



BRIDGING THE GAP: A QUALITATIVE ANALYSIS OF GENDERED PERCEPTIONS ON GOOD AND EFFECTIVE ENGLISH TEACHER

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ABSTRACT

This study endeavors to delve into the nuanced perceptions of male and female students regarding the attributes of a good and effective English teacher, employing a descriptive qualitative research design. Conducted at SMA Negeri 1 Tabanan, the research engaged three class representatives encompassing a total of 108 students. Through an open-ended questionnaire featuring 10 statements each on the qualities of a good and effective English teacher, a rich dataset emerged from the insights of 85 participants (55 females and 30 males), meticulously collected via a streamlined Google Form. The intriguing findings unveiled a distinctive trend among female students, who showcased a penchant for the emotional facets of teaching, placing a premium on qualities such as empathy, understanding, and sensitivity when conceptualizing an exemplary teacher. In contrast, their male counterparts demonstrated a pragmatic stance, valuing a teacher's keen awareness of their competency level. A unanimous agreement from both genders emerged, highlighting the pivotal role of a flexible and adaptable teaching approach for an English teacher's effectiveness, ensuring adept navigation of unforeseen challenges and the cultivation of a thriving learning environment for all students.

Keywords: *English teacher, Effective teacher, Good teacher, Perceptions, Gender*

INTRODUCTION

In the intricate world of English language education, teachers become key players, wielding significant influence over the dynamics of teaching and learning. Their role extends beyond simple instruction, involving the power to shape students' language skills and understanding (Naibaho, 2019; Helmi, 2017). As conveyors of knowledge, mentors, and guides, teachers play a central role in developing not only linguistic skills but also fostering a deeper appreciation for the language. This



influence is fundamental to the overall success of the educational journey, providing a foundation for students to navigate the complexities of English language acquisition with confidence and proficiency (Jabri, 2017).

In delineating the role of effective teachers, their commitment to achieving learning objectives serves as the cornerstone of their instructional prowess ((Shishavan, 2009). Through a thoughtful implementation of teaching strategies, effective educators navigate the intricacies of lesson planning and delivery with precision. Their pedagogical approach prioritizes not only the coverage of curriculum goals but also the cultivation of a deep understanding among students. By employing diverse strategies tailored to individual learning styles, effective teachers create a

dynamic and engaging classroom environment that fosters a comprehensive and successful learning experience.

Conversely, Lowman (1995) cite in (Ilaiyan & Safadi, 2016) state the essence of good teaching extends beyond the attainment of objectives to infusing joy into the learning process. Good teachers recognize the transformative power of creating a positive and enjoyable educational atmosphere. They skillfully integrate elements of enthusiasm, creativity, and humor into their teaching methods, cultivating a classroom ambiance that inspires and motivates students. In this environment, the emphasis shifts from the mere transmission of knowledge to the creation of a space where students feel not only academically enriched but also personally connected to the joy of learning.

The dual dimensions of effectiveness and goodness in teaching, therefore, coalesce to form a holistic educational experience. Effective teaching ensures academic rigor and achievement, while good teaching adds the vital element of joy, making the learning journey not just informative but also pleasurable for students (Hamre & Pianta, R. C., 2001). It is this balanced approach that contributes to a well-rounded and impactful educational environment.

As students exhibit unique characteristics and preferences in their learning strategies, understanding these nuances becomes essential. Notably, gender differences contribute to distinct perceptions among male and female students regarding what constitutes a good and effective teacher (Wichadee Orawiwatnakul, 2012). To illuminate this aspect, it is imperative to delve into the specific perceptions held by girls and boys regarding the meaning of a good and effective teacher.

This research allows students to share their thoughts and expectations about effective teaching, providing insights to help teachers improve their teaching quality to better meet student needs. The study compares the views of 11th-grade male and female students at SMA Negeri 1 Tabanan on what makes English teachers good and effective. The goal is to understand any potential differences in perceptions based on gender and use the findings to help teachers enhance their teaching methods. The



study aims to make teaching more tailored to student expectations, fostering a more effective and student-friendly learning environment. This study embarks on an exploration of how gender influences the perspectives of students on teacher effectiveness and goodness. By unraveling these perceptions, we aim to contribute valuable insights to the ongoing dialogue on effective English language instruction, ultimately enhancing the educational experience for both male and female students.

