STUDENTS' EXPECTATIONS ON TEACHERS' QUALITIES IN ENGLISH CLASSROOM

THESIS

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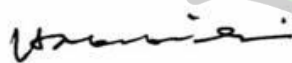
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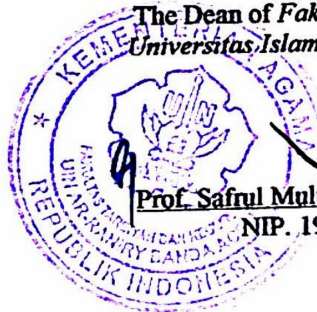
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ABSTRACT

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The research was conducted to discover students perception of English teachers' qualities and to find out their expectations toward teachers' qualities in teaching English. This research was completed by using a qualitative method. The participants were eight students of senior high school Babul Maghfirah who have different achievements (middle up and middle low) of second grade (IX) of senior high school students of private Islamic boarding school. Semi-structure interviews were used as the instrument to answers the research questions. The result shows that all the students perceived that their teacher has good qualities in teaching. The qualities also meet students' expectations when learning English and the researcher has found three important points related to students perception about their teachers' qualities in teaching English, those are responsive actions, caring attitudes, and supportive behaviors. In relation to students' expectations of their teachers' qualities in teaching English, the researcher found three students' expectations toward English teacher; those are having positive characteristic, mastering material, and creating a fun classroom. Teachers with good personalities are expected to be able to motivate and encourage students in learning English. Moreover, the learning desired by students will have an impact on their enthusiasm for learning in the classroom.

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CHAPTER 1

INTRODUCTION

This chapter discusses the concept of study that involves background of study, research question, significance of study and terminology.

A. Background of the Study

Teacher quality is widely recognized as influencing student achievement and success in schools. As noted by Fenstermacher and Richardson, (2005, p.193), "quality is often thought of as successful teaching, where students learn what the teacher teaches". However, in recent years, leading scholars (Berliner et al., 2005) have focused on the multidimensional nature of the concept and have defined teacher quality as encompassing two parts: good teaching, which means that teachers meet expectations for the role of teachers (e.g., holding a degree, using age-appropriate methods, upholding the standards of the field of study, and other attributes and practices), and (b) effective or successful teaching, meaning the results of the teacher's actions on student learning and training. In other words, one dimension in the absence of the other dimension cannot fully define teacher quality.

The knowledge base on teaching and understanding teacher quality is constantly evolving and changing, with a focus on good and the effective or successful dimensions of teacher quality. According to Zumwalt and Craig (1990, p.415), teacher quality refers to intellectual competence and personal attributes. Intellectual competence involves verbal ability, content, pedagogic, and teaching

experience personal attributes include behavior and respect, enthusiasm, dedication, knowledge, patience, practice, mindfulness, and optimism.

Every teaching context is different, and there is no such thing as "universal" guidelines. Instead in making teachers aware of the negative as well as positive consequences of the expectations that they form about students' behaviour and performance. Lakovos and Akeramida (2010) say that forming expectations is an inevitable part of the teaching process. Teachers should acknowledge this and need to know how they can become more successful in meeting students expectations. It should also be emphasized that the suggestions and techniques outlined above are general and teachers need to adapt them in order to take into account their specific "classroom ecosystem" (Zabel, 1996, p.xxi). Teachers should also bear in mind that the component of communicating positive expectations is one of the important things.

According to Bordia (2006) meeting students' expectations generates a greater level of motivation, classroom participation, and confidence in using the language. Practice and the teacher's feedback also can give positive attitudes to the overall learning experience. However, meeting students' expectations may not be easy for some teachers as students' usually have their own expectations on teaching and learning process in the classroom. Therefore, comfortable classrooms need to be set by the teacher in such a way for students to avoid the boredom.

According to Bordia et al., (2014) ELT specialists have agreed that many students have initial assumptions about learning English. Their assumptions are

about encouraging technique or teaching style used by the teacher. The assumptions of students has a very strong role in the progress of learning. The assumptions are regarding about encouraging technique or the teaching style used by the teacher. Therefore the expectations have an essential role in learning. Students and a teacher's inspiration have an exceptionally powerful role in making the learning progress.

Some studies have already discussed about teachers qualities (Thompson, 2016; Lin et al. 2010; Trim, 2007; Vos et al. 2007). The first was conducted by Thompson (2016) who examines the perceptions of twelve high school teachers which are related to four research categories that define teacher quality: teacher qualifications, personal attributes, pedagogical, practices, and teacher effectiveness. The results showed that different types of teachers in different settings discussed teacher quality in the same way. Teachers agree that strong teacher-student relationships, content mastery and relevance are the keys quality of teaching.

The second study was conducted by Lin, et al. (2010) entitles "The relationship between teacher quality and teaching effectiveness perceived by students from industrial vocational high schools". The research was conducted at twenty-three schools of industrial vocational high school, in Taiwan. The objective was to explore "teacher quality" and "teaching effectiveness'' differs with the background variables of students, to analyse the relationship between "teacher quality" and 'teaching effectiveness", and to explore the prediction power of "teaching effectiveness" with "teacher quality" as the predictor. Method

of collecting data used questionnaire. The result of the research was status of teacher quality, "teacher and student interaction" has the best perception, while classroom atmosphere management" is perceived as being the most important in teaching effectiveness.

The third study was conducted by Trim (2007) who studies teacher performance entitled "Observations and Student Perceptions of Teacher "Performance" in the Classroom". The aim is to identify key themes related to teacher performance. It's about a pedagogical and more personal nature traveling by the teacher. it addresses students' perceptions of the qualities or characteristics of their teachers, and the sets of practices used by teachers; and viewing students about the types of learning activities in which and the classroom contexts in which they are expected to engage. The results show that effective teachers are knowledgeable, well- informed teachers in terms of their subjects and experiences, and well-prepared. They are teachers who demonstrate the capacity to access and draw on an extensive repertoire of possible practices that is, they have a "bundle of ideas" that can be recalled and used at various times to suit the learning needs of their students.

Another study was conducted by Voss, et al. (2007) This explorative study gives a valuable first insight into the desired teaching qualities of lecturers and reveals the linkages between attributes, consequences and values. The results indicate that the teacher education students want teachers to be knowledgeable, enthusiastic, approachable, and friendly. They should possess sufficient communication and teaching skills and be able to choose the most suitable

teaching method from a variety of teaching tools. Respondents also mentioned several values that they regard as relevant and desirable: security, well-being, satisfaction, self-esteem, hedonism, and universalism. The study results indicate that students want teachers to be knowledgeable, enthusiastic, approachable and friendly. Students predominately want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study also shows that students' academic interests motivate them less than the vocational aspects of their studies.

