

The Traits of Efficacious and Inefficacious EFL Teachers Based on Students' Insight

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Abstract

This research aimed at (i) probing traits of efficacious EFL teachers based on students' insight; (ii) delving traits of inefficacious EFL teachers based on students' insight; (iii) finding out students' different experiences on efficacious and inefficacious EFL teachers. This qualitative research used constructivism approach in gaining data and applied coding method in data analysis. The research subjects were 15 students of SMKK Dr. Wahidin Makassar. Five of them were interviewed to gain a deeper explanation about their experiences on the traits of efficacious and inefficacious teachers. The results indicated that built upon the students' insight (i) the traits of efficacious EFL teachers are having pleasant figure, responsive, mastering the subject taught, promoting students to learn, mastering teaching and learning strategies, able to create a good relation, and performing a good appearance; (ii) inefficacious EFL teachers are indicated by having unpleasant behavior, lack of ability in presenting materials, not supporting students to learn, not mastering teaching strategies, and discriminating; (iii) there is different experience about the traits of efficacious and inefficacious EFL teachers namely teaching based on the textbook only. Some students perceived it was effective for elementary school students, while others perceived it was ineffective for senior high school students.

Key words

insight, efficacious teacher, inefficacious teacher

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INTRODUCTION

The success of the teaching and learning process at schools is influenced by many factors. All of them are related to one another. If a particle is not available, the teaching and learning process will run ineffectively. Rasyid (2012) proposed four elements influence the fruitfulness of the teaching and learning process. Those are teacher, students, materials, and context of time and place.

Certified teachers on their part in the classroom play a pivotal role in generating effective and efficient learning of the students. Parents trust their children to be taught and educated at schools. They hope that they will become good and qualified human beings. Markley (2011) stated that nifty and certified teachers are significant for efficient energetic of educational systems and for extending the quality of learning.

Teachers also play an important role in delivering the materials to students as how the materials are chosen or selected based on the curriculum, then adapted to be used in the classroom. Richards (2001) defined a teacher is the main constituent in the success of curriculum execution. Preferential teachers can often counterbalance for the low-quality resources and materials they have to work. However, a poorly rehearsed teacher may not be able to make significant use of teaching materials not matter how well they are planned.

Teachers are also models of either positive or negative attitude for students. Students tend to imitate the behavior and demeanor of the teacher. The whole personality of the teacher becomes a mouthpiece for students. If the teacher is honest, leads a balanced and disciplined life, students adopt these benevolences as an ideal role model unwittingly. The ideal teacher gives an impression of an honest upright life that can serve as a model for students.

The resarchers believe the students' action will depend on the teacher's behavior. It is very urgent that teacher encourages students because students will get advantage from it. Teachers bring a big cognizance in their classroom. It is because all students often imitate her/ him. If the teacher feels elation or feels wrath, it will be deployed among students because the attitude of the teacher is contagious. If the teacher laughs, students also laugh, because teacher is responsible for the social behavior in the classroom. If something goes wrong, the only responsibility lies on the teachers even if it is not their fault.

LITERATURE REVIEW

It is realized that some students have problems with their teachers. Although there will never be an impeccable relationship between teacher and students, the teacher has to create a good relationship with students or even attemp to be an efficacious teacher for them. Hence, teachers should evade some criteria that can characterize them as inefficacious teachers. That is why, it is important to inspect the traits of efficacious and inefficacious EFL teachers to be used as a model to obey and to elude.

Kourieos and Dimitris (2013) conducted a study that utilized a mixed-method sequential approach for data collection and analysis. The subjects of the study are 110

first-years EFL undergraduate students in two private colleges in Cyprus majored in four different academic programs. The study try to identify what features and behaviors describe effective EFL lecturers as perceived by university students. Data were congregated by means of a questionnaire and focus group interviews. They found out that effective EFL lectures consider their students' individual differences, language anxiety, abilities, and interests. EFL lecturers also design learning environments accordingly. Language skills of lecturers persuade students in meaningful classroom interactions and entangle them in group tasks designed around authentic topics and language use.

