Investigating Students' Perception of Effective EFL Teachers' Teaching: A Survey Study at One of the State Junior High Schools in Indonesia

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Abstract

The study aims at investigating students' perception of effective EFL teachers' teaching at one of the State Junior High Schools in Indonesia. The sample in the study was 132 students from 5 classes of State Junior High Schools 40 Pekanbaru. It was selected by using simple random sampling technique. This study employed a survey research design in terms of descriptive quantitative approach. The result in the study showed that students' perception of effective EFL teachers' teaching were very positive for each indicator namely delivery, fairness, knowledge and credibility, and organization and preparation. It revealed that the perception of effective EFL teachers' teaching showed highest percentage of the statement of strongly agree such as effective teachers are friendly in rapport category, effective teachers give clear explanations in delivery category, effective teachers treat all students fairly in fairness category, effective teachers have a good knowledge of vocabulary in knowledge and credibility category, and effective teachers make their own supplemental material in organization and preparation category. It can be concluded that the students' perception of effective EFL teachers' teaching should be well identified by English teachers for the remarkable progress of teaching English in the classroom.

Key words: Students' Perception, Effective Teaching, EFL Teachers

Introduction

Perception is generally recognized as the act of interpreting an object happening directly through human senses or feelings. King's notion (2010) clarifies perception as the process in which sensory information being organized and interpreted. Then, perception also involves the intake of messages and human information into the brain, which then interacts with the environment (Slameto, 2010). It means that perception is the process of organizing and interpreting sensory information to provide understanding of an object. In addition, perception or human senses and feelings to one object can be either positive or negative depending on the result of interpretation.

There are three factors affecting someone's perception namely perceiver, target, and situation (Robbins, 2003). Perceiver is the way someone sees and tries to interpret what they see.

Target is the aim someone tries to reach such as a person, thing, or event that has novelty, motion, size, sound, background, or similarity. Situation is the context seen in which perception arises must receive attention. In other words, the factors determine someone's perception.

Perception in educational context has been paramount issues in scientific study since the 1950s covering a number of literacy aspects in seminaries (Neuman, 2013). The perception may incorporate students' preferred instructional methods (Lightbown & Spada, 2008). Therefore, students' perception of effective EFL teacher's teaching should be well understood by teacher for remarkable progress of teaching and learning activities. Language literacy in particular is required to understand the course, their contributions to class, and the opportunities they need to succeed and feel satisfied in the language program all require strong language skills (Horwitz, 1988). Likewise, the recognition of English as a foreign language in Indonesia emphasizes the need for English educators to be effective in their teaching.

Moreover, students' perception of effective teaching especially in foreign language instruction is necessary to understand. Since teachers often serve as the primary individuals with whom students can engage in meaningful language development through interaction; therefore, the effectiveness of foreign language instructors is seen as especially critical (Çelik, 2013). Similarly, teacher as one of the main factors possesses a lot of influences on students' achievement (Chen, 2012). Therefore, language teachers are required to understand how their students perceive effective language teaching due to encompassing students' preferences as to how teaching should be delivered, with the instructor as a developer, a chooser of effective conditioning, accoutrements, and multimedia tools, and an examiner who provides timely scaffolding (Lee, 2012). In other words, by understanding students' perception of effective teaching, an English teacher needs to carefully assess and fully comprehend the value of English instruction to enhance students' literacy development.

A number of studies have been conducted to explore the perception of effective EFL (English as a Foreign Language) teachers' teaching. These studies have investigated various aspects of effective teaching, including the attributes of an effective lecturer (Barnes & Lock, 2010), students' perception of foreign language teachers (Barnes & Lock, 2013), the characteristics of effective EFL teachers (Chen & Lin, 2009), students' perceptions of effective EFL teachers (Kourieos & Evripidou, 2013), and effective teaching practices (Raba & Herzallah, 2015).

However, most of these studies have primarily focused on the perceptions of university students, neglecting the perspectives of students at other educational levels. It is essential to consider how students at all levels of education perceive their teachers' teaching, as effective teaching is a crucial aspect of class development in English education. This is necessary to meet the demands of both educators and students (Yun Tsou, 2013).

In this regard, there is a significant need for further research, particularly at the junior high school level. This level is critical in understanding their perceptions of effective EFL teachers' teaching that can inform teaching practices and improve student outcomes. Therefore, the present study aims to investigate students' perception of effective EFL teachers' teaching at a junior high school, filling a significant gap in the existing literature.