The different between previous studies and this research falls into its focus and research design; in previous research, the author focused more on testing the perception of students about teacher quality in the current classroom; while in this study researcher focused on students' expectations of their teachers and the quality of teachers desired by their students in English classes. In this study I use interview technique in data collection. The reason of why researcher uses this technique is to get more specific results related to students' expectations of the quality of teachers in English classes. Another reason of why the researcher carries out this research is because students' expectations have seldom received any attention in English Classroom.

B. Research Questions

1. What are students' perception towards their teachers' teaching styles?

2. What are students' expectations of their teacher's qualities in teaching English?

C. Research Aims

Based on the problem of study, the purpose of this study is to discover students' perceive their teacher's qualities in teaching English and to find out students' expectations of their teacher's qualities in teaching English.

D. Significance of the Study

This study provides information about students' expectations on teacher's qualities in English Classroom. In addition, this research can be a reference for other researchers who want to investigate further about teacher's qualities in English classroom. In particular, the benefits of this research for teachers and students can be stated as follows:

1. Teacher

The results of this study may help English teachers to understand about good English teaching which can then correct and improve their quality in teaching, so the learning process becomes more qualified and in accordance with students' expectations.

2. Students

For students, this research may inform them about the process of teaching, the qualities and weaknesses of teachers in teaching English so they have more realistic expectations of their teachers.

E. Research Terminology

The terminology refers to the explanation of keywords in the title, to avoid ambiguous meaning, make this research understandable, and avoid misunderstanding and misinterpretation of the research. Some of the terms used in this study are defined as follows:

1. Students' Expectations

Students' Expectations is the knowledge of our strong hopes or beliefs that something will happen or that we will get something that we want. Perceived quality of the educational service depends on students' expectations and values (Telford & Masson, 2005). In this study, students' expectation refers to predictions or opinions about what might happen. The basic idea behind expectations is behavior that is motivated by a combination of individual needs and values available in the environment, estimates that arise from the relationship between effort and the results to be achieved, where the results have their own value for the individual.

2. Students' Perception

Walgito (2010) revealed that perception is a process of organizing, and interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals in various forms. Which stimulus will get a response from the individual depends on the attention of the individual concerned. So, the feelings, thinking abilities, and experiences owned by individuals are not the same, then in perceiving a stimulus, the perception results may differ from one individual to another. It can be said that perceptions between individuals vary depending on the level of emotion, enthusiasm, and suggestions from outside the brain (Anggianita et al., 2020)

3. Teachers' Qualities

Mulyasa (2007) states that a teacher is someone who educates, assesses, teaches, and trains. Becoming a teacher as a professional in the world of education must have educational qualifications. In this research, the meaning of teacher quality refers to intellectual competence and personal attributes. Intellectual competence involves verbal ability, pedagogic, and teaching experience personal attributes include behavior and respect, enthusiasm, dedication, knowledge, patience, practice, mindfulness, and optimism.

4. English Classroom

Fauziati (2015) says that English classroom is the way teacher organizes what goes on in the classroom. As a controller, prompter, and observer, the teacher has duty to make a joyful environment, strong motivation, and good influence, thus that the students can accept the lesson well and the process of input taking and out the output in the students' mind is optimum. In this research, English Classroom refers to learning space, a room which is held to learn about English language, a room where education or training is provided, a place that aspects of the language are learned and taught, method, syllabus and materials are applied, theories and practices are met, social identity and affective factors are affected; also English classroom refers to a site where interaction and education unite Seed house and Jenks, (2015).

CHAPTER 2

LITERATURE REVIEW

This chapter contains of literature reviews related to the variables of the present research. It includes an overview of students' expectations, an overview of teacher's qualities, Teacher's qualities in language classroom, and researcher on teacher's qualities. The chapter also reviews relevant existing research.

A. An Overview of Students' Expectations

1. *The Meaning of Students' Expectations*

Expectations are considered the most likely to occur in the teaching and learning process in the classroom. Putri (2018) states an expectation, which is belief that is centered on the future, may or not be realistic. Students are a person who is studying at a school. So, the students' expectation is a person that believes about what might happen in the future, especially in teaching and learning process.

Boeree (2005) defines expectation as an inconstant pleasure, which arises from the idea of something in the future or the past about a problem that we sometimes worry about (when we suspect unpleasant possibilities in an opposite situation, then we will know it). Students' Expectations is the knowledge of our strong hopes or beliefs that something will happen or that we will get something that we want. The basic idea behind expectations is behavior that is motivated by a combination of individual needs and values available in the environment, estimates that arise from the relationship between effort and the results to be achieved.

According to the psychological dictionary, Kartono (1987, p. 160) states that "expectations are learned tendencies which an organization can predict certain situations will arise by respond to a stimulus. Expectancy is the perceived relationship between individual effort and behavioral behavior". Expectations are the relationship that individuals feel between effort and reality. The basic idea behind expectancy theory is behavior that is motivated by the combination of individual needs and values available in the environment. Expectancy theory states that everyone will choose behavior that will maximize results and behavior that is considered less profitable (Siegel, 1982). Expectations are individuals estimate that arise between the effort and the results to be achieved, where the results of these efforts have their own value for the individual. In doing this study the researcher use expectation as a preference to conduct a survey about how students' expectations on teacher's qualities.

2. *Factors Affecting Students' Expectations*

Students have their own expectations in teaching and learning process in the classroom. In knowing the expectations of students in the classroom, of course there are have many factors that influence students to have expectations of their teachers in teaching and learning process. Expectations of students are also one of the important things that the teacher should know and do to get a good outcome, According to Jewel (1998) the factors that influencing Students expectations are:

a. Ability, experience, knowledge, and expertise a person's ability, experience, knowledge, and expertise will affect the expectations of Students. Because they see and interpret something based on what they

know so that it ultimately affects their expectations of something that was perceived earlier.

b. Training (learning process) Individuals form expectations about various things based on what they learn from the environment in which the individual is located.

c. Physical conditions, facilities (environment), human resources, etc. Expectations are also formed due to the environment, whether the environment is supportive or not.

d. Evaluation, In this case relate to other people, that what is done the results will be seen by others as well.

