

CHARACTERISTICS OF EFFECTIVE JUNIOR HIGH SCHOOL ENGLISH TEACHERS IN KABUPATEN PACITAN BASED ON STUDENTS' AND TEACHERS' PERCEPTIONS

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Abstract: This survey study was intended to investigate the characteristics of effective English teachers in Kabupaten Pacitan based on students' and teachers' perceptions. The study involved 108 students and 12 teachers who were randomly selected from the available data from Education Office of Kabupaten Pacitan, East Java. The data were collected using students' questionnaire and teacher-self assessment covering 37 items and interview guide asking about students' and teachers' perceptions about characteristics of effective Junior High School English teachers in Kabupaten Pacitan. The findings show that students and teachers have different perceptions on the characteristics of effective English teachers.

Keywords: Characteristics, effective English teachers, students' and teachers' perceptions

Abstrak: Penelitian survey ini bertujuan untuk mengetahui karakteristik dari guru Bahasa Inggris yang efektif di Kabupaten Pacitan berdasarkan persepsi guru dan siswa. Penelitian ini melibatkan 108 siswa dan 12 guru yang dipilih secara acak dari data yang diperoleh di kantor Dinas Pendidikan Kabupaten Pacitan, Jawa Timur. Pengumpulan data menggunakan kuesioner siswa dan penilaian individu guru yang mencakup 37 soal dan panduan wawancara yang menanyakan tentang persepsi siswa dan guru tentang karakteristik dari guru Bahasa Inggris SMP yang efektif di Kabupaten Pacitan. Hasil temuan menunjukkan bahwa siswa dan guru mempunyai persepsi yang berbeda terhadap karakteristik dari guru Inggris yang efektif.

Kata kunci: karakteristik, guru Bahasa Inggris yang efektif, persepsi siswa dan guru

Recently, the emergence of effective teacher brings enlightenment for the education development. It is always the main focus of teacher training programs which aim to train teachers pedagogically and create more effective and efficient teachers in the classroom. When it deals with the concept of effective English teacher, it is natural for the teacher to possess unique characteristics of the field as well as the general features of an effective teacher (Sternberg & Horvath, 1995). Effective English teacher needs to be developed due to the position of English in Indonesia as a foreign language. Therefore, by possessing the characteristics of effective English teachers, it is expected that they will be able to help students in learning English well. Furthermore, an effective English teacher has numerous definitions and determination in terms of different perceptions. Although effective teachers in general may share some characteristics, there are certain qualities that differ among them depending on the subject matter they teach (Shishavan & Sadeghi, 2009).

Many studies have been conducted regarding the characteristics of effective English teachers which most strongly influence students' learning and achievement. Some characteristics of effective English teachers are universal, but others are domain-specific (Park & Lee, 2006). Different groups such as teachers and students, males and females, good students and weaker students, and students with different majors hold different views on what characterizes effective teachers. As stated by Murray (2005), it is believed that students can give honest and straightforward report about what effective English teacher should be like. Meanwhile, students are in a better position than anyone else to judge certain aspects of teaching, such as how clear, interesting, respectful, and fair a course instructor is. Actually, the purpose of students' evaluation is to give insight of the course, the teaching, and the teachers.

In this study, not only the students' perceptions which is used as the source of the data, but also the teachers' perceptions are needed in this study. Since the important role of the teachers in teaching and learning process, consciously or unconsciously teachers will evaluate their teaching performance. Teachers play an important role for positive interaction with the students by the way they present themselves to the students (Koutsoulis, 2003). Thus, teachers' perceptions toward the effective English teachers will be used as teacher-self assessment. Teacher-self assessment or teacher-self evaluation focuses on the core of teaching activity such as planning and preparation, the classroom environment and instruction. Besides, they also cover the

other responsibility of the teachers, such as their contribution to school development, links to surrounding community and professional development activities. According to Brown (2007), teacher-self evaluation is one of effective ways in the process of monitoring her/himself in her/his performance of teaching.