THEORETICAL FRAMEWORKS

Perception

Perception, as defined by Mulya & Almah (2020) and Surasni & Sumali (2022), is the process of receiving and interpreting information through the senses. Robbins (2005) adds that it involves organizing sensory impressions to derive meaning from the environment. Lewis (2001) identifies four fundamental elements of perception: the perceiver, the perceived object or situation, the contextual situation, and the process of perception itself. Various factors influence perception, including personal, cultural, and physical effects (Hamzah & Nasri, 2020). Perspectives, categorized as positive or negative, are shaped by the selection, organization, and interpretation of information (Mola, 2021).

Robbins (2005) highlights three main factors influencing perception: the perceiver, the target object, and the situation. This study investigates students' perceptions of good and effective

English teachers, considering the eighth-grade students in SMP Negeri 1 Gerokgak as perceivers. The characteristics of a good and effective English teacher serve as the perceived object, while the English learning process represents the situational context. Additionally, the study explores potential differences in students' perceptions based on age and gender, recognizing that these factors can impact perspectives on learning and teaching methods. The research aligns with Robbins' theory (2005), emphasizing the significance of the perceiver, object, and situation in shaping perceptions and aims to contribute insights into students' perceptions of English teachers with a specific focus on gender differences.

Good English Teacher

The characteristics outlined by Thompson et al. (2007) emphasize the importance of teachers focusing on student care for positive responses, but it's crucial to align teaching strategies with learning goals. A good teacher, as highlighted by Lowman (1995), stimulates intellectual excitement, utilizes psychology in the classroom, and organizes courses effectively, fostering positive emotions, critical thinking, and creativity in students. An exemplary educator is defined as a proactive teacher, motivated to optimize their time in delivering lessons, showcasing skills,



and orchestrating class activities to assist students in comprehending new concepts (Clarke & Watts- Taffe, 2013). Teaching quality, subjective and multifaceted, is approached from various perspectives, with some highlighting subject mastery and teaching methods, while others underscore personal qualities like charisma and compassion. In EFL teaching, specific attributes such as making classes interesting and giving clear explanations are emphasized (Borg, 2006). The nature of English as a subject introduces unique considerations, including the distinction between native and non-native speakers, influencing teaching methods (Borg, 2006). Effective EFL teachers, as noted by Al-Maqtri and Thabet (2013), share qualities such as a strong command of English and active student involvement in class activities, indicating the importance of proficiency and engaging teaching methods for English instructors.

Effective English Teacher

In the global pursuit to enhance English as a Foreign Language (EFL) education, understanding what students perceive as effective teaching has become a focal point. Recognizing the pivotal role of teachers as the primary source of input, the need for "effective" teachers is considered fundamental for the efficient functioning of EFL classrooms (H. B. Shishavan & Sadeghi, 2009). Effectiveness, as defined by K. S. & H. B. Shishavan (2009), extends beyond pedagogical competence; it encompasses the ability to inspire a love for learning, provide excellent instruction, and create a positive learning environment. This notion aligns with Pierson and McNeil's (2000) perspective, emphasizing that effective language teachers seamlessly integrate content, pedagogy, and technology. Contrasting views by Kounin (1970) emphasize the importance of managing student behavior, maintaining focus, and minimizing distractions as essential skills for an effective teacher. From a holistic standpoint, experts assert that effective teachers possess pedagogic competence, professionalism, and a commitment to continuous learning, with DİNÇERa, GÖKSUb, TAKKAÇc (2013) emphasizing socio-affective skills, pedagogical knowledge, subject matter expertise, and personal qualities as crucial competencies for successful English teachers.

