

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the findings obtained from the questionnaires to examine the qualities of a successful English teacher in millennial era as perceived by students at English Education Department of Tarbiyah and Teachers' Training Faculty at UIN Antasari Banjarmasin who participated in this research.

A. Findings

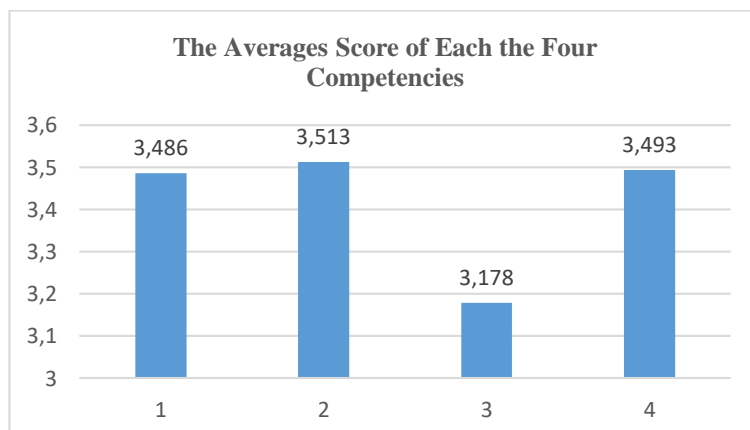
1. Finding of Close-Ended Questions

Table 4.1 the averages score of each the four competencies of a successful English teacher in millennial era as perceived by students.

No	The Competencies	Average Score
1	Socio-affective skill	3,486
2	Pedagogical knowledge	3,513
3	Subject-matter knowledge	3,178
4	Personality character	3,493

Note. The sentences in bold are indicated as the highest score and lowest score

Figure 4.1 The average score of each competencies



Based on the data in table 4.1, pedagogical knowledge to be the first important competency of a successful English teacher in millennial era because it received the highest score (3,513). The second competencies fall into personality character (3,493). The third is socio-affective skill (3,486). The last important competency is subject-matter knowledge (3,178). So, from students' perceptions, teachers more emphasize on pedagogical knowledge, personality character and socio-affective skill rather than subject-matter knowledge. This finding is the same with the previous finding who more emphasized on pedagogical knowledge (Shisavan & Sadeghi, 2009).

a. Students' voice related to the socio-affective skill

There are 7 questions that related to socio-affective skill item number 1 until number 7.

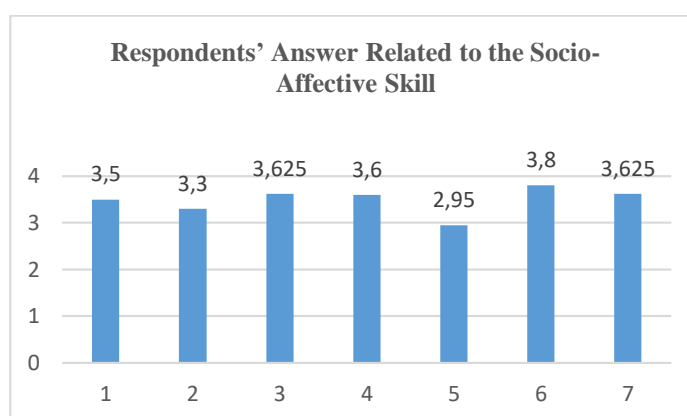
Table 4.2 Respondents' answer related to the socio-affective skill

No	Questionnaire Statements	Scale	Frequency	Percentage	Score
1	Shows enthusiasm	4	20	50%	3,5
		3	20	50%	
		2	0	0%	
		1	0	0%	
2	Have a good sense of humor	4	15	37.5%	3,3
		3	22	55%	
		2	3	7.5%	
		1	0	0%	
3	Be able to create an entertaining atmosphere to carry out the class activities	4	26	65%	3,625
		3	13	32.5%	
		2	1	2,5%	
		1	0	0%	
4	Patient in working with students of lesser ability	4	27	67.5%	3,6
		3	10	25%	
		2	3	7.5%	
		1	0	0%	

5	Offer challenges to students of exceptionally high ability	4	7	17.5%	2,95
		3	25	62.5%	
		2	7	17.5%	
		1	1	2.5%	
6	Appreciate students' opinions and abilities	4	32	80%	3,8
		3	8	20%	
		2	0	0%	
		1	0	0%	
7	Respect the differences students' cultural traditions.	4	26	65%	3,625
		3	13	32.5%	
		2	1	2.5%	
		1	0	0%	

Note. The sentences in bold are indicated as the highest score and lowest score

Figure 4.2 Respondents' answer related to the socio-affective skill



As the result show, regarding socio-affective skill, the students mostly agree that the teacher should be appreciate students' opinions and abilities (3,8). Despite that fact, the respondents perceived that a successful English teacher in millennial era should not offer challenges to students of exceptionally high ability (2,95). This result in line with the previous findings by (Park & Lee, 2006).