There are numerous studies on characteristics of effective teachers especially as perceived by students and teachers perceptions. According to Wichadee (2010), an effective language teacher is not characterized merely by the factors of knowledge or teaching skills, but also the communication skills and the relationships the teacher has with students. It means that an effective English teacher should have good communication skills and relationship with the students because it is affect the students' learning process. Arikian, Taser and Suzer (2008) stated that students perceive teachers as effective, if they teach both formal and informal English, incorporate games into teaching, and organize group/pair work activities in the classroom. Besides, an effective teacher is a friendly, young, enthusiastic, creative, and humorous person, regardless of the gender. As stated by Park and Lee (2006), the characteristics of effective English teacher are subject matter knowledge, pedagogical knowledge, and socio-affective skills. However, some researchers also found others characteristics of effective English teacher. As Khojastehmehr and Takrimi (2009) stated in his research, the effective English teacher have to possess four components, instructional strategies, communication skills, personal characteristics, and knowledge. These four components then elaborated in more detil items. Other research about the characteristics of effective English teacher also conducted by Shishavan and Sadeghi (2009) who says that the effective English teacher should have knowledge in language, knowledge pedagogy, the use of particular techniques and methods such as preparing the lesson well, using lesson plans, unbiased assessment of what students have learned, integrating group activities to class and assigning homework.

Brown (2001:430) gives more detailed list of good English teacher which covers technical knowledge, pedagogical skills, interpersonal skills, and personal qualities. However, Day (1994) elaborates four standards for Second Language Teacher Education, namely content knowledge, pedagogical knowledge, pedagogical content knowledge, and support knowledge. Content knowledge refers to the mastery of the subject matter. Pedagogical knowledge refers to the skills of teaching in general, while pedagogical content knowledge covers the skills in teaching the subject matter. Furthermore, support knowledge deals with knowledge that should be possessed by the teacher, including sociolinguistics, phonology, morphology. Furthermore, a set of attributes that an effective teacher should possessed is given by Arends (1998: 12) as follows. The first attribute, effective teachers should have personal qualities that enable them to relate well with their students, parents, and peers. The second attribute relates to the teachers' knowledge base. Effective teachers should master the subject matter, human development, and pedagogy. The third attribute refers to teachers' repertoire of teaching techniques to stimulate student motivation and enhance student achievement.

Meanwhile, Suwandee (1994) stated that the characteristics of effective English teachers are having a good knowledge of his/her subject, making difficult topics easy to understand, willing to help students in and out of the classroom, being well-prepared for class, explaining clearly. The teaching components listed in order of importance by students are preparation/organization/clarity, examination/grading, enthusiasm/stimulation, knowledge, instructor-individual student interaction, and instructor-group interaction. Additionally, Borg (2006) stated the characteristics of effective English teachers are: 1) knowledge and command of the target language 2) ability to recognize, explain and clarify, as well as to arouse and sustain interest and motivation among students 3) fairness to students by showing neither favoritism nor prejudice 4) availability to students. Furthermore, Falvey and Coniam (1999) pointed out that the core competencies of effective English teachers should consist of language ability, subject content knowledge, and pedagogical content knowledge.

Knowing the characteristics of effective English teachers, then they can be classified into five categories including the use of English, pedagogical skills, personal skills, interpersonal qualities, and assignment and assessment. The use of English refers to teachers' competence in using English to deliver the materials in the classroom. It is always been acknowledged as the first prerequisite of ability to effectively teach a discipline. Pedagogical skills refer to how lessons are prepared, how materials are selected and develop, how lessons are executed in terms of presenting new material, providing practice, organizing and managing classroom, providing feedback and how EFL teacher teaches (Puspita, 2013). Interpersonal skills are the abilities of an EFL teacher in developing harmonious relationship with students, colleagues, and other members of school society, showing patince in working with students, and seeking opportunities to share thoughts, ideas, and technique with colegues (Brown, 2007). Personal qualities are the teachers' behaviour such as honesty, caring, understanding, fairness and integrity and teachers' personal philosophy. Assignment and assessment are related to teachers' belief in grading students' score.

METHOD

Research Design

The design of this study is *survey research design*. According to Latief (2013), survey research is typically used to describe opinions, attitudes, preferences, and perceptions of people of interest to the researcher. Usually, the population involved is large, so that random sampling technique is required. The purpose of survey research includes description, explanation, prediction, and exploration. This study uses quantitative survey research design to describe students' and teachers' perception on the characteristics of effective English teacher of Junior High School in Kabupaten Pacitan.