Gender

In the realm of teaching, teachers regularly engage with students characterized by diverse individual differences, notably in terms of gender. Gender, as delineated by Ning (2010) and Fakihi(2008), encompasses socially and culturally formed characteristics and behaviors expected of men and women. This distinction from biological sex, as highlighted by Oakley, emphasizes the sociocultural construction of gender roles. These differences, particularly in learning styles and perspectives, become apparent in the classroom, influencing students' approaches to learning, their response to teaching strategies, and their perceptions of teacher qualities (Ogden,



Chapman, & Linward, 1994). Recognizing the impact of gender on second language acquisition, as noted by Andreou, Vlachos, & Andreou (2005), becomes essential for effective language teaching, ensuring tailored instructional settings and materials that cater to the distinct needs of both male and female language learners. Ignoring these gender-related differences may lead to the inadvertent selection of inappropriate instructional approaches. Therefore, a comprehensive understanding of the connection between gender and language acquisition empowers teachers in planning classes, developing effective strategies, and implementing suitable activities to foster an inclusive learning environment (Meece, Glienke, & Burg, 2006).

METHOD

The research adopts a descriptive qualitative design, data were collected through questionnaire and interviews to explore students' perceptions of good and effective English teachers based on gender differences at SMA Negeri 1 Tabanan. After that the data will be analyzed qualitatively to understand the meaning and experiential aspects of human life and the social world (Fossey et al.'s (2002). Utilizing a descriptive qualitative design is intended to yield a comprehensive understanding of students' views on the characteristics of good and effective English teachers.

The subjects of this research are 11th-grade students at SMA Negeri 1 Tabanan, comprising 108 students distributed across three class representatives. The data collection involves open-ended questionnaires encompassing 20 statements, divided into 10 each for good and effective English teachers. Additionally, the research employs interviews through Focus Group Discussions (FGD) to further delve into and reinforce the findings derived from the questionnaire responses.

The data analysis follows a descriptive approach to systematically and factually portray the perceived characteristics of good and effective English teachers. Miles and Huberman's (2014) four-stage process guides the analysis. The stages include Data Collection, Data Reduction, Data Display, and Conclusion, Drawing, and Verification. The collected data, derived from questionnaires and FGDs, undergoes reduction by selecting and focusing on information relevant to the research objectives. This reduced data is then displayed based on the research problem, with distinctions made between female (F) and male (M) responses to explore potential gender-based differences. The final stage involves drawing conclusions and verifying findings through a thorough analysis of the evidence, leading to discussions and implications for the study. The aim is to provide a nuanced understanding of how students perceive good and effective English teachers, particularly in the context of gender differences.



FINDINGS AND DISCUSSION

The researcher successfully gathered and distilled a final dataset comprising 85 valid responses, with 55 from female students and 30 from male students through google form. This disparity in gender representation unveils distinct perceptions among students regarding the qualities of a good and effective English teacher. Notably, the self-ranked questionnaire data underscore that while male and female students harbour differing perceptions concerning the characteristics of a good English teacher, a notable convergence emerges in their views on what defines an effective English teacher. This intriguing finding suggests a nuanced interplay of perspectives based on gender, shedding light on the intricate dynamics of student perceptions in the realm of English education. For this self-rank questionnaire students have to put a number in the left column of the table with the instruction: (Please provide the degree of importance for the following values of a good teacher by choose the number 1 is the most important, 10 is the least important).

a. Male and Female Students' Perception about an Effective

**English Teacher Table 1. Male Students' Perception
about a Good English Teacher**

Rank of importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=6 or 20.0%)	Can be a good friend for students
RANK 2 (m=5 or 16.7%)	Provide opportunities for students to explore their own creative thinking
RANK 3 (m=5 or 16.7%)	Provide activities that arouse students' interest in learning English
RANK 4 (m=4 or 13.3%)	Remember the names of the students in class
RANK 5 (m=2 or 6.7%)	Forming group work between students without discrimination
RANK 6 (m=2 or 6.7%)	Create a fun and interesting learning atmosphere



RANK 7 (m=2 or 6.7%)	Provide opportunities for students to explore their own creative thinking
RANK 8 (m=2 or 6.7%)	Respect the ideas of all students without discrimination
RANK 9 (m=1 or 3.3%)	Cares about all students
RANK 10 (m=1 or 3.3%)	Understand the strengths and weaknesses of each student

