

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is employed as an eventual summary which includes conclusions and suggestions. This chapter is presented in two sections: first, it provides a conclusive presentation of the entire finding discussion from the earlier chapter; second, it suggests future research suggestions which is expected to help in providing some ideas considered when researching similar field of study.

#### 5.1 Conclusions

Having the students' perceptions of characteristics of effective English teacher as the core of the study, the research is intended to study the characteristics of effective English teachers as perceived by junior high school students. There are two purposes of the study: to find out the important characteristics of effective English teachers based on junior high school students' perceptions in general and to find out the most important category within the four categories of characteristics of effective English teachers.

The list of characteristics was traced from questionnaires and interviews of selected junior high school students. The characteristics listed in the questionnaire itself were developed based on the category of effective English teacher characteristics proposed by Brown (2000). Characteristics such as "is not easily irritated and easy to forgive" and "appreciates students' differences" become the most important characteristics ranked by the students in interpersonal skills category. Then, It is followed by some characteristics such as "able to speak in English", "able to treat students fairly", "able to understand English text", "increases students' motivation", "friendly and humorous", and "available for students". These characteristics are ranked as the most important characteristics of effective English teachers based on the junior high school students' perceptions.

Then, for the finding of the second research questions, it was found that the selected junior high school students perceived the interpersonal skills category as the most important category of characteristics that should be obtained by

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effective English teacher. Then, it is followed by the personal qualities category, the technical knowledge category, and the pedagogical skills category.

The mentioned result was affected by students' personal feelings, attitude drives, goals, and learning experience of having interaction with their teachers' behavior as English teachers in the classroom environment. The students believe that an English teacher who develops a positive interpersonal relationship is capable of being an effective teacher. It was mentioned frequently by the students that an effective English teacher should be the one who can teach them the subject without being easily irritated and is able to bring joy in the classroom (see Chapter 4). This is due to the role of English as a foreign language in Indonesia, and it is difficult for the students to learn a new language and process the knowledge transferred by the teacher. Even though the teacher has an outstanding knowledge of English language or is capable to teach the students in various methods and approaches, when the teacher could not keep his interpersonal and intrapersonal qualities, the knowledge and skills of teaching will become a waste (Miller, 2012; Shishavan and Sadeghi, 2009; Park and Lee, 2006; Moreno, 2009; Wichadee, 2010).

Overall, the findings lead to a final conclusion that junior high school students expect their English teacher to have good interpersonal skills and personal qualities primarily to become an effective English teacher. However, the other characteristics involving English knowledge and teaching skills are also important. With a good balance between the four categories of characteristics, students expect their English teachers to become more effective and to be able to motivate them in achieving a better result in learning English.

## 5.2 Suggestions

The following suggestions are offered for both pre-service and in-service English teachers, and further research regarding the characteristic of effective English teachers to improve this study based on the findings, discussions, and conclusions of the research results.

Firstly, for the English teachers, because the personality and teacher-student relationship were much emphasized by the students in this study, English teachers should keep developing a caring relationship and provide opportunities to interact and communicate with each student in the classroom. The improvement in communication process will enhance students' achievement and motivation in learning English. It will also reduce the tension in the classroom (Park and Lee, 2006; Chen and Lin, 2009). When the students feel relax, they are able to achieve the knowledge transferred by the English teacher without hesitation. It will also lead to a better achievement for both students and the English teachers.

Secondly, an investigation with a larger size of participants and variety of survey methods shall be conducted. The current study is limited to junior high school with focus on the ninth grade students only. Investigating the other grades and school level such as elementary and high school students might strengthen the result of the current study. The result of negative responses in each statement of each category can also be the concern of the next study of this field.