Population and Sample

There are two sets of population as the subjects of the study. The first set is the group of English teachers of Junior High Schools in Kabupaten Pacitan and the second set is the VIII graders of Junior High School in Pacitan. Since the target populations was too large to be reached, so the source of the data should be limited into accessible population. As a result, the smaller number of accessible population was defined. The smaller number of the accessible population was called the sample. *Stratified Random Sampling* was used to determine the samples. The population of Junior High Schools in Kabupaten Pacitan was classified based on school accreditation which has been classified into "A" and "B".

In classifying the Junior High School in Kabupaten Pacitan, *stratified random sampling non-proportionally* was conducted and obtained two state schools and two private schools. The state schools are SMPN 1 Pacitan and SMPN 3 Pacitan which got A for school accreditation. Therefore, for the private schools were SMP Muhammadiyah 1 Ngadirojo which got A for school accreditation and SMP PGRI Montongan which got B for school accreditation. From the representative sample of Junior High School in Kabupaten Pacitan, the English teachers and VIII graders was chosen used stratified random sampling non-proportionally. It is due to the number of teachers and students of each schools were not the same.

Furthermore, for the subjects of the study, the VIII graders was chosen randomly. The reason why VIII graders was chosen as the subject of study is because they have been taught by the English teachers since they were in VII graders. Thus, it is believed that they were able to give information which needed for this study. The total number of the subject were 108 students and 12 teachers from different schools.

Developing Research Instrument

Some instruments was used to obtain the data. There were students' questionnaire, teacher-self assessment and interview guide. Students' questionnaire and teacher self assessment was adapted from the concept of effective teaching criteria by Coombe et.al (2007), Park and Lee (2006), Shishavan and Sadeghi (2009), Khojastehmehr and Takrimi (2009). This concept has covered use of English, pedagogical skills, personal skills, interpersonal qualities and assignment and assessment. The questionnaire was in form of likert scale ranging from "very poor" to "very good". The lowest score was 1, and the highest score was 4 and it contained 37 items. Besides, interview the students and the English teachers also needed to fulfill the informations which have not covered in the questionnaire and teacher-self assessment and.

Data Analysis

The data from the subjects was analyzed quantitatively. The data that was computed is from subjects' questionnaire and teacher-self assessment. The measurement of students' questionnaire and teacher-self assessment was used Likert's scale ranging from 1 to 4. The highest items' score represents the characteristics of effective English teachers based on the students' and teachers' perceptions. The next step was transcribed the interview. The data was transcribed in form of words. The researcher also use sound recorder while interviewing the students.

FINDINGS

The Students' Perception on Effective English Teachers

Students and teachers have different perceptions on the characteristics of effective English teachers. The students' perceptions on the use of English, it showed that the students expected the effective teachers who are able to pronounce English well and speak English well. Then, for pedagogical skills, students agreed that the effective English teachers should able to use a variety of techniques and strategies, maintain good classroom atmosphere, explaining very clearly, and starting and ending the lesson on time. Meanwhile, the students' perceptions on personal skills obtained the highest percentage than other components.

Table 1. Students' Perceptions on Teachers' Personal Skill

| Number | Personal Skills | Total | Percentage |
|--------|---|-------|------------|
| A | never discriminate between students and treat them fairly | 77 | 71.29% |
| B | friendly to students | 66 | 61.1% |
| C | have high enthusiasm and responsibility for learning | 60 | 55.5% |
| D | cheerful and entertaining | 53 | 49.07% |
| F | alleviate students' anxiety | 60 | 55.5% |

The students expected the effective teachers to not discriminate between students and treat them fairly, friendly to students, have high enthusiasm and responsibility for learning, cheerful and entertaining, and alleviate students' anxiety in English class.

Besides, the students also gave their opinion about interpersonal skills that should be possessed by the effective teachers, such as help students in and out of the classroom, manages and maintains discipline in class, and be polite and respect the personality of the students. for the last components, assignment and assessment, the students agreed that the effective English teachers should grading students' work in reasonable time and discussing students' homework.

The Teachers' Perception on Effective English Teachers

Based on the result of the teacher-self assessment, the teachers have more detail information about the characteristics of effective English teachers. From the use of English, teachers expected the effective English teachers who understand spoken English well, know English culture well, have high level of proficiency with English vocabulary, write English well, speak English well, and be fully conversant with English grammar.