Furthermore, Leslie (2013) had conducted a research by involving 60 participants in the convenient sample comprising learners from two introductory courses in intermediate education. That research applied constructivist theory by having them, firstly to individually depict on their educational impression from pre-school to current, then list five characteristics of effective teachers. Secondly, they individually illustrate on their educational experiences from pre-school to current, then list five characteristics of ineffective teachers. Thirdly, in groups of four or five students, they worked together to deliberate and specify as a group on five primary characteristics of effective teachers. The research found out that the main components of effective teaching are analytical system method, organizational/ clarity, instructor/ group interaction, individual student's interaction, and dynamism/ enthusiasm.

In relation to the word of 'insight', in oxford dictionary, the word of 'insight' (noun) means (1) the ability to look, hear, or become aware of something through the awareness, (2) the way in which something is assumed, comprehended, or interpreted. Richards (2002) defines insight as to the last process of observation which is started by the process of sense in which the process of stimuli is received by the senses then continued by the process of attention then directed to the brain that will make the individual realizes about something. Walgito (2003) defines insight as to the recognition and the understanding of events, objects, and stimuli through the use of senses (sight, hearing, touch, etc.). While Rasyid (2012) defines teacher of English as Foreign Language is employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in English in an educational institution.

According to Steinberg and Horvath (1995), generally, the term of efficiacious means a successful effort in producing a desired or intended result. The word of efficiacious has several meanings based on the discussion area. In the field of teaching, the word of efficiacious means adequate to accomplish a purpose; producing the intended or expected result. When it comes to the concept of efficiacious EFL teacher, it is natural for the teacher to carry unique features of the field as well as the general natures of an efficiacious teacher.

Adams and Pierce (2006) define effective teachers have the ability to:

- adjust their lesson based upon their needs and the abilities of their students
- organize the material in such a way as to best facilitate learning

- keep abreast of development in their fields or scope, and merge these opinions into their lessons
- use effective communication skills
- formulate specific purposes and select the specific strategy for achieving those purposes
- share the course goals to all students to clarify expectancies for the students and open communication
- conduct efforts to create rapport with the students, build a productive learning atmosphere

The word 'inefficiacious' based on Merriam Webster Bibliography means (1) not producing an intended effect, (2) not capable of performing efficiently or as expected. According to Walls, Nardi, Minden, and Hoffman (2002), some characteristics of ineffective teachers include: (1) discouraged questions, (2) authoritarian and controlling of the learning environment, (3) had favorites in the class, (4) not visible throughout the class, (5) highly disorganized, (6) focuses on vicarious learning, (7) controlling, and (8) lacks classroom management skills. They then divided the ineffective behavior into categories and subcategories, namely:

- Emotional Surroundings: wicked to all but her pets
- Teacher Skill: disorganizing
- Teacher Motivation: always sat on the desk during the whole period
- Student Participation: dishearten students from asking questions
- Rules and Grades: totally a my-way authoritarian

Furthermore, Magar (2009) emphasized several characteristics that can make teachers ineffective. Those characteristics are the teacher has no smart goals, the motivation is driven by his own desires and need not by the students, blames the students for their lack of self-discipline, bribes the students, threatens and does not motivate the students, seems to know but actually empty shell.

This research focused firstly on probing the traits of efficacious EFL teachers based on students' insight. Secondly, it aimed at delving the traits of inefficacious EFL teachers based on students' insight. The last was to find out whether students have different experience on the traits of efficacious and inefficacious EFL teachers.

RESEARCH METHOD

The current study employed a qualitative method by using constructivism approach in data collection process. In analyzing data, this research applied the coding method in data analysis. Fifteen second grade students of SMKK Dr. Wahidin Makassar were taken randomly as the subjects of the research. They participated in writing their experience and insight on the traits of efficacious and inefficacious EFL teachers. To get more detail and deeper explanation about their experiences on the traits of efficacious and inefficacious EFL teachers, five of them were interviewed.

FINDINGS AND DISCUSSION

1. Traits of Efficacious EFL Teachers Based on the Students' Insight

From collected research data, it is found that, based on the students' insight, the traits of efficacious EFL teachers are presented in the following table.