Methodology

This study was a survey research design with a descriptive quantitative approach. The procedures in quantitative research is that investigators administer a survey to a sample of people or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). The research was conducted at State Junior High School 40 Pekanbaru. This study used a questionnaire for collecting the data. The questionnaire was adopted from Faranda and Clarke (cited in Barnes and Lock, 2013). The questionnaire contained five indicators of effective EFL teachers' Teaching namely rapport category, delivery category, fairness category, knowledge and credibility category, and organization and preparation category. The questionnaire has five option, strongly agree (SA), agree (A), slightly agree (SLA), no feeling (NF), slightly disagree (SLD), disagree (D), and strongly disagree (SD). In analyzing the data, this study employed Descriptive Statistic analysis.

Results and Discussion

Results
As previously mentioned, the study describes the students' perceptions of effective EFL teachers' teaching at State Junior High School Pekanbaru. Based on the result of analysis, it was found that the students' perceptions of EFL Teachers' Teaching at State Junior High School Pekanbaru are overall in positive perception. This is based on the mean score of students' answers of the questionnaire given. It can be clarified that the questionnaire of the students' perceptions of effective EFL teachers' teaching are divided into five categories. They are rapport category, delivery category, fairness category, knowledge and credibility category, and organization and preparation category. Each category is explained in this part.

In rapport category, there are eleven items of questionnaire statements that are displayed in results of students' response below

Table 1
Raport Category of Effective EFL Teachers' Teaching

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers are friendly	125	95%	7	5%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers develop good relationships with students	90	68%	42	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers share personal experiences	89	67%	40	30%	3	2%	0	0%	0	0%	0	0%	0	0%
Effective teachers care about students	78	59%	54	41%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers are patient	90	68%	42	32%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers listen to students	75	57%	57	43%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers have a positive attitude in general	78	59%	54	41%	0	0%	0	0%	0	0%	0	0%	0	0%

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers have charisma	77	58%	53	40%	2	2%	0	0%	0	0%	0	0%	0	0%
Effective teachers understand the student's English education background	77	58%	55	42%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers understand the different student levels	79	60%	53	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers have a sense of humor	105	80%	27	21%	0	0%	0	0%	0	0%	0	0%	0	0%
Mean		66.28%		33.36%		0.36%		0%		0%		0%		0%

Table 1 above presents the results of students' perceptions of effective EFL (English as a Foreign Language) teachers' teaching in terms of the rapport category. The findings indicate that students have a overwhelmingly positive perception of effective teaching. A closer examination of the data reveals that the majority of students hold a strong positive view. Specifically, the mean percentage of students who responded with "Strongly Agree" is 66.28%, indicating that nearly two-thirds of the students strongly agree with the statements. Additionally, 33.36% of students responded with "agree". On the other hand, only a small percentage of students (0.36%) responded with "Slightly Agree". Notably, none of the students responded with "No Feeling", "Slightly Disagree", "Disagree", or "Strongly Disagree". Furthermore, the results show that the highest mean percentage for the rapport category is the statement "effective teachers are friendly", with 125 students (95%) strongly agreeing with this statement.

Subsequently, in delivery category, there are seventeen items of questionnaire statements that are displayed in results of students' response as in the following table

Table 2
Delivery Category of Effective EFL Teachers' Teaching

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers are enthusiastic about EFL teaching	86	65%	46	35%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers give clear explanations	123	93%	9	7%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers use good examples	95	72%	37	28%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers use a variety of teaching methods	94	71%	38	29%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers Indonesian use Indonesian selectively	77	58%	55	42%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers correct writing errors	65	49%	67	51%	0	0%	0	0%	0	0%	0	0%	0	0%

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers correct speaking errors	65	49%	67	51%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers teach grammar	73	55%	59	45%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers use group work	63	48%	61	46%	8	6%	0	0%	0	0%	0	0%	0	0%
Effective teachers encourage student participation in class	77	56%	54	41%	1	1%	0	0%	0	0%	0	0%	0	0%
Effective teachers encourage participation of students with low confidence	80	61%	52	39%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers talk slowly in English	98	74%	33	25%	1	1%	0	0%	0	0%	0	0%	0	0%
Effective teachers use easy words	85	64%	46	35%	1	1%	0	0%	0	0%	0	0%	0	0%
Effective teachers ask questions frequently	75	57%	55	42%	2	2%	0	0%	0	0%	0	0%	0	0%
Effective teachers ask questions then wait for volunteers to answer	62	47%	63	48%	7	5%	0	0%	0	0%	0	0%	0	0%
Effective teachers ask individual students to answer questions	84	64%	47	36%	1	1%	0	0%	0	0%	0	0%	0	0%
Effective teachers give students plenty of time to answer questions	83	63%	47	36%	2	2%	0	0%	0	0%	0	0%	0	0%
Mean		**61.5%**		**37.4**		**1.1%**		**0%**		**0%**		**0%**		**0%**

According to Table 2, the students' perception of effective EFL teachers' teaching in terms of delivery is overwhelmingly positive. The mean percentage of responses for each statement is that Strongly Agree is 61.5%, Agree is 37.4%, Slightly Agree is 1.1% and No Feeling, Slightly Disagree, Disagree, and Strongly Disagree are 0% The highest mean percentage is for the statement "Strongly Agree", indicating that the majority of students have a very positive perception of effective EFL teachers' teaching in terms of delivery. Notably, item number two which states that "effective teachers give clear explanations", received the highest percentage of all, with 123 students (93%) selecting this option.