The effective English teachers should able to prepare the lesson well, using various materials, using a variety of techniques and strategies, using IT to support learning process, provide activities that arouse students' interest in learning, maintain good classroom atmosphere, relating the lesson to previous and future learning, promotes independent learning by encouraging dictionary use, and provides examples of own or others if textbook examples are insufficient or ambiguous. Then, teachers' perceptions on pedagogical skills also obtained highest percentage than other componenets.

Table 2. Teachers' Perceptions on Pedagogical Skill

| Number | Pedagogical Skills | Total | Percentage |
|--------|---|-------|------------|
| a. | Prepare the lesson well | 8 | 66.6% |
| c. | using various materials | 9 | 75% |
| d. | using a variety of techniques and strategies | 10 | 83.3 % |
| e. | using IT to support learning process | 10 | 83.3% |
| f. | provide activities that arouse students' interest in learning | 12 | 100% |
| g. | maintain good classroom atmosphere | 9 | 75% |
| h. | relating the lesson to previous and future learning | 9 | 75% |
| j. | promotes independent learning by encouraging dictionary use | 9 | 75% |
| k. | provides examples of own or others if textbook examples are insufficient or ambiguous | 12 | 100% |

The effective English teachers should able to prepare the lesson well, using various materials, using a variety of techniques and strategies, using IT to support learning process, provide activities that arouse students' interest in learning, maintain good classroom atmosphere, relating the lesson to previous and future learning, promotes independent learning by encouraging dictionary use, and provides examples of own or others if textbook examples are insufficient or ambiguous.

Meanwhile, teachers' perceptions on the personal skills showed that teachers expected the effective English teachers to not discriminate between students and treat them fairly, be friendly to students, cheerful and entertaining, and having good sense of humor. Teachers' perceptions on personal skill also obtained high percentage instead of pedagogical skill.

Table 3. Teachers' Perceptions on Personal Skill

| Number | Personal Skills | Total | Percentage |
|--------|---|-------|------------|
| a. | not discriminate between students and treat them fairly | 9 | 75% |
| b. | Be friendly to students | 10 | 83.3% |
| d. | Cheerful and entertaining | 10 | 83.3% |
| e. | Having good sense of humor | 10 | 83.3% |

Furthermore, teachers' perceptions on interpersonal qualities showed that arouse students' motivation in learning English, manages and maintains discipline in class, deep care for students, and be polite and respect the personality of the students as the characteristics that should be possessed by the effective English teachers. In addition, the teachers agreed that giving test/quiz in every unit, grading students' work in reasonable time, discussing students' homework, and giving feedback to the students' achievements as their opinion toward the component of assignment and assessment.

To sum up, students' and teachers' perceptions on the effective English teachers were different. The students perceive teachers' *personal skills* as more important than the use of English, pedagogical skills, interpersonal skills, and assignment and assessment. On the contrary, the teachers perceive *pedagogical skills* and *personal skill* as more important than others.

Other Related Findings

The result of students' interview showed that most of them said that they like English and agree that the role of the teachers is very important for them especially to learn English. Besides, they said that their difficulties when learning English were lack of vocabularies and they can not translate and understand the meaning well. It was also difficult for them to speak English. In the other hand, they gave positive opinion relating to teachers behaviour in the class. They said that their teachers are kind, patient, wise, have sense of humor, and explain clearly. They said that the teachers gave different teaching strategy in every meeting. Regarding to the facilities, most of them said that their school facilities need to be improved, and the rest said that their school facilities have been support them in learning.

All of the students said that they will keep studying English and memorize vocabularies as their effort to be success in learning English. Relating to their expectation about the effective teacher, they said that the effective teacher is the teacher who is patient, kind, have a good relationship with the students, smart, mastering the lesson, and always upgrade their knowledge about many things.

After done with the students' interview, then the researcher also interviewed the teachers. Relating to teachers' quality, all of the teachers join the seminar and workshop to improve their quality as a teacher. They also read the book to broaden their knowledge and use internet to give additional reference for their teaching. Furthermore, the teachers had different answer relating to the skill that should be possessed by the effective teachers such as: deliver the knowledge, give concept to the students, personal communication, mastering English, and giving clear explanation. Indeed, discussing about four competences of professional teachers, most of them teachers said that professional competence was the most important among other competences and the rest said that pedagogical competence was the most important competence for the effective teacher.