The data show (Table 1) the most important value for a good English teacher based on male students perceptions is can be a good friend for students with highest percentage 20.0%. This result is consistent with the research by (Haider & Jalal, 2018) friendly nature of a teacher highlights

quality relationship with the students. A relationship where teachers play a role of a guide, counselor, motivator, and also trust plays an important role in their relationship. A good teacher has social and emotional skills; the skills are used to establish the quality relationship with the students (Jones, Bailey, & Jacob, 2014). This statement also revealed in the open-ended questionnaire as well as the Focus Group Discussion, students are more enjoy and motivated in learning if the teacher can be a friends in the learning process. The students also have big motivation to learn if they feel comfortable in learning.

Align with the statements, male students perceive that a good teacher who can provide opportunities for students to explore their own creative thinking and at the same time they expect a good teacher provide activities that arouse students' interest in learning English. 16.7% of students considered to increase students' motivation in learning, teachers should able to make the atmosphere of the learning fun and enjoyable. A truly exceptional teacher is one who not only imparts knowledge but also acts as a catalyst for unleashing students' creative thinking. This involves creating an environment that fosters curiosity and exploration, where students feel empowered to think outside the box, express their ideas, and delve into their unique thought processes. It goes beyond the conventional teaching paradigm, encouraging students to embrace and cultivate their creativity as an integral part of their learning journey.

Moreover, as students also mention in the depth-interview, a good teacher understands the significance of capturing students' interest in the subject matter. By



designing activities that are not only educational but also engaging and relevant, they ignite a spark of enthusiasm for learning English. This involves incorporating diverse teaching methods, real-world examples, and interactive elements that resonate with students. A skilful teacher, in this context, strives to make the learning experience enjoyable and meaningful, recognizing that a genuine interest in the subject lays the foundation for sustained academic growth and a lifelong love for learning.

Table 2. Female Students' Perception about a Good English Teacher

Rank of importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=10 or 18.2%)	Respect the ideas of all students without discrimination
RANK 2 (m=7 or 12.7%)	Can be a good friend for students
RANK 3 (m=6 or 10.9%)	Forming group work between students without discrimination
RANK 4 (m=6 or 10.9%)	Provide opportunities for students to explore their own creative thinking
RANK 5 (m=6 or 10.9%)	Understand the strengths and weaknesses of each student
RANK 6 (m=5 or 9.1%)	Cares about all students



RANK 7 (m=5 or 9.1%)	Remember the names of the students in class
RANK 8 (m=5 or 9.1%)	Provide activities that arouse students' interest in learning English
RANK 9 (m=3 or 5.5%)	Provide same opportunities to all students
RANK 10 (m=2 or 3.6%)	Create a fun and interesting learning atmosphere

From a female perspective, a good teacher is one who respect the ideas of all students without discrimination in the classroom with the number 18.2%. This extends beyond merely acknowledging diversity to actively embracing and valuing the ideas of all students without any form of discrimination. In practice, it involves creating a safe and inclusive space where each female student feels heard, understood, and respected for her unique perspectives. A good teacher recognizes the richness that comes from diverse experiences and backgrounds. This is in line with the theory from (Sotto, 2007) stated that good teachers are those who support students to be more confident and wiser. They encourage open dialogue, ensuring that the students are not only acknowledged but also celebrated. By fostering an environment that respects individual ideas, a good teacher cultivates a sense of empowerment among female students, instilling confidence in expressing their thoughts and contributing to the collective learning experience.

Respecting the ideas of all students without discrimination is an essential aspect of fostering an inclusive and empowering learning environment, particularly when viewed from a female perspective. A teacher who prioritizes this principle recognizes and values the diverse thoughts and perspectives that female students bring to the classroom. This result also supported by (Wichadee & Orawiwatnakul, 2012) describes a good teacher involves creating a space where every female student feels heard, understood, and respected, irrespective of their background, experiences, or individual characteristics.

