DISCUSSION

Results

This chapter describes the data and the result of the study. The researcher presents the student's views in Grade IX of Mts Nurul Yaqin Gili Air of an English teacher character in teaching learning process. The data description is about the teacher characteristics reflected in teaching and learning process at Mts Nurul Yaqin.

Professional Competence

1. Mastering the Material

Table 1.1 Student's Views on Teacher Mastering the Material

Mastering The Material						Average	%
1	2	3	4	5	6	73	81,11%
72	77	70	75	76	68		

According to the table above, it shows that the views of the student's average of teacher's mastering the material is 73 or 81, 11%. It belongs to excellent category because 81,11% is in the range 81% - 100% , and it means that the mastery of the material for the English teacher of grade IX at Mts Nurul Yaqin is excellent.

	SDA	DA	N	A	SA
0	18	36	54	72	90

Figure 1.1 Agreement Level of Student’s Views about Mastering the Material.

From the figure above, it shows that the students mostly agree with the aspect of mastering the material of the English teacher in IX grade of Mts Nurul Yaqin. The percentage agreement level is in 81,11%. It belongs to excellent category because 81,11% is in the range 81% - 100% , and it means that the mastery of the material for the IX grade of English teacher at Mts Nurul Yaqin is excellent, because in terms of knowledge of the English aspect most students agree that the English teacher does know the knowledge of English well. Besides that, their English teacher is fluent in English both orally and in writing, because during teaching in class, English teachers use English for communication to their students. In addition, the teacher also competent in writing English, because of the teacher's dexterity when he writes the subject matter on the blackboard.

2. The Utilization of Information and Communication Technology (ICT) as a Teaching Medium.

Table 1.2 Students’ Views of Teacher Utilization the Information and Communication Technology.

The Utilization of ICT				Average	%
1	2	3	4	54,75	60,83%
51	57	62	49		

According to the table above, it shows that the views of the student’s average of the utilization of information and communication technology or ICT is 54, 75 or 60, 83%. It belongs to fair category because 60, 83% is in the range 41% - 60%, and it means that utilization of information and communication technology or ICT for the English teacher of grade IX at Mts Nurul Yaqin is fair.

	SDA	DA	N	A	SA
0	18	36	54	72	90

Figure 1.2 Agreement Level of Student’s Views about The Utilization of Information and Communication Technology (ICT)

From the figure above, it shows that the students with the aspect of utilization of information and communication technology or ICT of the English teacher in IX grade of Mts Nurul Yaqin. While, the percentage agreement level is in 60, 83%. It belongs to fair category because 60, 83% is in the range 41% - 60%, and it means that utilization of information and communication technology or ICT for the English teacher of IX grade at Mts Nurul Yaqin is fair.

The teacher does not use information and communication technology(ICT) in teaching English during the learning process. Grade IX students said that their English teacher only uses books for teaching English. They have never learned English using ICT such as laptops, computers, LCDs and so on. Then, the students do not know about the teacher's ability in the using the ICT, because they have never seen their English teacher use ICT in teaching English in class, therefore they do not know whether their teacher is able to use ICT well enough or not.

1.1.1 Personality Competence
3.Patience

Table 1.3 Students’ Views on Teachers’ Patience

Patience			Average	%
1	2	3	71,33	79,25%
68	69	77		

According to the table above, it shows that the views of the student’s average of the English teacher’s Patience is 71, 33 or 79, 25%. It belongs to good category because 79,25% is in the range 61% - 80% , and it means the English teacher’s patience of grade IX at Mts Nurul Yaqin is good.

	SDA	DA	N	A	SA
0	18	36	54	72	90

Figure 1.3 Agreement Level of Student’s Views of Teacher Patience.

From the figure above, it shows that Student’s views of the English teacher patience in IX grade of Mts Nurul Yaqin. While, the percentage agreement level is in 79, 25%. It belongs to good category because 79, 25% is in the range 61% - 80%, and it means the English teacher’s patience of IX grade at Mts Nurul Yaqin is good, because English teacher has a patient character in dealing with students who are less capable in learning English.

4. Creativity

Table 1.4 Students’ Views on Teachers’ Creativity

Creative				Average	%
1	2	3	4		
69	67	70	65	67,75	75,27%

According to the table above, it shows that the views of the student’s average of the English teacher’s creative is 67, 75 or 75, 27%. It belongs to good category because 75, 27% is in the range 61% - 80%, and it means the English teacher’s creative of grade IX at Mts Nurul Yaqin is good.

	SDA	DA	N	A	SA
0	18	36	54	72	90

Figure 1.4 Agreement Level of Student’s Views of Teacher Creative.