Category	Subcategory	Examples of Behavior
Personal competence	a. Having pleasant figure	<ol style="list-style-type: none"> 1. Patient 2. Stringent and discipline 3. Having sense of humor 4. Friendly 5. Wise 6. Forgiving students' fault 7. Exhorting students
	b. Responsive	<ol style="list-style-type: none"> 1. Being punctual 2. Being responsible 3. Teaching enthusiastically
Professional competence	Mastering the subject delivered	<ol style="list-style-type: none"> 1. Teaching based on the curriculum 2. Able to develop the material 3. Having a correct pronunciation
Pedagogical competence	a. Promoting students to learn	<ol style="list-style-type: none"> 1. Understanding the students' ability 2. Understanding the students' characters 3. Evoking students to be brave and confident 4. Not comparing one student to another 5. Motivating all students
	b. Mastering teaching and learning strategies	<ol style="list-style-type: none"> 1. Able for breaking the ice 2. Elaborating materials clearly 3. Combining theory and practice 4. Using appropriate media in teaching 5. Encouraging students to be active in the classroom 6. Improving students' skills
Social competence	Good relation with students	Creating togetherness between teacher and students
Appearance	Performing a good appearance	<ol style="list-style-type: none"> 1. Looking fun 2. Good looking

Teaching English as a foreign language demands the ability to face students with different characters and abilities. The teacher should be able to accommodate all students, and to assist them in learning if they have problem-related to the material. The students perceived that an EFL teacher should be patient to face them in learning because they have the different capacity in understanding the material. Some students easily understand the material, some others are difficult, and so it is the teacher's ability to adjust his emotion to be patient to face them all. Patience is the capacity to accept or to tolerate delay, trouble, or suffering without getting angry or upset. This characteristic is suitable for the characteristic of a good teacher that was described by Kunandar (2007) that characters of a good teacher include patient and committed to sacrifice.

The next characteristic related to personality competence perceived by the student is being strict and discipline. This characteristic is very consistent to obey the rule. Having a sense of humor is perceived effective by the students because a teacher with a sense of humor will make the situation of the class relax that students easily understand the material. This is in accordance with the study conducted by Arikan (2008) which revealed that an effective teacher is a humorous person whose gender is not important. Here the teacher is not demanded to make the students laugh all the time of the teaching and learning process, but he or she may insert some jokes to refresh and to make the situation become more relax after the students concentrating in learning.

The teacher should be friendly to the students. Being friendly is perceived by the students can break the rigid situation in the classroom, especially for the first meeting. If the students feel and see that the teacher is friendly, it will build a good first view from the students. This is also in line with the study conducted by Chireshe (2011) that one of several characteristics of the effective lecturer was friendly. Being Friendly here including having a good relation with the students. Possessing a friendly personality will give good effect to the relationship between students and the teacher.

Other characteristics perceived efficacious by the student are being wise, forgiving students' fault, and advising the students. Not all people could forgive the one who has made them disappointed. However, as an effective teacher, he should be humble to forgive and even advice the students who have made mistakes.

Related to responsibility, the characteristic of efficacious teachers viewed by students is being punctual or coming to the class on time. This is in line with a research conducted by Chireshe (2011) that one of several characteristics of effective lecturers was well organized. One of the requirements to be well organized is being punctual. How teachers could maximize their time if they could not manage the time. Coming late can waste the students' time and of course, make them feel boring. Other characteristics expected by the student are being responsible for educating and teaching enthusiastically.

To deliver lesson materials for students, EFL teachers are expected to dominate the material taught. Mastering the material makes the teacher present it effectively. This is in compliance with one of the five criteria that were proposed by Markley (2011) that to be an efficacious teacher, he or she has to comprehend the subject matter. Mastering the materials is a part of the professional competence required as efficacious EFL teachers, including teaching based the curriculum, able to develop the curriculum, and having correct pronunciation. This has similarity to the research conducted by Arikan (2008) that an effective English language teacher has correct pronunciation. In communicating with others, pronunciation is the first aspect that will be judged by the listener instead of the message conveyed.

In the pedagogy aspect, the characteristics perceived effective are able to promote all students, and mastering teaching strategies. By understanding students' ability and character, teachers will be easy to design the teaching material. This is in accordance with Kourieos and Dimitris (2013) that one of the students' perception of effective teachers is taking into consideration to their students' individual differences.