From this statement we can see that several factors influence the expectations of students in class, is not just student expectations but there are the processes that influence it until we finally understand how the expectations can be formed in students. As a noted by (Hidayatullah & Hidayanto, 2023) students' motivation in learning fluctuates depending on how positive their learning experience is and how much they can imagine themselves as future users of the language. The process that influences students' expectations of their teacher in the classroom includes four categories, namely: ability, experience, knowledge, training (learning process), physical condition, facilities (environment), and evaluation.

3. *Expectations in Classroom*

According to Swallow (2018) expectations is students beliefs based on the future, may or may not be realistic. Expectations in classroom is one important

thing that the teachers must to understand and develop in the process of teaching. According to Swallow (2018) says there are three categories of student expectations in the learning process:

a. First, they want to learn something new and useful in every lesson. They don't expect the teacher to know everything. They want it teachers to convey knowledge or skills that are relevant to their lives. That's how it is important for communicating the program or curriculum and informing students what they will be able to do at the end of the course.

b. Second, they want the teacher to bring out the best in them, to help them find the courage to speak, to give them the will to do the work required, and show them that by completing the program they will do it achieve a certain goal. A teacher who can motivate students will find them very cooperative later.

c. Third, they want the teacher to respect them, that is, to understand them their difficulties, their doubts, and their complexes. They don't want to taste humiliated, if they give the wrong answer. They don't want to be harassed with reprimands, namely "Don't talk behind your back", "Don't lazy", "don't text on your cell phone". If your class is interesting and all students have things to do, they won't be on their phones and students want the teacher to be fair in the assessment procedure and even in daily activities do not have favorites, do not let the best students dominating the class, not to label certain students as weak from the start beginning.

B. Students' Perception

1. *The Meaning of Students' Perception*

Perception is the way people think about something based on their experiences. Rahmat (Arifin, Fuady & Kuswarno, 2017) said that perception is inferring information from experience and interpreting messages to describe things, events, or relationships. Qiong (2017:18) revealed that perception is a process that receives the understanding of the information from the senses. However, perception is also defined as someone's opinion and viewpoint (Unumeri, 2009). Irwanto in Shandi (2020) revealed that perception has two types: positive and negative perception. The positive one is about the knowledge and responses that continue with the effort to use it. The negative one is about the knowledge and responses that are not harmonious with the object.

Students' perception is a students' perspective about something based on their experiences. Rizky (2021) states that the student's perception is essential to engage students in learning environments and building good learning methodologies.

2. *Type of Perception*

There are several types of perceptions in deep communication (Alwan, 2006) including:

a. Self-perception

Self-perception is the way you see yourself. Self-perception is based on your self-system, self-concept, and self-efficacy. Self-concept is designed by how you think, and perceive in a group setting, and your perception is based on past experiences.

b. Environment

Environmental perceptions are formed based on the context in which information is received, especially from the environment, such as things you see in your environment, and then give rise to certain perceptions where these perceptions create a mental filter where they process life and previously obtained information or events that have previously been passed.

c. Learned

Learned perceptions are formed around personality, culture and habits, learned perceptions are thoughts, ideas, and benefits formed by someone who is taught or learned through examples, individuals will process and react based on the perceptions they learn. This can be seen in children reflecting the personality traits of their parents, religious beliefs, and philosophies of life.

d. Physique

Physical perception is based on the real world. This is the way your physical ears and eyes see things and how your mind processes them completely.

e. Culture

Cultural perception is a different perception from environmental perception as it refers to a larger scale of society and not a specific environment based on the person's life which will vary from city and region. In summary, there are five types of perceptions: self-perception,

which is how you see yourself based on your self-system, self-concept, and selt-efficacy; environmental perceptions, which are formed based on information received from the environment; learned perceptions, which are thoughts, ideas, and benefits formed by someone; physical perception, which is based on the real world; and cultural perception, which is based on the city and region of a country.

C. An Overview of Teachers' Qualities

1. *Concept of Teachers' Qualities*

Teacher quality means different things to different people. In addition, different people use different models and sizes depending on the quality of teachers. The definition of high-quality education ranges in its focus from teacher actions, to the knowledge teachers possess, to teacher creativity. Conti (1989), as cited in Endang (2018), states that teaching is a general characteristic and skill of an educator which can be defined as a teaching style in the classroom that is appropriate to different situations. Therefore, the qualities of teacher is related to the way a teacher teaches in the classroom. Each teacher has a different style of teaching, instruction, and also teaching methods used by teacher which can increase student learning motivation. Therefore, teachers must choose strategies, methods, or media that must suit students, so that students feel enjoy and happy when they are learning in English classroom.

In other words, one dimension in the absence of the other dimension cannot fully define teacher quality. The knowledge base on effective teaching and understanding of teacher quality is constantly evolving and changing, with a focus

on the dimensions of the qualities of good and/or successful teachers. Currently, accountability and standards dominate the teacher quality agenda, accompanied by changes to teacher education accreditation and teacher licensing, which are key quality control mechanisms for the profession (Rice, 2003).

In shortly, quality is the technique or method used by teachers or lecturers to teach students referring to the behavior, roles, learning practices, characteristics and beliefs of the teacher. Usually the teacher will choose the best teaching style based on what students are learning. Pham (2022) recommended the teacher concentrate more on improving their instructional strategies to accomplish the lesson's goals.

2. *Source of Teachers' Qualities*

Strong (2011) summarizes research that shows the importance of teacher quality in determining student achievement. According to Strong, research has shown that teacher effectiveness in schools varies widely, and students assigned to teachers with a history of being more effective may show greater results. The acquisition of later achievements taught by less effective teachers. Ultimately, Strong (2011) admits that while people know that teachers make a difference and students benefit the most from effective teachers, there is a need for additional learning about what effective teachers do and how to measure their effectiveness. Strong proposed the design of an effective value-added measure of student achievement coupled with the use of special classroom observation tools to more efficiently measure teacher effectiveness. Yet even the best teachers cannot perform most successfully when school and community factors compete, Strong

to acknowledge, and share from action and towards restructuring education system.

According to Strong's (2011) four perspectives on high-quality teaching, research has identified a focus on personal (psychological) attributes as the most subjective category. Directly linking quality teaching to personality traits or self-presentation, the research cites subjective assessments covering a wide range of personal characteristics from warm up and training to organization, structure, and assertiveness. Personal attributes of caring and compassion and professional attributes connected with content knowledge and pedagogical practice have both been cited in the research.