From a female standpoint, it is in line with the research from (Raufelder, 2015) such an inclusive atmosphere encourages the free expression of ideas, allowing each student to contribute based on their unique insights and experiences. This acknowledgment of diversity not only validates the voices of female students but also nurtures a sense of belonging and self-worth. It sends a powerful message that



their thoughts are valued, fostering confidence and empowerment. By acknowledging and respecting the ideas of female students without discrimination, a teacher cultivates a supportive learning environment that not only enhances academic growth but also contributes to the personal and intellectual development of each student.

Moreover, students in the depth interview they describes a teacher who respects the ideas of all female students without discrimination also plays a pivotal role in learning process. This not only creates a more equitable learning environment but also prepares female students to navigate a world where their ideas are valued and their voices heard. In essence, a good teacher, from a female perspective, serves as a guide who champions inclusivity, respect, and equality in the pursuit of knowledge.

b. Male and Female Students' Perception about an Effective English

Teacher Table 3. Male Students' Perception about an Effective English Teacher

Rank of importance as perceived by the students	Values of an Effective English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=5 or 16.7%)	Prepare lessons well and control class time wisely
RANK 2 (m=5 or 16.7%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 3 (m=5 or 16.7%)	Provide appropriate material based on the student's needs
RANK 4 (m=4 or 13.3%)	Provide lots of examples and exercises
RANK 5 (m=4 or 13.3%)	Provide activities that can check student progress
RANK 6 (m=2 or 6.7%)	Inform the assessment procedures in the classroom
RANK 7 (m=2 or 6.7%)	Teach students according to the lesson plan



RANK 8 (m=2 or 6.7%)	Provide motivation to encourage students' enthusiasm for learning
RANK 9 (m=1 or 3.3%)	Use a language level appropriate to the student's abilities
RANK 10 (m=0 or 0.0%)	Provide opportunities for students to learn effectively

Based on findings from a study focusing on the perspectives of male students regarding effective teaching, the importance of a teacher who prepares lessons meticulously and manages class time judiciously was prominently highlighted. It can be showed based on the table 3, 16.7% male students expressed a preference for educators who prepare lessons well and control class time wisely. This meticulous preparation was seen as fostering a more organized and structured learning environment, contributing to an enhanced understanding of the subject matter. This result supported by Quieli & Nammi (2022) students considered classroom proficiency, pedagogical expertise, and general professionalism to be the most crucial characteristics of successful English language instructors.

Furthermore, another 16.7% male students emphasized the significance of teachers who could explain the real benefits that can be obtained from studying a particular topic in the context of learning English. This values was appreciated as it provided a tangible connection between the language being taught and its real-life applications. This is in line with the research conducted by (Wirantaka & Wahyudianawati, 2021) effective teacher is a teacher that have a valuable ability to explain lessons, ensure student understanding of lessons. Teachers who could articulate the practical advantages of mastering particular language skills were deemed more effective in capturing the attention and interest of male students.

Additionally, male students valued teachers who tailored their materials to meet individual student needs. The ability to provide relevant and customized learning materials was seen as a key factor in facilitating a more personalized and effective learning experience. This finding underscores the importance of adaptability and responsiveness on the part of teachers to cater to the diverse needs and learning styles of male students.



Table 4. Female Students' Perception about an Effective English Teacher

Rank of importance as perceived by the students	Values of an Effective English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=12 or 18.2%)	Prepare lessons well and control class time wisely
RANK 2 (m=8 or 16.4%)	Provide activities that can check student progress
RANK 3 (m=7 or 12.7%)	Provide motivation to encourage students' enthusiasm for learning
RANK 4 (m=5 or 10.9%)	Inform the assessment procedures in the classroom
RANK 5 (m=5 or 10.9%)	Provide appropriate material based on the student's needs
RANK 6 (m=1 or 9.1%)	Provide opportunities for students to learn effectively
RANK 7 (m=1 or 9.1%)	Use a language level appropriate to the student's abilities
RANK 8 (m=1 or 7.3%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 9 (m=0 or 5.5%)	Provide lots of examples and exercises