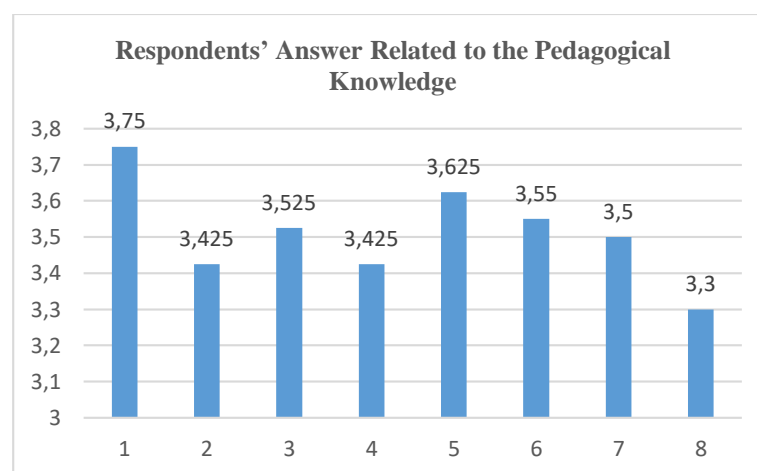
b. Students' voice related to the pedagogical knowledge

There are 8 questions that related to pedagogical knowledge item number 8 until number 15.

Table 4.3 respondents' answer related to the pedagogical knowledge

No	Questionnaire Statements	Scale	Frequency	Percentage	Score
8	Explain lessons clearly	4	30	75%	3,75
		3	10	25%	
		2	0	0%	
		1	0	0%	
9	Use a wide variety of techniques	4	19	47.5%	3,425
		3	19	47.5%	
		2	2	5%	
		1	0	0%	
10	Give opportunity to students in participating the lesson	4	21	52.5%	3,525
		3	19	47.5%	
		2	0	0%	
		1	0	0%	
11	Effectively perceive students' linguistic needs	4	20	50%	3,425
		3	17	42.5%	
		2	3	7.5%	
		1	0	0%	
12	Clear presentation skills	4	25	62.5%	3,625
		3	15	37.5%	
		2	0	0%	
		1	0	0%	
13	Be able to make an active class in interaction, cooperation, and teamwork in the classroom	4	23	57.5%	3,55
		3	16	40%	
		2	1	2.5%	
		1	0	0%	
14	Give optimal feedback to students	4	20	50%	3,5
		3	20	50%	
		2	0	0%	
		1	0	0%	
15	Creatively adapts textbook material and other audio, visual, and mechanical tools	4	14	35%	3,3
		3	24	60%	
		2	2	5%	
		1	0	0%	

Note. The sentences in bold are indicated as the highest score and lowest score

Figure 4.3 Respondents' answer related to the pedagogical knowledge

The findings about the pedagogical knowledge showed that what students needed the most was an English teacher who should explain lessons clearly (3,75). This was in line the result of (Al-Maqtri & Thabet, 2012) that students were more concerned about teacher's competence in explaining the lessons clearly and effectively. If the teacher could explain the lesson clearly, this case was able to create a learners' motivation and had positive feelings in learning process (Shisavan & Sadeghi, 2009).

c. Students' voice related to the subject-matter knowledge

There are 8 questions that related to subject-matter knowledge item number 16 until number 23.

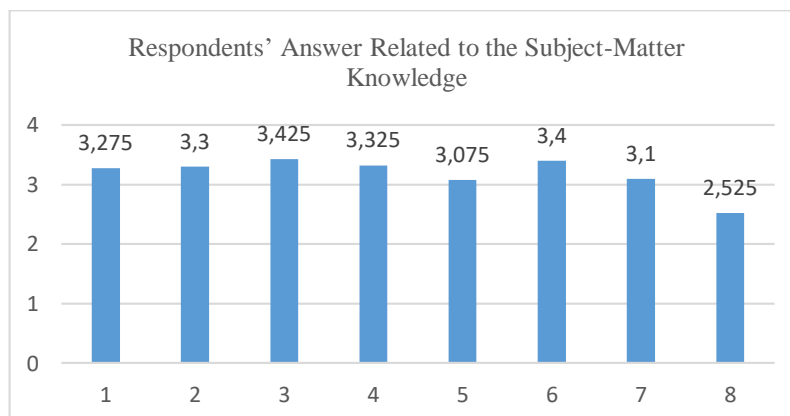
Table 4.4 respondents' answer related to the subject-matter knowledge