Collier (2005) shows that the effect of caring on behavior relates three important assumptions about beliefs and teachers: (1) a caring teacher is committed to his students; (2) the effect of caring can motivate teachers to improve own skills to meet the needs of their students; and (3) the keystone of teaching is the relationship that is built between teachers and students. Collier states that caring can only be seen when actions are responsible for the welfare of others, caring is a binding force in certain communities, and caring for actions is in the best interests of others. According to Collier (2005) high teacher efficacy refers to the teacher's belief in his ability to make a difference in student learning. The literature establishes the importance of personal attributes in a teacher's ability to make a difference, his confidence and sense of belonging, and his effectiveness with each student served in the classroom, school, and district. Thus, personal attributes must be at the forefront of any talk about teacher quality. The

self-presentation of a teacher has been done with the quality of the teacher in interacting with the observers (students) served by each educator.

According to the statement above, it can be concluded that Strong (2011) has defined four perspectives on high-quality teaching, research has identified a focus on personal (psychological) attributes as the most subjective category. Collier (2005) has defined the effect of caring on behavior relates to three important assumptions about beliefs and teachers: (1) a caring teacher is committed to his students; (2) the effect of caring can motivate teachers to improve their own skills to meet the needs of their students; and (3) the keystone of teaching is the relationship that is built between teachers and students.

Teacher teaching in language classes is influenced by various factors such as basic subject knowledge and collaboration, teaching ability or teaching ability, and updated knowledge Snell and Swanson (2000). Sykes (2004) defines the knowledge base for teaching as understanding the body and skills, tools and values, character and performance which are an integral part of the formation of teaching abilities. Shulman (2004) also defines several types of knowledge that must be the basis of knowledge using five groups; vision, motivation, understanding, practice, and reflection.

a. Vision. Teachers' visions reflect their hopes and dreams for themselves, their students, their schools and sometimes even for their communities and that these images play an important role in the lives and work of teachers Hammerness (2003). Teachers with well-developed vision can articulate their beliefs, presuppositions, and judgments and relate them to social

contexts and moral reasoning. Overall, the teacher's vision is one of the reasons why students leave the classroom feeling not only that their English has improved but also that they have grown as good people.

b. Motivation. Teachers must have high motivation in teaching, showing affection, perseverance, trust, shyness and responsibility. teacher, also known as "motivation to teach" Dörnyei and Ushioda, (2011), refers to a person's intrinsic reasons for teaching and sustaining teaching and the intensity shown by the motivation devoted to this teaching process Han and Yin (2016).

c. Understanding. The teachers must understand what is required to be taught and how to prohibit it. The scope of teachers' understanding is very broad based on how they understand the theory and techniques they use.

d. Practice. According to Lipowski (2008), teaching practice is related to the effectiveness of learning in the classroom and student learning outcomes. The teacher must be able to engage in proper conduct in practice and in all its complexities.

e. Reflection Teachers must teach by connecting their practical experience with theory and reflective vision, so that they can become more aware of, adapt, or develop their performance, understanding, and will. The fifth cluster above shows that a teacher must have this knowledge as his expertise to become a teacher because teacher knowledge is more than just aspects of the teaching process. Therefore, skills and attitudes also contribute to improving the teaching and learning process.

3. *Positive Characteristics of Teachers'*

Positive teacher character is one of the important traits that encourage students. In considering that a teacher has the ability to influence students, the teacher must show positive traits so that students are influenced to imitate the teacher positively. Positive teacher characteristics also have an impact on increasing student learning motivation (Stronge, 2007). Teachers who have these characteristic traits have an effective 'power' to control students in their practical life because students always remember the praise and recognition given by their teacher and increase their self-confidence. This happens because there is a strong relationship between teacher characteristics and student performance (Bobby, 2005).

Teachers' attitudes, behaviors, and beliefs have a significant impact on students' cognitive acquisition (Palardy & Rumberger, 2008). In order to understand the influence of the teacher's actions on students, it gradually became clear that more attention should be paid equally to the characteristics of students. However, the formation of student characters is influenced by teacher intervention because the teacher's personality usually greatly influences students' attitudes towards the teacher and their environment. (Genc, 2014) says synthesizes that most students are expected to have good teachers, are less emotionally unstable and show more calm, embedded, cooperative, and conscientious.

In other words, effective teachers are those who are confident, have a positive attitude, and support their students' ability to succeed. It can be interpreted that teacher characteristics influence teaching and the process of

discovering the quality of teaching and learning in the classroom. Teacher's instructions should improve students' achievement and qualifications and sustain their teaching actions by establishing a humane relationship between students and teachers to influence student performance.

D. Teachers' Qualities in Language Classroom

Teachers' qualities in language classroom in Indonesia seems to collide with several problems that can be viewed from some perspectives. Those might be derived from teaching techniques, methods, and strategies from students internal or external aspects it makes sense because English is not its mother tongue (Rina & Didih, 2018). Language classroom have a considerable influence on the process and students learning outcomes. Teachers need to coordinate classrooms that can support the development of students optimally, because most of the time students spend in class.

A comfortable classroom needs to be arranged by the teacher in such a way that students avoid boredom. Language classrooms created by teachers need to meet educational requirements in accordance with the physical, intellectual, social, emotional, and psychological development of students with aspects of cognitive, affective and psychomotor attention (Rosnani, 2019). In the classroom management, teacher do a process or stages of activities starting from planning, implementing and evaluating, so that the activities carried are interrelated. Altheyab (2023) mentioned that effective EFL teachers demonstrate pedagogical knowledge in areas such as good classroom management, teaching methods, assessment, and understanding students' characteristics. A teacher plays an

important role in designing classroom activities and transferring knowledge as well as creating a conductive environment for students to learn. The interaction between students and teachers determines the outcomes of the classroom (Dahliana, 2019).

Grasha (1996) in his study gave class preferences and teacher's teaching style related to the characteristics or personality type of the teacher. Personality type plays an important role in influencing the teacher's teaching style and qualities in the classroom. Students have found that their teacher's personality is the most significant factor influencing their learning (Lublin & Barrand, 2000).

According to Sagala (2009) teachers are people who are authorized and responsible for the education of students, both at school and outside of school. One of the quality of education is the influence and qualities of teachers. Teachers qualities is a form of interpersonal influence aimed at changing the behavior potential of another person (Gage, 2010). Qualities of a good teacher include of some aspects, According to Permendiknas (2007) there are five professional aspects of teacher's, namely:

1. Mastering the material, structure, concepts, and scientific mindsets that support the subjects Means that English teachers must have knowledge of various aspects of language in English (linguistics, discourse, sociolinguistics, and strategic). Then mastering speaking and writing English, being receptive and productive in all aspects of (linguistics, discourse, sociolinguistics, and strategic).