From the figure above, it shows that Student’s views of the English teacher creative in IX grade of Mts Nurul Yaqin. While, the percentage agreement level is in 75,27%. It belongs to good category because 75,27% is in the range 61% - 80% , and

it means the English teacher's creative of IX grade at Mts Nurul Yaqin is good, because English teacher always creates a pleasant classroom atmosphere and does not make students tense. Students stated that their English teacher always told a funny story before the lesson started. So, the students enjoy the learning without being afraid of the teacher.

5. Empathy

Table 1.5 Student's Views of Teacher' Empathy

Empathy			Average	%
1	2	3		
62	67	76	68,33	75,92

According to the table above, it shows that the views of the student's average of the English teacher's creative is 68, 33 or 75, 92%. It belongs to excellent category because 75,92% is in the range 61% - 80%, and it means the English teacher's empathy of grade IX at Mts Nurul Yaqin is good.

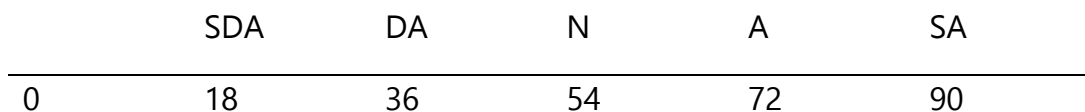


Figure 1.5 Agreement Level of Student's Views of Teacher Empathy.

From the figure above, it shows that Student's views of the English teacher creative in grade IX of Mts Nurul Yaqin. While, the percentage agreement level is in 75,92%. It belongs to good category because 75,92% is in the range 61% - 80% , and it means the English teacher's empathy of IX grade at Mts Nurul Yaqin is good, because English teacher always understanding what their students want. Then, always listening to students' complaints of learning English. Also, the teacher always makes students happy and the English teacher does not let their students to be sad.

Results of Interview

In order to obtain more valid data, the researcher interviewed several students of grade IX at MTs Nurul Yaqin based on the student effectiveness. The researcher asked

questions related to the characteristics of a good English teacher in terms of professional competence and teacher personality.

Based on the results of interviews, the students' views on the professional competence and personality of the teacher. Most students strongly agree that the English teacher in grade IX at MTs Nurul Yaqin has good mastery of the material in teaching, so students can easily master the learning material and make the learning process more effective.

Some students were also asked about the characteristics of a good English teacher according to their own views, most said that a good teacher is a teacher who masters the material well, besides that students also wanted the teacher with good personalities, such as being patient in dealing with students who are less capable in English. Then, the students have the negative views of the use of information and communication technology by their English teacher. All of them said the teacher had never taught using information and communication technology. Besides that, in teacher creativity, students have a good response, because their English teacher always makes the class fun and effective. Then, in the teacher Patience also gets positive responses from the students. Most of students said that the teacher has good patience in dealing with them. While, there are three characters, namely patient, creative and empathetic. From those characters, most of the students prefer "patience" to show the character of their teacher.

Discussion

In professional competences, most students said that a good teacher is a teacher who masters the learning material well, and explains using examples that are easily understood by students. In addition, it can make the class atmosphere fun, for the example learning English through some games, because according to students, class is identical with a boring and stressful place. It means that with games as a media, it will change the atmosphere in the classroom. Where the classroom is identical with a tense, scared, and boring atmosphere, but when the teacher uses funs learning media, the class atmosphere will drastically change into a class that is very encouraging for students. It related with the research finding by Azhar and Mardiana (2016), they state that, most students expected the teachers to use game media in learning, because the main factor for success in learning is how a teacher creates fun learning. Therefore, they can receive the lessons easily.

Besides that, in personality competence, the English teacher in grade IX in Mts Nurul yaqin also has good views. Modeling a teacher is required by their students. Therefore, the teacher must have the potential with relation to the personality. this is

personal competence of personal competence, particularly with regard to the personal ability of self-understanding, self-acceptance, independency and self-realization Hamidi & Indrastuti, 2012). Most students wanted the teacher to apply some games in learning as the media, the students also need a teacher with a good personalities, such as patient, creative and emphatic. In line with Emmer and Gerwels (2006), in (Fajriah et al., 2019) they said that the teacher must have empathy for students to show that he accepts what students expected. The students have good views on personalities of their English teacher. Then some students said that their English teacher had a patient, creative and empathetic character. He is very patient in dealing with students who are less capable in learning English. He also never gets angry, their English teacher often motivates students who are less capable in English lessons to not get discouraged or lose hope and stay motivated. It related with the research finding by Ritah (2018), which is her research focuses on the personality competencies, and she founded that the students have positive responded to their English teacher personality. But in this study based on three characters explain above, the dominant character reflecting their English teacher is "patience" because their English teacher is very patient in dealing the students who are less capable in teaching without involving the emotion. Therefore, the students tend to think that English teacher has a patient personality more than creative and empathic.