No	Questionnaire Statements	Scale	Frequency	Percentage	Score
16	Understand the linguistic systems of English grammar well	4	14	35%	3,275
		3	23	57.5%	
		2	3	7.5%	
		1	0	0%	
17	Speak and pronounce English well	4	14	35%	3,3
		3	24	60%	
		2	2	5%	

		1	0	0%	
18	Write English well	4	19	47.5%	3,425
		3	19	47.5%	
		1	2	5%	
		1	0	0%	
19	Have a high level of proficiency with English vocabulary	4	15	37.5%	3,325
		3	23	57.5%	
		2	2	5%	
		1	0	0%	
20	Know English culture well	4	9	22.5%	3,075
		3	25	62.5%	
		2	6	15%	
		1	0	0%	
21	Have the mastery of English course	4	17	42.5%	3,4
		3	22	55%	
		2	1	2.5%	
		1	0	0%	
22	Speak English fluently	4	13	32.5%	3,1
		3	19	47.5%	
		2	7	17.5%	
		1	1	2.5%	
23	Using full English in the classroom	4	2	5%	2,525
		3	19	47.5%	
		2	17	42.5%	
		1	2	5%	

Note. The sentences in bold are indicated as the highest score and lowest score

Figure 4.4 Respondents' answer related to the subject-matter knowledge



As the result show the statement: write English well (3,425) obtain the highest percentage. According to the perceptions of the participants of this research,

the first and the most important point regarding subject-matter knowledge in teaching English language and for English language teachers is the ability to write English well. This confirmed the finding found by (Dincer, Goksu, Takkac, & Yazici, 2013). Despite that fact, the respondents perceived that a successful English teacher in millennial era should not use full English in the classroom (2,525) to avoid misunderstanding in teaching the students.

d. Students' voice related to the personality character

There are 7 questions that related to personality character item number 24 until number 30.

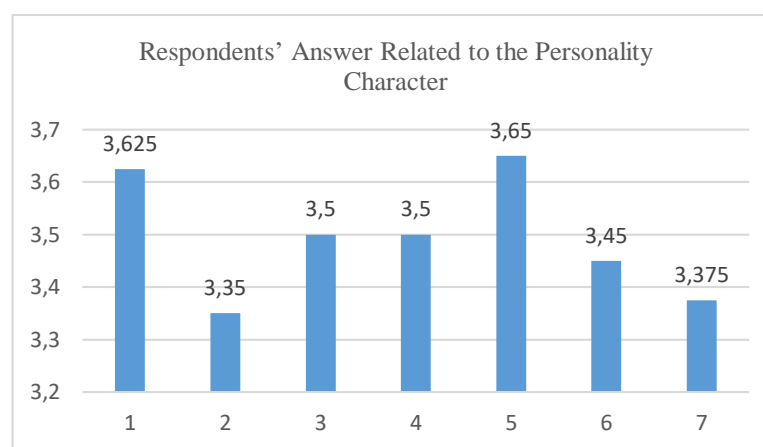
Table 4.5 respondents' answer related to the personality character

No	Questionnaire Statements	Scale	Frequency	Percentage	Score
24	Maintain and give an example of high ethical and moral standards	4	26	65%	3,625
		3	13	32.5%	
		2	1	2.5%	
		1	0	0%	
25	Encourage students to be creative	4	16	40%	3,35
		3	22	55%	
		2	2	5%	
		1	0	0%	
26	Be patient, relaxed; not get angry	4	21	52.5%	3,5
		3	18	45%	
		2	1	2.5%	
		1	0	0%	
27	Helpful and respects students' needs and be open to criticism	4	20	50%	3,5
		3	20	50%	
		2	0	0%	
		1	0	0%	
28	Be fair, kind and friendly	4	26	65%	3,65
		3	14	35%	
		2	0	0%	
		1	0	0%	
29	Caring, loving and understanding	4	19	47.5%	3,45
		3	20	50%	
		2	1	2.5%	

		1	0	0%	
30	Be flexible when things not working correctly	4	15	37.5%	3,375
		3	25	62.5%	
		2	0	0%	
		1	0	0%	

Note. The sentences in bold are indicated as the highest score and lowest score

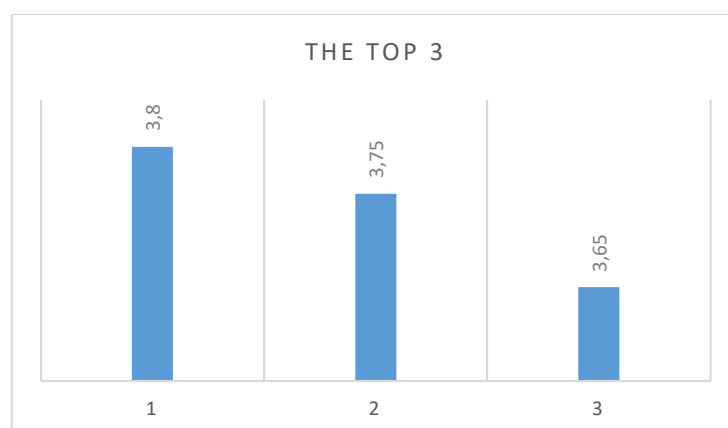
Figure 4.5 Respondents' answer related to the personality character