2. Mastering the standards of competence and basic competencies of the subjects Means that an English teacher must understand the competency standards of the subjects to be taught, the basic competencies of the subjects to be taught, and the learning goals to be taught.

3. Developing creatively with materials. This statement explains that the English teacher must choose learning materials in accordance with the level of development and learning. Then process the lesson material creatively according to the level of students' development.

4. Developing professionalism in sustainable management by taking reflective action. An English teacher must continuously reflect on his own performance. Also, utilize reflection results in order to increase professionalism. And conducted classroom action research for professional enhancement.

5. Utilizing information, communication, and technology to communicate and develop them An English teacher who can utilize information and communication technology in communicating for self-development would be better able to create an effective learning environment that is fun and would be better able to manage the class so that students' learning processes are optimal.

From this statement, we can see there are many ways to improve the quality of a teacher in the process of teaching language classes. The process involves five stages namely: (1) Mastering the material, structure, concepts, and scientific mindsets (2) Mastering the standards of competence and basic

competencies of the subjects (3) Developing creatively with materials (4) Developing professionalism (5) Utilizing information, communication, and technology to communicate and develop skills. As a noted by Nontin (2016) who investigated students' perception of good English teacher's characteristic Ungaran discovered. The results of his study indicated that the characteristics of good English teachers in the context of interpersonal skills are fun, cheerful, collaborative and good at handling emotions, passionate in delivering lessons and patient in educating and helping students who have less ability.

CHAPTER 3

RESEARCH METHODOLOGY

Methodology means a theoretical framework and principles that form the basis of methods and procedures in a research (Holloway, 2005, p. 293). Research methodology is a strategy used in collecting and analyzing data to answer the problems described in more detail. This chapter presents the research method which consists of four parts, covering research design, research participants, data collection techniques, data analysis techniques.

A. Research Design

This study uses a qualitative research design to answer research questions. Qualitative research is a means to explore and understand the meaning ascribed to individual or group human social problems. According to Sileywe (2019) research design provides an appropriate framework for a study. Astalin (2013) defines qualitative research as a systematic scientific examination that provides factual, mostly narrative, explanations about social or cultural phenomena and the perspectives of people or groups for the researcher's knowledge about them. This approach is expected to be able to produce in-depth descriptions of speech, or observed behavior of a particular individual and group in a particular context which is studied from a complete, comprehensive, and holistic perspective. Qualitative research aims to gain a general understanding of social reality from the perspective of the participants. The researcher took a qualitative research because she wanted to describe the perspective of students' expectations on their teacher in teaching English.

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B. Research Participants

The participants of this study are the students at one of the Islamic boarding school in Aceh Besar. The technique in selecting the participants in this study was purposive sampling. According to Bryman (2012), Purposive sampling is a technique for selecting people, organizations, documents, departments, and other items directly related to the research questions. Sugiyono (2017, p. 124), states that "Purposive sampling is a sampling technique with certain considerations". It means that each participants is taken from the population chosen deliberately based on goals and considerations. Eight participants of the Islamic boarding school are the present study sample. Furthermore, based on the sampling technique used in this research. The researcher presented several criteria for research participants, such as:

1. Second grade students (IX) of private Islamic boarding school (Babul Maghfirah) in Aceh Besar.

2. The students who have the highest English score in each classes.

3. The students who have the lowest English score in each classes.

C. Data Collection

The data in this study was obtained from interviews. According to Wiratha (2006), interviews are a way of collecting data by way of communication, through contact or personal relationships between data collectors (interviewers) and data sources (informants). In addition, Griffee (2012) said that interviews can make interviewers and resource persons friendlier and more open and do not need to ask questions about statistical analysis. To obtain the required data, the researcher

uses semi-structured interviews because this method can reveal descriptive data on the participants' personal experiences. Also, this interview allows informants to express their experiences in their own terms. Interviews in this study aim to obtain data from respondents. There are three steps in collecting this data: medical records, inquiries, and transcripts (Fade & Swift, 2011). The interviewer asked several questions that the researcher had prepared in this interview activity. Researcher conducted interviews one by one with a duration of 10-20 minutes. Each students' has the same questions. Ten questions were given to students to answer the first and second research questions. The interview was conducted based on the agreement between the researcher and the participant. After collecting the data, the researcher categorized the responses to the first and second research questions for analysis. Also, during interview researcher used audio recordings.

D. Data Analysis Techniques

Data analysis is a systematic process that is carried out to help the writer build an understanding towards the material: interview transcripts, field notes, and other instruments (Bogdan & Biklen, 1998). This study uses data analysis from Miles and Huberman (1994). The data analysis model from Miles and Huberman is also called the Interactive Model. Miles and Huberman (as cited by Sugiyono, 2008) There were four stages involved in processing qualitative data, namely; data collection, data reduction, data presentation stage, and drawing conclusions or verification". To present data, the researcher follow steps proposed by Miles and Huberman (1994), namely: (a) Data reduction, (b) Data presentation, and (c) Data verification.

1. Data reduction: the process of sharpening, direct categorizing, eliminating, and organizing data to get conclusions and evidence. The researcher took relevant information from the results of interviews.

2. Presentation of data: after reducing the data, the researcher organized and condensed the data from the interviews. Researchers display data and present it in the form of a description or narrative.