Most of the teachers said that vocabulary and speaking was the main problem for their teaching, and the rest said that students' input was their problem. There were some ways to solve the problems according to the teachers, such as: ask them to speak, write and memorize the related vocabularies, reading aloud, giving motivation to study, and repeating the explanation. Moreover, the teachers had different opinion about the characteristics that should be possessed by Junior High School English teachers, such as: able to manage the class, friendly, care, patient, have a sense of humor, have a good relationship with the students, and understand the students.

In this case, students and teachers relationship in and out of the class also important, most of them said that there is no gap between them in and out of the class. Then, all of the teachers also said that they were agree about feedback that given by the students to the teachers. They said that it can be used as the reflection about their teaching and also they know what the students want. The last question was their expectation about the effective English teachers. They said that the effective English teachers should be able to deliver the knowledge well, have a good competence, patient, master the lesson, have a good relationship with the students, master IT well, explain clearly, have a good personal skill, and make the students love English.

To sum up, the result of students and teachers interview basically have different point. The result of students' interview showed that according to them, the effective English teacher should have good *personal skill* while the result of teachers' interview emphasize on *pedagogical skill*, *personal skill*, and *interpersonal skill*.

DISCUSSION

The purpose of this study was to investigate the characteristics of effective English teachers based on students' and teachers' perceptions. The data collection was done by using these instruments: students' questionnaire, teacher-self assessment, and interview. Five components of effective English teachers was used in the instrument to know the students' and teachers' perceptions, they were: use of English, pedagogical knowledge, personal skills, interpersonal skills, assignment and assessment.

The first components identified in this study was use of English. The students preferred the effective English teachers who have ability to *pronounce English well* and *speak English well*. The students usually got problems in pronouncing the words, even the teachers often taught them to pronouncing the words. Meanwhile, the teachers had wider scope of the components of the use of English, such as *understand spoken English well*, *know English culture well*, *have a high level of proficiency with English vocabulary*, *write English well*, *speak English well*, and *be fully conversant with English grammar*. The teachers need to be able to understand spoken English well to avoid misunderstanding in teaching the students.

Besides, the ability to know English culture also crucial for the teachers. Gao (2006) states that foreign language teachers should be aware of the place of cultural studies in foreign language classroom and attempt to enhance students' cultural awareness and improve their communication competence. Furthermore, according to teachers' opinion, the effective English teachers were the teachers who have a high level of proficiency with English vocabulary. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Meanwhile, the ability to write English well also considered to be important for the teachers. According to teachers' opinion, writing is one of the most complicated skill among the four skills.

Another skill that should be mastered by the effective English teachers is *speak English well*. Huda (1997:72) states that the oral communication is an important skill required for English language teachers, but it is the most difficult skill to develop. The effective English teachers also should be fully conversant with grammar. Clearly, having good knowledge in grammar is crucial for the teachers, and giving this knowledge to the students is also more crucial.

From the findings, it can be seen that teachers are more concern on many aspects of the use of English or usually known as English proficiency. The research result also showed that teachers' use of English considered to be crucial aspect in teaching. According to Park and Lee (2006), considering the teachers' higher endorsement of English proficiency over pedagogical knowledge and socio-affective skills, in-service and pre-service teacher education programs should focus on improving teachers' English proficiency. In other words, the use of English determined the outcome of the students.

Pedagogical skills was the second components of effective English teachers in the present study. Based on the students' opinion of pedagogical skill, the students' more concerned on these four aspects, namely *use variety of techniques and strategies*, *maintain good classroom atmosphere*, *explaining very clearly*, *starting and ending the lesson on time*. They were usually feel bored in the class because the teachers use monotonous technique or strategy in teaching. Thus, they wanted to have different strategy in each meeting. Indeed, the teachers also agree that *use variety of techniques and strategies* were important. In this case, the teachers demanded to be creative and innovative in giving the activities for the students. According to Dewar (2002), it is one of the reason why variety in the teaching method that can affect the creativity of the teachers is important.