RANK 10 (m=0 or 0.0%)

Teach students according to the lesson plan

In exploring the perspectives of female students, similar to male students, the importance of teachers preparing lessons meticulously and managing class time efficiently emerged as a key theme. The data show 18.2% female students highly valued educators who demonstrated a thoughtful and thorough approach to lesson planning. The meticulous preparation was seen as contributing to a more structured and engaging learning experience, fostering a positive classroom atmosphere. This result is supported by the research from (Wirantaka & Wahyudianawati, 2021) that found effective teacher they must also have lesson plans, utilize and apply technology, let students write reflections, and control class activities.

Moreover, from the viewpoint of female students, 16.4% choose the teacher who provide activities that can check student progress was deemed crucial. In the depth interview they describe teachers who incorporated varied and effective progress-checking activities into their lessons were appreciated for their commitment to understanding and enhancing individual learning journeys. These activities were seen as valuable tools for reinforcing comprehension and ensuring that female students felt supported and on track in their academic development.

Overall, according to the perspectives of female students in the depth interview, the combination of well-prepared lessons and strategic time management, coupled with activities that assess progress, creates an optimal learning environment. This approach not only enhances the educational experience but also empowers female students to actively participate and succeed in their English language studies.

CONCLUSIONS AND SUGGESTIONS

In conclusion, the research findings, when considering the perceptions of both male and female students, a good teacher emerges as a figure who embodies qualities that resonate universally. For male students, a good teacher is seen as a supportive friend who extends beyond the traditional educator role. This teacher is approachable, empathetic, and fosters a trusting relationship, providing a space for male students to comfortably express themselves.

Similarly, for female students, a good teacher is one who respects their ideas without discrimination. This teacher creates an inclusive environment, celebrating diversity and encouraging open dialogue. The good teacher, from a female perspective, serves as a guide who champions inclusivity, respect, and equality in the pursuit of knowledge.

Perceptions of a good teacher can exhibit nuanced differences between male



and female students, influenced by societal expectations and cultural contexts. From a male perspective, a good teacher is often viewed as a supportive friend, emphasizing an approachable demeanour and the creation of a comfortable environment that encourages open communication. This might underscore the importance of emotional connection and relatability in the teaching relationship. On the other hand, the female perspective may place emphasis on a teacher's ability to respect diverse ideas without discrimination, fostering an inclusive and respectful learning atmosphere. Additionally, in terms of handling creativity and critical thinking, male students may appreciate hands-on, experiential learning opportunities, while female students might value a teacher's encouragement of independent thought and diverse creative expressions. These subtle variations reflect the diverse expectations and priorities that individuals, shaped by societal influences, bring to their perceptions of what constitutes a good teacher. However, it's crucial to recognize the inherent diversity within each gender and approach students as unique individuals with distinct preferences and needs.

Based on the finding shaped by the insights of both male and female students, underscore the paramount importance of certain teaching practices in the context of learning English. Both genders emphasized the value of teachers who meticulously prepare lessons and manage class time wisely. This dedication to thorough lesson planning not only enhances the organization of the learning environment but also contributes to a more engaging and structured educational experience.

Furthermore, male students emphasized the practicality of studying specific topics in English, appreciating teachers who could articulate the real-world benefits of language skills. On the other hand, female students highlighted the significance of activities that assess student progress, valuing educators who employ varied and effective assessment methods. These insights collectively emphasize the need for teachers to strike a balance between meticulous preparation, effective time management, practical relevance, and ongoing progress assessment to create a comprehensive and effective English learning experience for all students. As we glean from both male and female perspectives, an inclusive and adaptable teaching approach that addresses the diverse needs and preferences of students is key to fostering a successful and enriching educational journey.

In summary, both male and female students share the recognition of meticulous lesson planning and effective time management as essential teaching qualities. However, female students emphasize the value of activities that assess progress, while male students highlight the practical application of language skills and the importance of customized learning materials. These nuanced differences reveal diverse priorities and preferences in the perceptions of effective teaching between male and female students.



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