3. Data verification: the researcher concludes the results of the interviews and presents them in discussion.
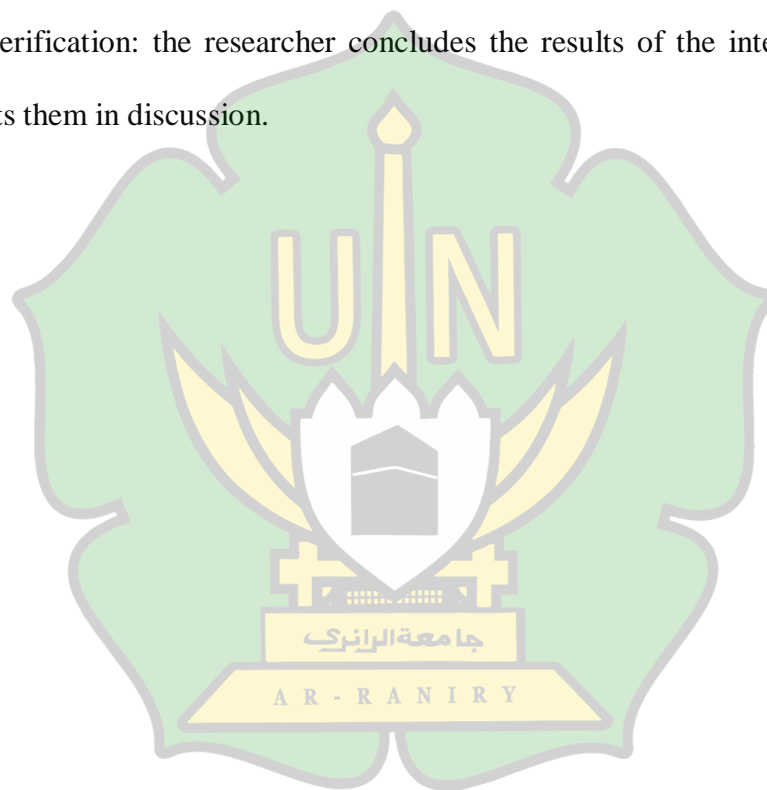
CHAPTER 4

FINDINGS AND DISCUSSIONS

This chapter explains the data that has been collected from the interview. It consists of two parts. First, findings are presented in the form of descriptive. Then, discussion part describes the data that has been displayed in the findings section.

A. Findings

The researcher conducted semi structure interview to eight students who have different achievements (middle up and middle low) of second grade students (IX) of private Islamic boarding school. It used to discover students perceive of English teacher's qualities and to find out their expectations toward teacher's qualities in teaching English. The finding was analyzed using interactive model step to answer the research questions.

Table 4.1
Perception and Expectations

PERCEPTION	EXPECTATIONS
Responsive Action	Having Positive Attitude
Caring Attitude	Mastering Material
Suportive Behaviour	Creating a fun classroom

The table above shows that there are several themes obtained by the researcher related to student perceptions and expectations. Further explanation can be seen below.

1. *Student's Perception of English Teacher in Teaching*

Based on the interview result, all students revealed that the quality of English teacher when teaching was good. This is evidenced by the responses of all of students who claim that the quality of teacher meets their expectations. Student KF mentioned that: "As long as I take English classes. it is in accordance with my expectations because the English teacher in this class teaches the material until the students really understand. So, it has met my expectations of English lessons." (KF) Student Q also shared similar opinion. She said that "As for now, Alhamdulillah, it has met my expectations. I have noticed that the longer I attend English classes, the quality of the teacher when teaching is also increasing." (Q)

The participants had various opinions on how good their English teacher quality. The following answers during interviews were presented in some themes below.

a. Responsive Action

During the learning process, students often provide questions, comments, and also concerns about a problem. From the results of the interview, students shared that the teacher listened actively to their issues. The following statement of student IW indicated this. He stated that "My teacher always listens to my concern and provides solution to my question and comment."

Student IF also shared similar experience about active listening. He offered that "Whenever there is leisure time, I often report my concerns about English or about anything else. Alhamdulillah, my teacher always responds well and also gives me suggestion to overcome the problem."

The quote uttered by student IW and IF shows active listening is very useful to create a supportive and caring environment.

b. Caring Attitude

Having a caring and friendly characteristic helps teachers to build a good relationship with students. So that the learning process is expected to run effectively as the teacher provides feedback on student issues. As expressed by student PTA as follows:

> In my opinion, the teacher in this school is really care. If students ask a question or suggestion, the teacher surely will answer. As well as if students have difficulty the teacher will also help. Not only in the classroom but outside the classroom my English teacher cares about his students. (PTA)

Teachers always provide positive things for students related to caring attitude so that it can grow and be realized in students. The concern that arises through the role of the teacher is carried out by providing understanding, providing examples and getting students used to be able to behave well in their environment. Here, Caring attitude need to be applied by teachers in order to create a comfort zone in the teaching and learning process. This is an important point because with a caring attitude possessed by teachers, students can express themselves both in class and outside of class.

Based on the experience of student PTA, English teachers also care about students outside of classroom. It shows that they have a positive and caring relationship between teachers and students. Furthermore, as also conveyed by student DSF below:

If a student is silent or does engaged during the learning process, the teacher will ask if the student has understood or not. If not, she will explain again until the student understands. So, the teacher makes sure the student understands the lesson being taught. This caring attitude is not only shown to active students but also to silent students. (DSF)

Student DSF stated that her English teacher is fair in showing awareness. She does not focus only on smart or active students, but she ensures that all students understand the material has been taught.

c. Supportive Behaviour

Creating a supportive environment can help students feel comfortable to express their thoughts and ideas. This atmosphere allows students to ask questions if they need help is crucial to their academic success. It is evidenced in the extract interview of student IW. He said that "The English teacher at this school is supportive. She embraces all students to be fluent in English. She also motivates us and inspires us to learn English. It made me happy." Besides, student IF explained as follows:

Every time I told my friends about my dream of going abroad, they didn't believe me and said that my expectations were too high. Unlike my teacher, she always supports me by providing motivation, advice, and suggestions to reach my dream. Therefore, I think my English teacher is very supportive. (IF)

The statement above indicated that a supportive teacher is crucial for students. Teachers who have a sense of empathy can relate to all students' needs and concerns. It keeps teachers from judging students and better understanding of students' feelings. Hence, supportive attitudes from teachers can help and support students to be more active in learning.

2. *Students' Expectation of their Teacher Qualities in Teaching English*

This part focus on how students expect the qualities of English teacher while teaching. According to the students' confession, they declared some hopes for a better learning and also reflection to the teacher quality. Following answers during interviews were presented in the themes below.

a. Having Positive Attitude

Based on the data, students responded that teacher who has a good personality would create a more engaging and successful learning and teaching process. This is consistent with the interview excerpt from student IW "I hope the teacher can motivate and encourage me in learning English." For her, motivation can encourage student to have the desire and willingness to improve learning outcomes. An inspiring teacher also can help student IW in learning English.

Student MK noted similar view that teacher should know students' difficulties in learning process. Teachers put themselves in the student's position to understand what the student is feeling or experiencing. He said that "In my opinion, I expect teacher to always support students. For example, students cannot distinguish how to spell and write English words, teacher must take the initiative to teach them." Here, the teacher should try the best to understand and address the issues that cause a student to fall behind or perform worse than usual.