Besides, *maintain good classroom atmosphere* was also important according to students' and teachers' opinion. Since there are many students in the classroom with different background, teachers should able to manage them well to be focused in teaching and learning activities. However, the students' success in learning also determined by their understanding toward the lesson. Thus, the teachers should *explaining very clearly* to the students since they have different speed of understanding the lesson. According to Borich (2000), the responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

Teachers' behaviour is also determine the students' motivation in learning English, for example teachers' punctuality. *Starting and ending the lesson on time* will make the students more appreciate the teachers. Based on the research result, the teachers had different opinion with the students' related to pedagogical skill that should be possessed by the effective teachers. The teachers' said that the effective English teachers should always *prepare the lesson well* before teaching the students. Meanwhile, *using various materials* and *using variety of techniques and strategies* will avoid students' boredom in the class. Among all the factors that affect learning motivations, teaching styles and teaching materials might be regarded as the most essential elements to be taken into consideration for achieving a more successful teaching and learning (Chen & Chen, 2009). Besides, to help the teachers in delivering teaching materials in the classroom, it will be better if the teachers *using IT to support learning process*. There are many applications of technologies in teaching and learning depending on the knowledge of the user (Collis and Moonen in Nguyen, Nguyen and Nguyen 2012).

Moreover, as the effective teachers, another components that should be done by the teachers were *provide activities that arouse students' interest in learning*. Furthermore, *relating the lesson to previous and future learning* is important to help the students remembering the previous lesson and giving clue to the future lesson. It aims to ease the students in understanding the lesson given by the teachers. Besides, *promotes independent learning by encouraging dictionary use* also expected to help students in understanding English easily. It is usually difficult for the teachers to find appropriate examples for the students. *Provides examples of own or others if textbook examples are insufficient or ambiguous* is allowed to be done by the teachers.

Harmer (2007) who asserts that if the content of the course book is uninteresting or repetitive, sustaining the motivation of the students will be problematic for the teacher no matter how hard they may try.

The third factor identified in the current study was personal skills. From the students' perceptions, there were some components of personal skill that should be possessed by the effective English teachers, one of them was *never discriminate between students and treat them fairly*. Besides, according to students' opinion, the effective English teachers should *have high enthusiasm and responsibility for learning*. In this case, teachers' enthusiasm determine students' motivation in learning. Since the teachers' behavior affects students' motivation in learning, so it should be considered that *cheerful and entertaining* teachers could help students' in learning English better. According to Khojastehmehr & Takrimi (2009), a good English teacher is kind, flexible, supportive, cheerful, fair, and encouraging. Language anxiety is found as the distractor for the L2 learners. It also happened to the students who learn English. The effective teachers should be aware to the students' anxiety while learning English in the class. The teachers' who considered as the effective teachers should be aware and able to *alleviate students' anxiety in English class*.

Basically, teachers have same opinion with the students about personal skills. The teachers' opinion about *not discriminate between students and treat them fairly, be friendly to students, cheerful and entertaining* were same as what the students opinion related to the personal skills of the effective English teachers.

However, from the teachers' opinion, the personal skills of the effective English teachers included *having good sense of humor*. According to Rubio (2009), effective teachers do not need to be clowns, but it is beneficial to have good sense of humour, and been willing to share jokes with the students to break negative-cold barriers. Furthermore, the resesearch result showed that students concerned with the components of interpersonal skill of the effective English teacher, one of them is *help students in and out of the class*. The teachers should maintain good interaction with the students in and out of the class, and also they should eager to help students facing the difficulties in learning. Effective teaching also the result of good classroom management in which effective teachers can manage the classroom well. In this case, *manages and maintains discipline in class* is one of the interpersonal skills that students expected from the effective teachers.

Teachers' behavior such as *be polite and respect the personality of the students* will enhance student' learning progress. As a teacher, it is important to know students' personality since each student has different personality and background. Rubio (2009) states that it is not enough to know the students in their formal setting (in the classroom: their learning strategies or learning style), but also, to know them in their informal setting (outside the classroom: likes and dislikes, background, their motivation, aptitude and attitude to learn).