The next characteristics are supporting the students in learning, motivating the students, evoking students to be brave and confident, and not comparing one student to another. Teachers act as parents of the students in schools. Not only teaching, teachers should also guide students to be educated people. In conducting their obligation, the teachers always relate with students. Students are the customers of the teacher. Teachers and students are hoped to create a good relation, even though it is very difficult to have a perfect relation, but at least the teacher tries to create a good relation with the students. Other characteristics are able for breaking the ice, elaborating materials clearly, combining theory and practice, using appropriate media, encouraging students' activeness, and improving students' skills.

Students also perceive that effective teachers should be able to create a good relation with the students. In this case, teachers are expected to show a good facial expression. In addition, teachers should create togetherness between teacher and students.

Performance in front of the class may include the way in presenting the material and the physical appearance itself. In this case, teachers are expected to show a good facial expression. It also creates a relax condition in the class. Another characteristic is good looking. Good looking here is not meant the teacher should be pretty or handsome, but showing a tidy and neat performance that is suitable with the dress code of the teacher will give a beneficial impact to the teacher's performance in front of the students. Starting from the way he is standing, dressing and speaking even looking at his students will be viewed and judged by the students.

2. Traits of Inefficacious EFL Teachers Based on Students' Insight

Category	Subcategory	Examples of Behavior
Personal competence	Having unpleasant behavior	<ol style="list-style-type: none"> 1. Often coming late 2. Unfriendly 3. Easily getting angry 4. Not caring of students
Professional competence	Lack of ability in presenting materials	<ol style="list-style-type: none"> 1. Not mastering materials taught 2. Lack of vocabulary 3. Teaching English but not his major
Pedagogical Competence	Not mastering the teaching strategies	<ol style="list-style-type: none"> 1. Not having a lesson plan 2. Not preparing the material well 3. Teaching is always based on the textbook
	Not supporting the students to learn	<ol style="list-style-type: none"> 1. Not knowing the students' ability 2. Not understanding students' characters
Social Competence	Discriminating	Focusing on some certain students

Dealing with the characteristics of ineffective EFL teachers, students perceived that often coming late is an ineffective characteristic. The lateness of the teacher will make the students feel bored. Every school has a regulation that should be obeyed by students and teachers.

Another characteristic perceived unacceptable for teachers is being unfriendly. An unfriendly teacher will find difficulties in making a good relationship with the students. It will also make students feel uncomfortable and nervous about learning. When students feel nervous, the classroom environment will be uncondussive. Easily getting angry and not caring of students are also considered as ineffective characteristics.

Based on the professional competence, lack of ability in presenting material is also considered as ineffective characteristic. It includes lack of vocabulary, and teaching English but not his major. Sometimes, it is found in a certain school, the teacher who is teaching English is not from English Department but from another department.

In the field of pedagogical competence, if teachers do not have lesson plan, not preparing the material well, students perceived that they are ineffective techers. Another ineffective characteristic should be avoided by an EFL teacher is teaching always based on the textbook. Not supporting the students to learn is also an ineffective characteristic that should be avoided by EFL teachers.

Talking about social competence, no student likes to be discriminated against or treated unfairly. If the teacher has this characteristic, it will decrease the students' motivation in learning because they will think whatever they do, the teacher will not appreciate it. A discriminating teacher usually focuses on certain students.

3. Students' Different Experiences on the Traits of Efficacious and Inefficacious EFL Teacher

Actually, this perception is contradictious because based on the interview result there were some students who perceived that teaching always based on the textbook was efficacious, but some others perceived that it was inefficacious. Those students perceived that teaching based on the textbook was efficacious, because it was applicable for students at elementary level or for the younger ones as like for elementary students (pupils). While others stated that it was inefficacious to apply for the upper level of age as like for senior high school students.

CONCLUSION

By knowing the traits of efficacious EFL teachers based on the students' insight, every EFL teacher is expected to follow and pay attention to those traits that can make them an efficacious person in teaching English. On the other hand, EFL teachers are expected to avoid the attitudes that can categorize them into inefficacious English teachers. Being all teachers expect an efficacious English teacher, but they have to put some effort to reach it in order to conduct the teaching appropriately that the students can obtain the goal of their learning.

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