Besides instructing students on the subject matter, teacher also needs to develop lines of communication with students. This is

demonstrated by students Q "For me friendly teacher is an ideal type. Since I am an introvert, I do not dare to communicate first so with the presence of a friendly teacher there is a sense of comfort in me". Building communication is very important to foster trust and improve communication between students and teacher.

In similar vein, student KF expressed that "My expectation is that the teacher should care by building togetherness with the students. Hence, the students will be more enthusiastic in learning English." For him, team activities, group work or teacher engagement can encourage communication, cooperation and collaboration and help students to speak up more and express themselves effectively with their classmates and teacher.

b. Mastering material

The delivery of learning materials in a good and organized way is useful for increasing students' understanding of the material being taught by the teacher. Therefore, it is very important for teachers to master learning materials. By mastering learning materials, the process of learning activities in the classroom can be more productive and increase student activeness in learning activities. As well as teacher needs to master their English skill such as listening, speaking, reading and writing. This is demonstrated by the following statement by student IW below:

> Teacher is required to master their fields such as listening, speaking, reading, writing and grammar. I think not only that, the teacher is also expected to be able to deliver material with methods that are easily understood by students. (IW)

In addition, PTA students also expressed the same point of view on understanding material. Here, the teacher is expected to relate the learning material to everyday life. So that the student can easily apply what they hear, learn, and see about the material. As she said in the following quote:

> English teachers should be expected to be able to captivate their students to learn by applying the material that has been learned to daily life. Taking for example, in making a conversation, the teacher also participates in helping students practice grammar and elements of English. So that this makes it easier for students to better understand the material. (PTA)

c. Creating a fun classroom

In terms of learning, teachers are expected to make learning activity fun. It does not mean playing games all the time. Instead, the students want the classroom to be full of different learning activities by choosing the appropriate learning method. As evidence in the interview excerpt from student PTA "I hope that teachers can use a variety of learning methods to create fun learning so that students do not get bored in learning process". Student Q also shared similar opinion, she stated that "My expectation is that the teacher's creativity in teaching will be further improved. This can make students like English lessons because learning is not boring anymore." Here, the teacher is encouraged to make good use of time to conduct the lesson, convey the material, leading classroom activities to help students acquire new skills.

Furthermore, student DSF added that "I think the enthusiasm of the teacher in teaching is very important. Of course, the teacher must also be good at mastering the class not just standing in front of the whiteboard".

For her, teacher with high enthusiasm will reduce students' boredom in learning process. Moreover, when teacher move from the front of the class and join students at their desks to discuss ideas and engage in small discussions will help students feel more comfortable and more likely to open up. Based on the excerpts above indicated that teaching methodology can be attributed to how successfully it enables teachers to accomplish lesson objectives and create engaging learning environments for their students.

B. Discussions

This part provides a discussion about findings of the study. The researcher proposed two research questions. Both research questions were addressed using the responses from the interviews. It was used to obtain more specific results related to students' expectations and perceptions of their English teacher's qualities while teaching.

Based on the data collected about English teacher qualities, all the students perceived that their teacher has good qualities in teaching. Based on the data collected about English teacher qualities, all the students perceived that their teacher has good qualities in teaching. These qualities also meet students' expectation when learning English. According to them, it was because the teacher conveys the material repeatedly until the student finally understands it. The teacher also could help students learn better with clear and understandable explanations about English subject. Throughout the learning process, students receive good responses from their teacher. It encourages students to express their

opinions freely, so that they can develop more critical thinking related to what they learned.

Interestingly, the students had various opinions on how well their teacher quality. They are responsive action, caring attitude, and supportive behaviour. Students received good responses including questions or concerns throughout the learning process. The responsive action encourages students to express their opinions freely. As a result, it can develop students' critical thinking about the learning material. Similarly, Hashim et al (2014) identified that teacher personality can influence students' English learning. The results showed students want accessible teachers whom they can ask for consultation in learning or constructive feedback.

The second English teacher quality is caring attitude. From the result of interview, some students mentioned that their teachers very attentive and friendly. The teacher showed their attention while learning and also outside the classroom. It has established a good relationship between teachers and students. It aligns with a research by Nghia (2015) found that students prefer to study with teachers who have pleasant personalities, such as dedicated, friendly, helpful and understanding. For them, such personalities can increase their trust and respect for the teacher.

The last one is supportive behaviour. To achieve academic success, it is important for students to have a space where they can ask questions and receive help. Here, the desired role of the teacher has a very important position. The same perception has also been reported by Sundari (2016). Her study indicated that

students perceive effective English teachers should create a classroom atmosphere and build communication which can arouse students' interest, motivation and confidence, and reduce anxiety. In addition, the students also said that teachers should be good listeners and let them express themselves.

In relation to students' expectations of their teacher's qualities in teaching English, the researcher found three students' expectations. Those are having positive characteristic, mastering material, and creating a fun classroom. The ways teacher behaves the students is perceived important and significant. Teacher with good personality is expected can motivate and encourage student in learning English. As stated by several students, they wanted the teacher to establish good communication, understand how to build rapport among students, know student difficulties and address those issues that cause a student to fall behind or perform worse than usual. On this note, Nontin (2016) who investigated students' perception of good English teacher's characteristic at SMK Perintis 29 Ungaran discovered a similar finding. The results of his study indicated that the characteristics of good English teachers in the context of interpersonal skills are fun, cheerful, collaborative and good at handling emotions, passionate in delivering lessons and patient in educating and helping students who have less ability.

The second students' expectation is mastering material. From the result of interview, some students said that English teacher must be knowledgeable in their fields of study such as speaking, listening, reading and writing. As well as the material to be informed, teacher is expected to be able to understand the English

language system such as sounds, word or meaning, the linguistic elements, learning aspects and connect the material with daily life. As a result, the learning process can run effectively and help students improve analytical and critical skills. This result is similar to the research conducted by Thompson (2016). It found that teachers generally agreed that strong teacher-student interactions, content mastery and relevance were the keys to quality teaching. Altheyab (2023) mentioned that effective EFL teachers demonstrate pedagogical knowledge in areas such as good classroom management, teaching methods, assessment, and understanding student characteristics.

The last expectation is creating a fun classroom. Based on data analysis, the students hoped that the teacher would provide varied learning activities by selecting effective learning method. The teacher can utilize their creativity or technology in providing interesting media to students. In this way, the students will avoid boredom since it can create fun learning process. Interesting activities such as games, jokes, stories, and songs foster student interaction, communication, motivation, and engagement, and student involvement during the learning process. It is in accordance with a study of Pham (2022) which revealed that the students recommended the teacher concentrate more on improving their instructional strategies to accomplish the lesson's goals.