From students' perception, there is an item of personal competency that posit to be crucial and the most important. It was an English teacher should be fair, kind and friendly (3,65). Furthermore, it was line by (Churches, 2019) that the most qualities of a successful English teacher in millennial era such as be helpful to students, be patient and friendly, be polite and respect the personality of students, and not lose temper and angry.

Table 4.6 top 3 the most important qualities of a successful English teacher in millennial era

No	The Top 3	Competency	Score	Rank
1	Appreciate students' opinions and abilities	Socio-Affective Skill	3,8	1
2	Explain lessons clearly	Pedagogical Knowledge	3,75	2
3	Be fair, kind and friendly	Personality Character	3,65	3

Figure 4.6 The top 3 qualities

As can be seen in table 4.6, the top three qualities of a successful English teacher in millennial era perceived by the students to be the most important were appreciate students' opinions and abilities (3,8), explain lessons clearly (3,75), be fair, kind and friendly (3,65). These three qualities were belong to socio affective-skill, pedagogical knowledge and personality character. So, meaning that from the English students at UIN Antasari Banjarmasin perspective, a successful English teacher in millennial era is someone who are good and qualified socially, pedagogically and personally.

2. Finding of Open-Ended Questions

Open-ended question was intended to gather the data on the qualities of a successful English teacher in millennial era other than mentioned on the likert scale items. The questions served was meant to be complete the idea about a successful English teacher in millennial era from the point of view of English students at UIN Antasari Banjarmasin. The respondent responses are discussed in the following paragraph. There are some additional answers from students toward the qualities of a successful English teacher in millennial era. They need an English teacher who

should have the contract study, give fast response, come and go on time, prepare good topic conversation, be up to date with current are, use technology to facilitate teaching and learning process, ask students' opinion about the teaching and learning process periodically, understand the characteristics of each student, use various teaching method, techniques, and media, don't overload students with homework, be able to do brainstorm with students before starting the lesson, not only focus on teacher-center, dress neatly, say politely and the last assessing students objectively. Some of them thought that personality character and socio-affective skill of teacher is the strong element of English teacher. But, most of them perceived that pedagogical competency are the strongest element that make a successful English teacher. This result is consistent with the result of close-ended question in table 1.3 which the highest and the most important features falls into pedagogical knowledge.

B. Discussion

As the finding above showed, according to the respondents of this study, most of them highly valued each qualities which categorized into 4 competencies as presented previously. It means that a successful English teacher in millennial era perceived as someone who has a good balance of teachers' competency, skills, and behavior. Casting back to the theory of teachers' competency, as stated in the UU No 14 year of 2005 about teacher and lecturer a successful teacher or ideal teacher is regarded as the professional one, in which a professional teacher should have competencies. From the findings of current study, it can be inferred that most of the English students at UIN Antasari Banjarmasin perceived pedagogical knowledge which received high vote and to be the most important categories of a successful

English teacher in millennial era. This finding is quite different from the research conducted by Shishavan and Sadeghi (2009) who found that from teachers' perception, having both good personality and good of subject-matter knowledge must be had by a successful English teacher in millennial era. It also different from Hariyadi (2018) who found that good English teachers is emphasized on English proficiency.

On the whole, the students assigned that the most important features relating to teachers' pedagogical knowledge, such as explain lessons clearly, clear presentation skill and make an active class interaction, cooperation, and teamwork in the classroom. This result confirm the previous research findings. They similarly report that on the perspective of students, explain lessons clearly, clear presentation skill and make an active class interaction, cooperation, and teamwork in the classroom are the most important qualities.

Based on the findings of the present study, it can be concluded the most important features that a successful English teacher in millennial era based on English students at UIN Antasari Banjarmasin are: 1) appreciate students' opinions and abilities (3,8), 2) explain lessons clearly (3,75), 3) be fair, kind and friendly (3,65). Whereas, the least important features in the view of stakeholders are: 1) Offer challenges to students of exceptionally high ability (2,95), 2) using full English in the classroom (2,525), 3) speak English fluently (3,1).

Finally, from the respondents' perception on the qualities of a successful English teacher in millennial era, this case becomes beneficial for the English

teachers in order to know what students' expectation, be more attention and be able to require the four competencies in learning process.