So, in terms of mastery of the material found and explained in the previous chapter, it is stated that in mastering the material, the English teacher in grade IX MTs Nurul Yaqin has good professional competence, because the results of the mastery of the material show that the mastery of the English teacher material in grade IX is very good. It means that, English teachers have good abilities in mastering and explaining material to their students. So, the students' view of the English teacher is positive. As we know, subject matter is something that is presented by the teacher to be processed and then developed by students, in a series of achieving instructional goals. So of course, in the teaching and learning process, it is absolutely necessary for a teacher who must master the subject matter well because a teacher is a mobilizer who can move all student activities.

In addition, the finding of mastery of English both verbally and in writing shows that students' views of the English teacher at Mts Nurul Yaqin are positive, because the English teacher has good English skills and good English writing. It means that, the teacher does not only use English as a medium for delivering material but also to provoke students in their courage to speak English. This is evidenced by the way the teacher always uses English as a communication tool during class learning as a bridge to get good results. Then, in delivering the material, the English teacher in grade IX also has good competence.

The results of the questionnaire show that the English teacher of grade IX at MTs Nurul Yaqin has good characteristics in most aspects, such as mastering the material, patient, creative and empathy. However, in the aspect of utilizing technology, students have a negative view of the character of the English teacher in it, because their teacher has never used information and communication technology or ICT as their English teaching medium. It is different with research finding by Cook (2014) in (Furotun et al., 2021), state that the teacher always teach using Information and Communication Technology to help students improve their understanding of English as a foreign language. It can be seen from the results of the questionnaire. Below are detailed answers:

The positives responses from students' views that their English teacher mastered the English material well. Besides that, he also explains the material easily and provides examples of questions that are easily understood by students, such as giving examples that exist around the school and using unambiguous language. So, the students can easily understand the material. It related with the research finding by Azhar and Mardiana (2016). They said that commonly students assume that they need and understand the lesson more if the material or examples of material used by the teacher are related to everyday life. Therefore, they are easier to understand.

Based on data analysis, it was found that the average score of the questionnaire on the characteristics of a good English teacher in terms of the professional competence and personality of the grade IX teacher at MTs Nurul Yaqin based on the student's views that the characteristics of the English teacher in IX grade at MTs Nurul Yaqin was excellent. It was evidenced by the results of the Likers score analysis, for material mastery it is shown that 73 or 81.11% of the average score in the aspect of material mastery is in the excellent category because 81.11% is in the range of 81% - 100%, and it means that the mastery of the English teacher of grade IX at MTs Nurul Yaqin is excellent in teaching learning process.

Then, for Utilizing the information and communication or ICT, it was indicated that 54,75 or 60, 83% of the average score in the aspect of utilizing the information and communication is in the fair category, because 60,83 % is in the range 41% - 60% , and it means that utilization of information and communication technology or ICT for the English teacher of grade IX at Mts Nurul Yaqin is fair.

While, the patience aspect, it was indicated that 71,33 or 79,25% of the average score is in the good category, because 79,25% is in the range 61%-80% , and it means that the teacher in grade IX at Mts Nurul Yaqin has excellent "patient" character. Then, the creative aspect, it was indicated that 67,75 or 75,27% of the average score is in good category, because 75,27% is in the range 61% - 80% , and it means the English teacher of grade IX at Mts Nurul Yaqin has good character. On the other

hand, the empathy aspect, it was indicated that 68,33 or 75,92% of the average score is in the good category, because 75,92% is in the range 61%-81%, and it means the English teacher of grade IX at Mts Nurul Yaqin has excellent character.

Therefore, from the professional competence and personality of the English teacher in grade IX at Mts Nurul Yaqin, the teacher has good competence in most aspects, but in the aspect of using information and communication technology, the English teacher has less competence, because the English teacher never use information and communication technology as a medium for learning English and never involve students in it. So, students have a negative view in this matter.

CONCLUSION

Based on the finding and discussion that have been analyzed from questionnaire and interview in the previous chapter, it can be concluded that the English teacher in grade IX of Mts Nurul Yaqin has a good character. This can be seen based on the students' views of the English teacher in the learning process, namely in terms of professional competence and personality. Including, mastering the material was excellent, patience was good, creative was good, empathy was good. However, in terms of the utilizing of information and communication technology, the English teacher has negative character because it shows the value in the use of technology and communication in grade IX of an English teacher is fair, because the English teacher never uses information and communication technology as a medium for learning English and never involves students in it.

Suggestions

In this part, the researcher would like contribute some suggestions for the teachers and for further researchers.

For the teachers

The teacher should be more competent in assimilating the material in English, as this is the most important characteristic in the learning process, so that the students can be helped and become fluent in English. While, teachers also expected to be able to use technology information and communication in the learning process to make it more fun and easier to understand the mastery.

For further researchers

For further researcher, particularly those who have the same problem and interest in conducting this research, it suggested that this study can be a reference. In addition, future researchers can look into other competencies, such as pedagogical competence and social competence. The researcher hopes that this study will be useful to other researchers.

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