CHAPTER 5

CONCLUSION AND SUGGESTION

In this chapter, the researcher presented the conclusion and suggestion following the finding of the study. The conclusions are drawn based on the data analysis of the research findings on the previous chapter regarding to students' expectations and perceptions of their English teacher's qualities while teaching.

A. CONCLUSION

This research discusses students' expectations on teacher's qualities in English classroom. Based on research findings and discussion in the chapter, Researcher concluded several things. First, all the students perceived that their teacher has good qualities in teaching. Interestingly the researcher did not found any negative opinions towards their teacher. The qualities also meet students' expectation when learning English and the researcher has found three important points related to students perceive about their teacher qualities in teaching English those are responsive actions, caring attitudes, and supportive behaviors. From the results of the interview, it can be concluded that students needs teachers' who can listen actively and provide suggestions and good responses to students' questions and concerns. Also, Teachers who are attentive and friendly so they can build good relationships with their students. Second, In relation to students' expectations of their teachers' qualities in teaching English, the researcher found three students' expectations toward English teacher. Those are having positive attitude, mastering material, and creating a fun classroom. The ways teacher

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behaves the students is perceived important and significant. Therefore, teachers with good personalities are expected to be able to motivate and encourage students in learning English.

Moreover, the learning desired by students will have an impact on their enthusiasm for learning in the classroom. Based on data analysis, it is hoped that the teacher would provide varied learning activities by selecting effective learning method. Interesting activities such as games, jokes, stories, student interaction, communication, motivation, engagement, and student involvement during the learning process. In this way, the students will avoid boredom since it can create fun learning process. Therefore, students need a teacher, who can maintain class conditions, who knows how to make it comfortable and understand the needs of students in the teaching and learning process.

B. SUGGESTION

This research intended for English teachers. The researcher advises English teachers to continue to maintain creative and innovative learning so that students' expectations of their teachers' in the teaching and learning process are always met. And it is also hoped that students do not have too high expectation for the teacher when the teaching and learning process because in reality the teacher will definitely do the best thing when the learning is carried out. The method of updating the right type of creative teaching can be one of the methods used by teachers in the ideal teaching and learning process to attract students' interest. Teacher creativity is also needed to overcome students' difficulties in overcoming boredom; thus, the learning process in class is accordance with the target.

However, researcher hope that there will be further research regarding the quality of teachers in the teaching and learning process or similar research. It is hoped that future researchers can focus on students' expectations specifically on listening, writing or other types of reading skills because this is very important, especially the effects that occur and will be obtained by teachers so that they can convey a pleasant type of learning in the future.
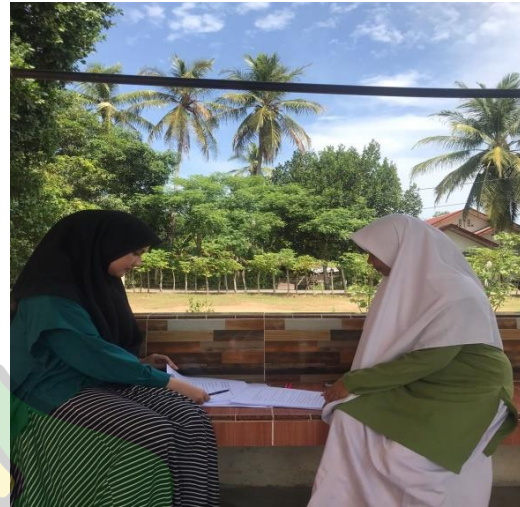
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Appendix A. Interview Documentations

Appendix B. Appoinment Letter of Supervisor

Appendix C. Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-7547/Un.08/FTK.1/TL.00/07/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Kepala Sekolah SMAS Babul Maghfirah
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Sekar Pratiwi / 180203218**
Semester/Jurusan   : / Pendidikan Bahasa Inggris
Alamat sekarang   : Lamkeneung, Darussalam, Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *STUDENTS' EXPECTATIONS ON TEACHER'S QUALITIES IN ENGLISH CLASSROOM*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Juli 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 20 Agustus
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix D. Recomendation Letter from Education Office to Conduct Field Research

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMAS BABUL MAGHFIRAH

ACEH BESAR

<u>SURAT KETERANGAN</u>
Nomor : 421.3/258/2023

Kepala Sekolah SMAS Babul Maghfirah Kecamatan Kuta Baro Aceh Besar dengan ini menerangkan bahwa :

Nama   : SEKAR PRATIWI
NIM   : 180203218
Program Studi   : Pendidikan Bahasa Inggris

Benar yang nama tersebut diatas telah melakukan pengumpulan data penelitian ilmiah dalam rangka penulisan Skripsi dengan judul *"STUDENTS' EXPECTATIONS ON TEACHER'S QUALITIES IN ENGLISH CLASSROOM"* pada SMAS Babul Maghfirah Aceh Besar.

Demikian surat keterangan ini kami buat, agar dapat digunakan seperlunya.

Kuta Baro, 03 November 2023
Kepala Sekolah

........., M.Pd

Appendix E. Interview Guideline

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INTERVIEW GUIDELINES

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Project   : Students' Expectations on Teacher's Qualities in English

                         Classroom

Date   :

Place   :

Time of Interview   : 10-20 minutes

Interviewer   : Sekar Pratiwi

This research is talking about students' expectations of teacher quality in English Class. The purpose of this research is to find out students' perceptions of the quality of their teachers in teaching English and to find out what students' expectations are of the quality of their teachers in teaching English. The data taken in this research was obtained from a semi-structured interview process. The researcher will ask 10 questions that have been prepared in advance, both from (RQ1) and (RQ2) as well as additional questions that arise during the interview process.

I. **How do students' perceive their teacher's qualities in teaching English?**

(RQ 1)

1. Please tell us how caring your teacher

2. Please share your personal experiences about how supportive your teacher was

3. Did your teacher try to build rapport with you?

4. Did your teacher use examples while teaching reading, writing, speaking, listening, and grammar? Did you like the way your teacher taught these skills?

5. Did your teacher listen to your questions, comments, and concerns?

II. **What are students' expectations of their teacher's qualities in teaching English?**

(RQ 2)

1. In your opinion, what is the ideal type of a good teacher?

2. What are the quality must be had by a teacher?

3. In teaching-learning process, what do you expect from a teacher?

4. As far as you take English classes, does the quality of teachers meet your expectations?

5. Did the qualities of your teacher effect your grade?