In fairness category, there are five items of questionnaire statements that are displayed in results of students' response below

Table 3
Fairness Category of Effective EFL Teachers' Teaching

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers treat all students fairly	106	80%	25	19%	1	1%	0	0%	0	0%	0	0%	0	0%
Effective teachers prepare students well for exams	99	75%	31	24%	0	0%	0	0%	2	2%	0	0%	0	0%

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers give students clear grading guidelines	94	71%	36	27%	2	2%	0	0%	0	0%	0	0%	0	0%
Effective teachers require students to work hard during class	94	71%	36	27%	2	2%	0	0%	0	0%	0	0%	0	0%
Effective teacher require students to do homework	67	51%	50	38%	10	8%	5	4%	0	0%	0	0%	0	0%
Mean		**69.6%**		**27%**		**2.6%**		**0.8**		**0%**		**0%**		**0%**

With reference to table 3, the students' perceptions of effective EFL teachers' teaching in terms of organization and preparation category was positive as seen from the mean percentage of statement for strongly agree that is 59.33, the mean percentage of statement for agree that is 40.16, mean percentage of statement for slightly agree that is 0.5, and mean percentage of statement for no feeling, slightly disagree, disagree, and strongly disagree that are 0. It means that the highest mean percentage for organization and preparation category is the statement of strongly agree. Notably, 106 students (80%) chose item number one (effective teachers treat all students fairly) for strongly agree statement.

In knowledge and credibility category, there are three items of questionnaire statements that are displayed in results of students' response below

Table 4
Knowledge and Credibility Category of Effective EFL Teachers' Teaching

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers are well qualified for EFL teaching	82	62%	44	33%	4	3%	2	2%	0	0%	0	0%	0	0%
Effective teachers have a good knowledge of grammar	93	71%	37	28%	2	3%	0	0%	0	0%	0	0%	0	0%
Effective teachers have a good knowledge of vocabulary	114	86%	18	14%	0	0%	0	0%	0	0%	0	0%	0	0%
Mean		**73%**		**25%**		**2%**		**0%**		**0%**		**0%**		**0%**

According to Table 4, the students' perceptions of effective EFL (English as a Foreign Language) teachers' teaching in knowledge and credibility category show that a significant majority of students hold a strong positive view. In terms of the specific statements, the mean percentage of students who strongly agree is 73%. Furthermore, the mean percentage of students who agree with the statement is 25%. On the other hand, only a small percentage of students (2%) slightly agree with the statement. Notably, there are no students who reported no feeling, slightly disagree, disagree, or strongly disagree with the statement Overall, the results suggest that the highest mean percentage for the knowledge and credibility category is the statement of strongly agree, indicating that the majority of students have a strong positive perception of their teachers' knowledge and credibility in item number 3 (effective teachers have a good knowledge of vocabulary) or 114 students (86%) strongly agree with the statement.

In the organization and preparation category, there are six items of questionnaire statements that are displayed in the results of students' responses below. These statements are designed to elicit students' perceptions of effective EFL teachers' teaching.

Table 5
Organization and Preparation Category of Effective EFL Teachers' Teaching

Item	SA		A		SLA		NF		SLD		D		SD	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Effective teachers are well prepared every lesson	78	59%	54	41%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers provide a syllabus detailing weekly course content	84	64%	45	34%	3	2%	0	0%	0	0%	0	0%	0	0%
Effective teachers explain the instructional methods to the class	58	44%	74	56%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers tell students the lesson objectives each lesson	79	60%	53	40%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers stick to the syllabus	80	61%	52	39%	0	0%	0	0%	0	0%	0	0%	0	0%
Effective teachers make their own supplemental material.	90	68%	41	31%	1	1%	0	0%	0	0%	0	0%	0	0%
Mean		**59.33%**		**40.16%**		**0.5%**		**0%**		**0%**		**0%**		**0%**

Table 5 presents a detailed analysis of the students' perceptions of effective EFL (English as a Foreign Language) teachers' teaching in the organization and preparation category. The data reveals that a significant majority of students (59.33%) strongly agree with the statement. Furthermore, 40.16% of students agree with the statement in this category indicating a positive perception of their teachers' instructional practices. In contrast, a negligible percentage of students (0.5%) slightly agree with the statement, Notably, the data reveals a complete absence of students (0%) who reported no feeling, slightly disagree, disagree, or strongly disagree with the statement. Item number six (effective teachers make their own supplemental material) in this category reached the highest percentage (68% of students). e.