The fourth components indentified in this current study was interpersonal skills. Students' motivation in learning is important to make the students more enthusiast in learning the subject. The most problems which appears in language learning is students' lack of motivation. It is also the responsibility of the teachers to arouse students' motivation in learning English. Furthermore, the effective English teachers also expected to be care to the students to encourage learning. *Deep care for students* is needed to improve students' motivation in learning. Besides, *manages and maintains discipline in class* and *be polite and respect the personality of the students* also concerned to be aspects of interpersonal skills in effective English teachers from the teachers' perceptions. Hence, students' also consider assignment and assessment as the component of the effective English teachers. It is indicated that the students also realize and concern assignment and assessment as the crucial components og the effective English teachers. meanwhile, *grading students' work in reasonable time* is one of the aspect of assignment and assessment that considered to be important for students. It means that students' expect the teachers to check their work and give score on time. The students also point out at the *discussing students' homework* as the component of effective English teachers. The teachers give homework to the students to know students' progress in learning. As stated by Aina et.al (2015), homework is recognized as one indicator of successful schools and successful students. Thus, the effective teachers should know the importance of homework in teaching and learning and also administer it to the students regularly.

The last components indentified in this study was named assognment and assessment. The research result from teachers' perceptions showed that teachers concern on some components of assignment and assessment. From the teachers' perceptions, *giving test/quiz in every unit* also indicate the effective teachers. According to Gholami & Moghaddam (2013), another reason why frequent testing is beneficial to students' learning is that frequent testing covers small amounts of materials. Besides, the teachers also believe that giving test/quiz for the students will help them memorize the lesson stay longer. Related to the assignment and assessment, these two components also considered to be important from teachers' perceptions; *grading students' work in reasonable time* and *discussing students' homework*. However, due to the teachers have many things to do, sometimes they can not return students' work on time. Giving feedback to the students' achievements is very important to students' learning. The effective teachers should know when the feedback needed for their lesson. It is also crucial for the teachers' to know their teaching performance from students' view.

CONCLUSIONS

The study shows that students perceive teachers' personal skills as more important than their use of English, pedagogical skill, interpersonal skill, and assignment and assessment. The students have chosen several characteristics of the effective teachers from the personal skills. Based on the students' opinion, the effective teachers are those who have personality as follow; fair, friendly, enthusiast and responsible, cheerful and entertaining, and calm.

The teachers' perceptions on the effective English teachers shows that the teachers more emphasize on pedagogical skill and personal skill than the use of English, interpersonal skill, and assignment and assessment. The findings shows that teachers have several characteristics from the pedagogical skills and personal skills. From the teachers opinion, the teachers considered to be effective if they have pedagogical skills as follow; prepare the lesson well, using various materials, using a variety of techniques and strategies, using IT to support learning process, provide activities that arouse students' interest in learning, maintain good classroom atmosphere, relating the lesson to previous and future learning, promotes independent learning by encouraging dictionary use, provides examples of own or others if textbook examples are insufficient or ambiguous. Meanwhile, the research result shows that the teachers also considered personal skills as the characteristics that should be possessed by the effective English teachers. Based on the teachers' opinion, the effective teachers are those who have personality as follow; fair, friendly, cheerful and entertaining, and humorous. In other words, the effective teachers should have good skills in teaching the students. Besides, the effective English teachers also should have good personality to interact and communicate with the students to create good atmosphere in teaching and learning process.

To sum up, the research result of the students' and teachers, perceptions on effective English teachers is different. The differences between students' and teachers' perceptions can be affected by many factors, such as experience and knowledge. In this case, the teachers have more experince and knowledge about the effective English teachers than the students. The research result shows that the teachers consider pedagogical skills and personal skills, while the students only concern on personal skills. It is because they are teachers, they will do anything to be together with the students to achieve the teaching and learning goals, and the most important thing for the effective teachers is the teachers should able to achive the learning goals.

SUGGESTIONS

This study is by no means comprehensive and has limitation in regard to two points. First, since this study was conducted in Junior High School level, there is the fear that the students did not give honest answer or response. From the research that has been done, the students still unfamiliar about the effective English teachers is. Second, the students' questionnaire was distributed to the one class by using stratified random sampling. It means, the questionnaire was given to all of the students in one class without knowing their achievement. The limitations lead to these areas which should be explored by the future researcher: First, it is expected that the future researcher will conduct the research in university level to know their perceptions about the effective lecturers. Since the university students more mature than Junior High School students, the result of the study expected to be more detail and specific. Second, the future researcher need to know the students' score as the basic to determine students' perceptions toward effective English teachers. Thus, by knowing students' score or achievements, the future researcher able to categorize students' into high, medium, and low. Hence, the future researcher are able to investigate the characteristics of effective English teachers based on students' achievement; high, medium, and low.

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