Discussion

Students' perception of effective EFL teachers' teaching in terms of rapport category is positive because great number of students chose strongly agree of twelve statements, which are effective teachers are friendly, develop good relationships with students, share personal experiences, care about students, are patient, listen to students, have a positive attitude in general, have charisma, understand the student's English education background, understand the different student levels, and have a sense of humor. From all items, item number 1 or effective teachers are friendly is the highest percentage for strongly agree statement (95%) in this category.

In terms of delivery category, students have a positive perception of effective EFL teachers' teaching. This is evident from the fact that students strongly agree with 17 items in the

questionnaire statements. These items include effective teachers are enthusiastic about EFL teaching, give clear explanations, use good examples, use a variety of teaching methods, use Indonesian selectively, correct writing errors, correct speaking errors, teach grammar, use group work, encourage student participation in class, encourage participation of students with low confidence, talk slowly in English, use easy words, ask questions frequently, ask questions then wait for volunteers to answer, ask individual students to answer questions, and give students plenty of time to answer questions. Notably, item number two, "effective teachers give clear explanations," has the highest percentage of agreement, with 93% of students strongly agreeing with this statement.

The students' perception of effective EFL teachers' teaching in terms of fairness is overwhelmingly positive. A significant number of students strongly agree with five key statements, which are: effective teachers treat all students fairly, prepare students well for exams, give students clear grading guidelines, require students to work hard during class, and require students to do homework. Item number one or "effective teachers treat all students fairly" reached 80% as the highest percentage in this category.

The students' perception of effective EFL teachers' teaching in terms of knowledge and credibility is overwhelmingly positive. A significant majority of students strongly agree with three key statements in the questionnaire, which are: effective teachers are well qualified for EFL teaching, have a good knowledge of grammar, and have a good knowledge of vocabulary. Notably, 86% of students ranked item number three, 'effective teachers have a good knowledge of vocabulary', as the most important aspect, indicating that students place a high value on their teachers' vocabulary expertise.

The students hold a positive perception of effective EFL teachers' teaching in terms of organization and preparation. A significant number of students strongly agree with six statements in the questionnaire, indicating that effective teachers: (1) are well-prepared for every lesson, (2) provide a syllabus outlining weekly course content, (3) explain instructional methods to the class, (4) clearly communicate lesson objectives at the beginning of each lesson, (5) adhere to the syllabus, and (6) create their own supplemental materials. Notably, item six, "effective teachers create their own supplemental materials," received the highest percentage of agreement, with 68% of students strongly agreeing with this statement.

Based on the findings, it is evident that the students provided overwhelmingly positive responses across all categories. Notably, the rapport category received the highest percentage of positive responses in item number one, which is consistent with the results of previous studies conducted by Barnes and Lock (2010) and Kourieos and Evripidou (2013). These studies also found that students highly valued teachers who were able to establish a positive rapport with them.

However, the current study's results differ from those of Chen and Lin (2009) and Barnes and Lock (2013), which reported that the delivery category received the highest percentage of positive responses in item number one. In these studies, it was found that students perceived effective teachers as those who were enthusiastic and engaging in their teaching delivery. This suggests that while rapport category is crucial, students also place a high value on teachers who can deliver lessons in an engaging and enthusiastic manner.

The discrepancy in findings between the current study and those of Chen and Lin (2009) and Barnes and Lock (2013) may be attributed to various factors, such as differences in student

populations, teaching contexts, or cultural backgrounds. Nevertheless, the current study's results highlight the importance of teachers establishing a positive response in rapport category with their students, which is a critical aspect of effective teaching. By building strong relationships with their students, teachers can create a supportive and inclusive learning environment that fosters academic success and personal growth.

Conclusion

Based on the finding of the research about students' perception on effective EFL teachers' teaching at the seventh grade of State Junior High School 40 Pekanbaru, all the response are positives in terms of rapport category, delivery category, fairness category, knowledge and credibility category, and organization and preparation category. In conclusion, understanding students' perception of effective EFL teachers' teaching is crucial in contributing to teacher professionalism and student progress. By recognizing the importance of these five categories, teachers can refine their teaching practices, foster a positive learning environment, and ultimately, help students achieve their full potential. By doing so, students are more likely to develop a strong foundation in English language skills, which is essential for their future academic and professional pursuits.

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